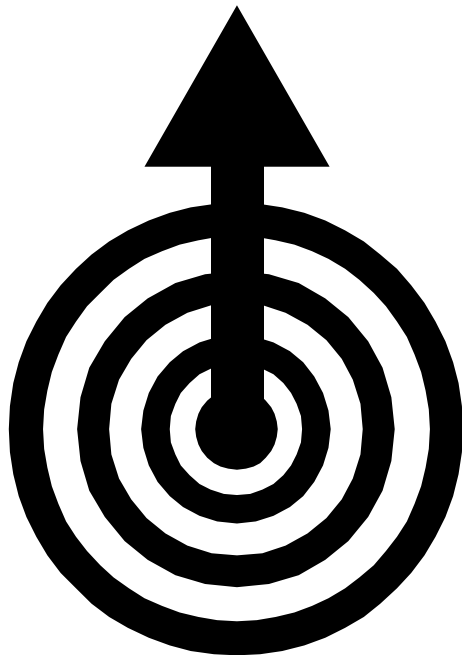


***TOMS RIVER REGIONAL  
SCHOOLS***

***PROFESSIONAL DEVELOPMENT  
HANDBOOK***



*Developed: September 1, 2000*

## ***Toms River Regional Schools Professional Development Vision Statement***

The Toms River Regional School district acknowledges that education is an ongoing continuous process for both our students and our teachers. It is our vision to provide meaningful professional development for our teaching staff that will achieve the goals set forth in the Professional Development Standards and help prepare our staff and our students for the challenges of the twenty-first century.

Our vision includes:

- job - imbedded learning
- adequate time for inquiry, implementation, and collegial learning
- content that has proven value in increasing learning for our students
- programs based upon what is known about adult learners and is delivered through appropriate models
- a positive atmosphere that will support ongoing professional development

April 12, 2000

## SIX MODELS OF PROFESSIONAL DEVELOPMENT/VOCABULARY

Our new vision of professional development has presented us with new vocabulary. We have compiled the following list of terms and definitions in the hope that it will allow us to share a common language upon which to build our professional development activities.

1. **Adult Learning Theory** - Adults require relevant, concrete experiences with adequate support, appropriate feedback, and long-term follow up. Teachers learn and incorporate new information best when it is presented over a long time frame instead of a single session, “one-shot” workshop. Adults learn best when they have input into the topic selection and design of their learning experiences.
2. **Job-embedded Learning** – This is any type of learning that occurs as teachers engage in their daily work activities. It is learning by doing , reflecting on the experience, and then generating and sharing new insights with oneself and others. Job-embedded learning occurs during the school year so you can work on problems in “real-time”. It is done in school as opposed to “pull-out” training, and provides experiences in the context of practice.
3. **Study Groups** – In this activity, a group of teachers come together to learn more about a particular topic, which can be research based. The participants review and discuss literature, examine model programs, and discuss how to implement a pilot program or practice into the classroom. During and after the pilot, the group meets to share what is working and solve problems of implementation. The activity is also evaluated as to its impact on current practices and student learning.
4. **Action Research** – This is a special kind of study group that uses techniques of formal research. Teachers select an area or problem of collective interest, study the research related to their topic, and select an approach that might improve current practice. A plan is developed to implement the most promising approach, and data is collected to assess its effectiveness in the school. The data is shared, discussed, and analyzed by the action research group. Based upon the results, the teachers then decide how they will implement what they have learned into their classroom. Results from an action research group might be shared with other schools or the school district. Peer coaching is also a good end result of action research.

5. **Collaboration/Collegiality** – Activities of this nature involve a sharing of the responsibilities for tasks related to teaching. Examples of collaboration include developing a unit of instruction together, exchanging ideas to improve students' ability in a particular area, collaborating by acting collectively as a grade level or department, sharing materials, and joint work. The emphasis of collaboration is sharing and expanding the use of the best practices, knowledge, and skills that already exist within the school. Teachers have access to a greater variety of strategies through collaboration with their peers.

**\*Joint Work** – This is the highest level of collaboration. Joint work involves sharing the responsibility for multiple aspects of teaching – planning, problem-solving, curriculum development, and assessment of student progress. Joint work can be developing a course of action all will follow or a list of principles to guide the actions of individual teachers. Teachers are motivated to participate in joint work when they feel success can be achieved by working as a team, rather than independently.

**\*Peer coaching/observation** - This is a process through which teachers share their expertise and provide one another with feedback, support, and assistance. Teachers can utilize peer coaching to refine their skills, learn new skills, or solve classroom problems. Peer coaching can also be used to help a teacher apply skills presented in a workshop. Teachers coach one another through observation and feedback as they work the new skill into their teacher repertoire.

6. **Distance Learning** – Distance learning usually means learning at home or work using technology to bridge the geographical gap between instructor and learner. It can involve formal courses or on-line learning experiences that can be documented with on-line resources. As time progresses, more will be known about this professional development option.

**Everything an individual does must be consistent with district goals and PDP's and should be agreed upon with the supervisor prior to completion**

## **What Counts?\***

To be agreed upon with the supervisor.

1. Formal courses, college courses (on or off-line), formal in-services
2. Courses for certification, i.e. speech therapists, LDTC's, etc. This does NOT include the 200 hours required for Alternate Route certification.
3. Curriculum writing.
4. a. Work on professional development committees – max. 10 hours a year.  
b. Mentor/Cooperating Teachers – 1 hour per week.  
c. Presentations – 2 hours prep for each hour of presentation and the first presentation.
5. Individual portfolios, which would include:
  - peer-coaching
  - action research
  - study groups

*Items 4 and 5 are considered to be "Service to the Profession"*

*\* This proposal is pending Education Commissioner approval*

# RECORD OF PROFESSIONAL DEVELOPMENT HOURS

Name \_\_\_\_\_

District \_\_\_\_\_

**ANNUAL REVIEW: (Attach relevant documentation where applicable)**

ACTIVITIES	DATES	# HOURS	DOCUMENTATION

Staff Person's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

(Supervisor's signature acknowledges receipt of annual review)

- A copy of this form shall be kept in the staff member's personnel file.
- Participation in district professional development activities which are a part of the approved district professional development plan must be recorded on this form.

*Please check one or more that applies:*

- 9 Documentation for CEU
- 9 Documentation for 100 Hours
- 9 Voucher Compensation
- 9 I was the facilitator/instructor

**TOMS RIVER REGIONAL SCHOOLS  
PROFESSIONAL DEVELOPMENT  
DOCUMENTATION FORM**

Name \_\_\_\_\_ Date Submitted \_\_\_\_\_  
School \_\_\_\_\_ Assignment: \_\_\_\_\_

Presenter \_\_\_\_\_ Program Date (s): \_\_\_\_\_  
Program \_\_\_\_\_  
Title \_\_\_\_\_  
Program \_\_\_\_\_  
Location \_\_\_\_\_  
Program \_\_\_\_\_  
Sponsor \_\_\_\_\_

**EVALUATION**

Rating (Circle One)	Excellent	Good	Satisfactory	Fair	Poor
Overall Relevance to Assignment	5	4	3	2	1
Presenter's Knowledge	5	4	3	2	1

List exact workshop presentation times: \_\_\_\_\_

Indicate exact lunch time and other breaks: \_\_\_\_\_

Total exact workshop hours: \_\_\_\_\_ (100 Hours Documentation Only)

Related Professional Development Goal  
(PIP): \_\_\_\_\_

\_\_\_\_\_  
(100 Hours Documentation Only)

Program Strengths: \_\_\_\_\_  
Program Weaknesses: \_\_\_\_\_

Attendance Verification Signature: \_\_\_\_\_

Administrator/Supervisor/Facilitator

Staff Member Signature: \_\_\_\_\_

## **FACILITATOR WORKSHEET**

1. Give out “Professional Development Teacher Needs Assessment.”. and collect.

(Approximate time: 10 minutes)

2. Refer to Toms River Schools Professional Development Handbook:

- ⇒ Review Vision Statement
- ⇒ Review the Six Models of Professional Development/Vocabulary
- ⇒ Review What Counts?
- ⇒ Review Documentation Forms

(Approximate time: 30 minutes)

3. Develop with Grade Level/Department the Professional Development Needs Assessment

- ⇒ Discuss areas of curriculum need. Use district state assessments, (ESPA, GEPA, HSPA), New Jersey Core Curriculum alignment, technology initiative
- ⇒ Identify 1 to 3 goals to focus grade level/department professional development initiatives
- ⇒ Brainstorm/Outline strategies/and models to address goal
- ⇒ Identify “key” persons who will work to facilitate change.

(Approximate time 60 minutes)