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LOCAL PROFESSIONAL DEVELOPMENT PLAN

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Revised 2018

LOCAL PROFESSIONAL DEVELOPMENT PLAN

TABLE OF CONTENTS

SECTION 1: District Profile

District Profile Sheet.....	2
Local Professional Development Committee Profile Sheet	3
Copy of School District’s Goals.....	4

SECTION 2: Needs

Narrative explaining needs assessment process	5
List of professional development needs	6
Evidence of recent needs assessment	6

SECTION 3: Vision and Goals

District vision statement	7
List of professional development goals	7

SECTION 4: Opportunities

List of professional development opportunities and Plan alignment	8 - 9
Identification of resources	11

SECTION 5: Evaluation

Explanation of ongoing evaluation	11
Explanation of use of evaluation for subsequent plans	12

SECTION 1: District Profile

District Profile Sheet

PROFESSIONAL DEVELOPMENT PLAN DISTRICT PROFILE SHEET

NAME OF DISTRICT: UNION COUNTY TEAMS CHARTER SCHOOL

DISTRICT CODE: 8010 SCHOOL CODE: 980

ADDRESS: 515-517 West Fourth Street, Plainfield, NJ 07060

COUNTY: UNION COUNTY CODE: 80

DISTRICT FACTOR GROUP: 13

CHIEF SCHOOL ADMINSTRATOR: Mrs. Sheila L. Thorpe, Executive Director

TYPE OF DISTRICT (Check One)

K - 5 _____ K - 6 _____ K - 8 X 7 - 12 _____ 9 -12 X

List names of school buildings, grades, current student enrollment, and number of professional staff members:

Name	School Code	Grades	Enrollment	School Staff
Union County TEAMS CS	980	K - 12	400	45

Local Professional Development Committee Profile Sheet

NAME OF DISTRICT: UNION COUNTY TEAMS CHARTER SCHOOL

COUNTY: UNION COUNTY

NAME OF PROFESSIONAL STAFF MEMBERS ON COMMITTEE:

Carla Gayle

Name Print

cgayle@ucteams.org

E-Mail

Signature

School Counselor

Position

Shatiera Portee

Name Print

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E-Mail

Signature

HS/College & Career Counselor

Position

Ashley Travis

Name Print

atravis@ucteams.org

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Position

NAME OF ADMINISTRATORS ON COMMITTEE:

Michael Chiles and Shatiera Porte'e

Name Print

mchiles@ucteams.org / sportee@ucteams.org

E-mail

Signature

Position

Brian Albanese

Name Print

balbanese@ucteams.org

E-mail

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Position

CHAIRPERSON:

Sheila L. Thorpe

Signature

Position

Phone: 908-754-9043

SPECIFIC GOALS AND OBJECTIVES***UC TEAMS: BLUE RIBBON BOUND******“Next Steps To Greatness: Blue Ribbon School of Excellence”***

Goal #1 Academic Performance (3-11)	<ul style="list-style-type: none"> • The UC TEAMS Charter School will provide opportunities for improved academic performance on statewide assessments including PARCC (ELA & MATH), NJ ASK/4/8, and NJBCT 9/10.
Goal #2 Academic Performance (3-8)	<ul style="list-style-type: none"> • The UC TEAMS Charter School will provide opportunities for improved academic performance on final unit assessments in Math, and ELA, as measured by DRAs, Acellus targeting and/or Benchmark assessments for all grades K – 11.
Goal #3 Dual High School College Program	<ul style="list-style-type: none"> • The UC TEAMS Charter School will provide all eligible students in the 9 – 12 program an opportunity to participate in the dual high school/college Bridge Program onsite at Union County College and off site at Middlesex County College
Goal #4 High School Graduation	<ul style="list-style-type: none"> • The UC TEAMS Charter School will provide opportunities for students in grades 9 – 12 to successfully meet the high school graduation requirements as outlined by the district in accordance with state guidelines.
Goal #5 Curriculum Programs	<ul style="list-style-type: none"> • The UC TEAMS Charter School will provide opportunities for project based learning in all curricular programs: general, RISE, Gifted and Talented using a STEM focus and ultimately creating models for the annual school-wide “Built Environment Science Fair”.
Goal #6 Staff Professional Development	<ul style="list-style-type: none"> • The UC TEAMS Charter School will provide opportunities for all staff to develop professionally in the areas of pedagogy, knowledge of CCSS, effective teaching strategies and classroom management via professional development seminars.
Goal #7 HS College Preparation	<ul style="list-style-type: none"> ○ In the High School program, our goal is to increase standardized SAT scores through supplemental academic services.
Goal #8 K – 12 (All School)	<ul style="list-style-type: none"> ○ The UC TEAMS CS goal is to achieve National Blue Ribbon Status by 2019

SECTION 2: Needs

Narrative explaining needs assessment process

Union County TEAMS Charter School is a charter school in its twelfth year with a commitment to educational excellence which envelopes comprehensive professional development. With a developing staff who are predominantly alternate route teachers, the design of professional development must directly affect student learning as teachers work in teams that (1) focus on assessed standards, (2) review achievement data to target learning gaps, and (3) regularly design and assess instructional strategies targeting specific needs that move all students towards meeting and or exceeding the standards.

All teachers new to the profession will receive specific training and mentoring throughout the year with in house mentors, classroom consultants, who model, observe, and coach teachers throughout their first two years. Specifically, more emphasis will be placed on the four teaching domains as outlined in the work of Charlotte Danielson, (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibility. These areas will be stressed as keys to effective and efficient classroom practices.

UC TEAMS Charter School proposed professional development in three major areas: understanding and using the core curriculum content standards, using data to improve instruction, and challenge staff to strive to take “Next Steps To Greatness: Blue Ribbon Bound”, an initiative targeting excellence in academics.

As a school rapidly closing the achievement gap we are making progressive strides as a K – 12 district boasting 100% graduation rates. In 2015, we graduated the largest class yet to attend college with over half a million dollars in scholarships and grants. In addition our scores on PARCC matched and exceeded the state in PARCC average assessment in ELA, and moved within ten percentage points in Math to accomplish the same. The school is poised for the next level.

Staff currently meets at three levels for planning and updates, Admin Team, S.W.A.T. (School - Wide Administrative TEAM), and combined staff. Moreover, the calendar has been designed to provide training during Friday afternoon sessions twice a month along with an hour each one day per week. All staff will have a minimum of nine hours of professional development each month. This is in addition to designated times for in-service out of the building via conferences, workshops, and webinars.

Feedback from these sessions is regular and used for future opportunities. Expectancy of full implementation of curricula and programs in the classroom are monitored through focus walks, informal and formal evaluations. These data provide concrete information which inform the necessity for additional staff development in specific areas.

List of professional development needs

Following are the professional development needs of the district where job-embedded and in-service training are needed.

1. Provide training to address continuous understanding of Common Core State Standards
2. Provide curricular training in Math and ELA to implement standards-based instruction thru Reading Street and enVision's Math by Pearson.
3. Provide training to implement standards-based science instruction
4. Provide training to integrate technology across the curricula
5. Provide training and mentoring utilizing Effective Teacher according to Harry S, Wong.
6. Provide training for all staff in the evaluation model of Danielson including but not limited to the following domains.
 - a. Planning and Preparation
 - b. Classroom Environment
 - c. Instruction
 - d. Professional Responsibility
7. Provide training in using data to inform instruction through LINK-IT Benchmark assessments
8. Provide training in identifying and teaching students with Learning Disabilities, ELL, deficits in basic skills and advance the learning of those gifted and talented
9. Provide training in building and developing student esteem around the pillars of Character and Leadership Qualities
10. Provide training which re-emphasizes learning communities as learning teams

Evidence of recent needs assessment

We have collected these data in each of the twelve years of our existence. Our needs assessments have shown areas of strength and areas in need of improvement for each of those years. Whenever there has been loss of staff in key areas, we have discovered the necessity to revisit those areas with specialized training for new staff member.

In this past year, according to our survey, strengths have been noted in parent relations and communication followed by improved school climate. The areas requiring the greatest need have been in curriculum, assessment, and technological savvy. In addition, the administration has determined that state mandated professional development is lacking for all staff.

SECTION 3: Vision and Goals

District Mission

The Union County TEAMS (Technology, Engineering, Architecture, Math and Science) Charter School is a small learning community where all students will achieve high academic standards by using the “built environment” as a learning laboratory. Students, in grades K – 8, will gain the tools necessary for successful high school experiences, post-secondary education and the world of work. They will interact with professionals in the construction community and manifest by their experiential learning –

“We Are Community Builders...Aiming High and Achieving Greatness” and the vision for the next three years is “Nest Steps To Greatness: Blue Ribbon Bound.”

Vision Statement

Professional development is at the center of instructional improvement by empowering educators to become deeply immersed in content and pedagogy thereby providing opportunities for all children to become inspired, equipped, and supported in the fulfillment of their dreams. Professional development lies at the core of improving the effectiveness and efficiency of the delivery of instruction.

List of professional development goals

The district’s professional development plan has been developed with the following goals in mind:

- ❖ Professional development is always focused on the TEAMS concept where “Together Everyone Achieves the Mission Successfully.”
- ❖ Professional development must be focused on the curriculum content standards and ensure educators acquire the knowledge and skills necessary for applications that will result in improved student learning.
- ❖ The pedagogy of professional development must be congruent with the pedagogy desired in the classroom and grounded in classroom practice.
- ❖ Professional development emphasizes the use of data to inform classroom practices and district decisions about curriculum and instruction.
- ❖ Professional development promotes leadership and equips leaders with knowledge, skills, and ability to accelerate development of students through meaningful learning communities.
- ❖ Professional development promotes collaboration in developing curriculum, assessments, scoring rubrics, researching and applying best practices, examining student work and reflecting on the same to improve student outcomes.
- ❖ Professional development is identified primarily through the analysis of student data and progress of individual students toward the academic targets, and provides opportunities for staff feedback.

These goals emphasize the enhancement of student learning of the New Jersey Student Learning Standards are consistent with NJ Standards for Professional Development of Teachers.

SECTION 4: Opportunities

List of professional development opportunities

Job-Embedded/Building Based professional development is delivered by the district’s leadership team and consultants in various subject areas on regular bases. The focus is improved academic performance, promotion of positive social development, and effective utilization of content standards with strands in the following areas: Literacy, Mathematics, Technology, Engineering, Architecture, Science, and the ‘built environment’.

Staff development is key to the effective operation of the school, consequently certificated and non-certified staff, instructional assistants, administrative assistants, custodians and security will have opportunities to engage in meaningful activities. Also, parent training is offered along with activities for parents are also offered..

Explanation of plan alignment

ENGLISH LANGUAGE ARTS	*PDS
○ Integrating the Common Core State Standards in Lesson Planning	1, 2
○ Reading Street Training	1, 2, 4, 7
○ Using Data to Inform Instruction	1, 2, 4, 7
○ PARCC Standards Based ELA Preparation	1, 2, 3, 4, 7

MATHEMATICS	PDS
○ Integrating the Common Core State Standards in Lesson Planning	1, 2, 4, 7
○ enVisions Mathematics Training (K – 8	1, 2, 3,4, 7, 10
○ Using Data to Inform Instruction	1, 2, 3, 4, 7
○ PARCC Standards Based Math Preparation	1, 2, 3, 4, 7

SOCIAL AND EMOTIONAL DEVELOPMENT	PDS
○ Character Education: Creating A Positive Culture Climate	1, 2, 4, 7,11,12
○ 21 Indispensable Qualities of a Leader	1, 2, 4, 7,11,12
○	

SCIENCE	PDS
○ Integrating NJ Science Curriculum into Lesson Planning	1, 2, 4, 7
○ Thematic planning using the “built environment”, technology, engineering, and architecture	1, 2, 4, 7, 10
○ Using Data to Inform Instruction	1, 2, 4, 7, 10
○ Kit Training	1, 2, 4, 7, 10
○ Using Data to Inform Instruction	1, 2, 4, 7

○ NJASK 8 Science Workshop	1, 2, 4, 7
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TECHNOLOGY	PDS
○ Integrating Technology Across the Curriculum	1, 2, 4, 7
○ Software Exploration (Literacy, Mathematics and Science)	1, 2, 5, 7, 10
○ Best Practices in Classroom Technology Use	1, 2, 5, 7, 10
○ Effective Classroom Use of LCD Projectors and Digital Cameras	1, 2, 5, 7, 10
○ Rediker and LINK IT Software	1, 5, 7

CURRICULUM AND ASSESSMENT	PDS
○ Core Curriculum Content Standards	1, 2, 4, 7
○ Development of Thematic Units and Problem Based Learning using the “built environment”	1, 2, 4, 7
○ PARCC PRACTICE	1, 2, 4, 7
○ How to Use Problem Based Learning in the Classroom	1, 2, 4, 7

COMPONENTS OF PROFESSIONAL PRACTICE	PDS
○ Planning and Preparation	2, 4, 6, 9, 10,11
○ Designing Effective Instruction for the Effective Classroom Environment	2, 4, 6, 9, 10,11
○ Establishing a Culture of Learning	2, 4, 6, 9, 10,11
○ Assessing Student Learning	2, 4, 6, 9, 10,11
○ Instruction: Engaging Students in Learning	2, 4, 6, 9, 10,11
○ Instruction: Communicating Clearly and Accurately	2, 4, 6, 9, 10,11
○ Instruction: Providing Feedback to Students	2, 4, 6, 9, 10,11
○ Professional Responsibilities	2, 4, 6, 9, 10,11

LEADERSHIP	PDS
○ Mentoring	2, 4, 6, 9, 10,11
○ Leadership Training	2, 4, 6, 9, 10,11

NJ STATE MANDATES**	PDS
○ Prevention	2, 4, 6
○ School Safety, Security, and Code of Conduct	2, 4, 6
○ Health	2, 4, 6
○ Interscholastic Activities	2, 4, 6
○ Miscellaneous Topics	2, 4, 6

* PDS - Standards for Required Professional Development of Teachers

** State Mandated Professional Development (See: C – Appendix)

Identification of resources

The crafting of the district professional development plan includes school budget, allocated time, district resources, consultants, and a leadership team to provide much of the professional development aforementioned. Approximately ten hours per month has been set aside in each staff member's schedule for professional development. All teachers have a minimum of three opportunities throughout the year to avail themselves of relevant training outside of the school district. This time may be taken during the regular work day or Weekends.

General budget dollars provide for consultant fees, consultant services, workshops, conferences, materials, stipends, substitute services, and technical support. In addition to monies from the budget, partnerships are forged which provide other resources both financially and through support personnel. Volunteers in the various fields are used as well to assist in major projects.

SECTION 5: Evaluation

Explanation of ongoing evaluation

An understanding of evaluation which encompasses self-assessment, reflection, and adjustment is paramount to ongoing evaluation. Staff will have opportunity to give feedback about each area of training, whether job-embedded or seminar/in-service. These data once collected, collated, compiled and analyzed provide significant information towards meeting the New Jersey Standards for Professional Development.

Questions to be asked of all training will include the following with a special emphasis on how the training impacts student learning:

1. How did this training enhance my knowledge?
2. How did this training improve my ability to understand the academic, social, emotional, and physical needs of learner?
3. As I reflect on this training, what set of skills did I acquire or enhance?
4. How will I integrate this new learning with what I currently know?
5. How did the training impact my practice and improve student learning?
6. How did the training help develop a positive culture climate?
7. How did the training help empower educators to work effectively with parent and community partners?
8. What research practices were highlighted to support the premises of the training?
9. How much time was allocated for training and follow-up?
10. How did the training relate the New Jersey Core Curriculum Content Standards and assessment?

Explanation of use of evaluation for subsequent plans

Ultimately the data from teacher feedback and student test results inform professional development by projecting courses needed and indicate whether or not a module must be repeated. These data inform the format as well as specific strategies to be used.

A four level system of program evaluation with a special emphasis on student learning will be implemented to cover the following four areas:

1. Participants reaction to the program
2. Participant learning from the program
3. Participants use of the new knowledge or skill
4. Results i.e., student learning outcomes

This four level system will be developed to improve the design and delivery of the staff development activities as it relates to quality, effectiveness, usefulness of information, specific concepts and strategies learned, and ways to improve course delivery. At the highest level of evaluation, information will be used to assess if the learned content has been implemented in the classroom and what is the impact on learning. Student performance, achievement, and progress on various formative and summative assessments are the final measurements of a highly effective professional development plan.

The specific time and date schedule is developed annually congruent with the school calendar around current needs and is available for staff on a monthly basis.