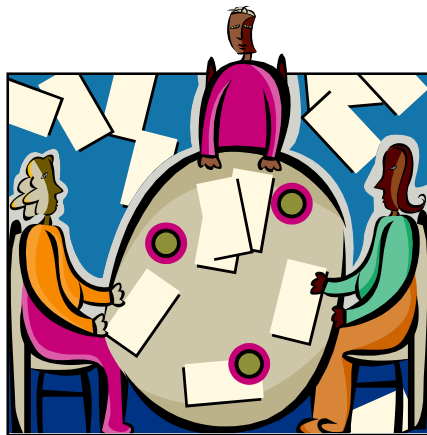


Toms River Regional Schools

Ocean County

District Professional Development Plan 2009-2010

*Available at:
www.trschools.com*



January 20, 2009

TABLE OF CONTENTS

I.	DISTRICT PROFILE	
	A. District Profile Sheet	3
	B. Local Professional Development Committee Profile Sheet	4
	C. Copy of School District's Goals	5
II.	REFLECTION ON 2007-2008 PLAN	
	A. Summary Of The Positive Aspects Of The 2007-2008 Plan	7
	B. Identification Of Challenges Encountered in Implementation	8
	C. Four-tiered Reflection – Plans For Moving Forward	9
III.	DISTRICT PROFESSIONAL DEVELOPMENT NEEDS	
	A. Narrative Explanation Of The Process Used By The LPDC To Assess The Professional Development Needs Of The Staff	11
	B. List Of District Professional Development Needs	11
	C. Evidence of Recent Needs Assessment Instruments	11
IV.	DISTRICT PROFESSIONAL DEVELOPMENT VISION AND GOALS	
	A. District Professional Development Vision Statement	13
	B. List of District Professional Development Goals	14
V.	DISTRICT PROFESSIONAL DEVELOPMENT OPPORTUNITIES	
	A. List Of Professional Development Opportunities	15
	B. Identification Of Resources Needed To Implement The Plan	15
	C. Explanation of Plan Alignment	15
	D. How the 2009-2010 Professional Plan Addresses NCLB	15
VI.	EVALUATION OF THE PROFESSIONAL DEVELOPMENT PROGRAM	
	A. Explanation Of The On-Going Evaluation Of The Professional Development Program	17
	B. Description Of How The District Plan Builds On The Previous District Plan	17
	C. Explanation Of How The Professional Development Committee will Use Evaluation In Subsequent Years	17
	APPENDIX	
	A. Professional Development End-of-Year Survey Results	18
	B. Professional Development Documentation Form	19
	C. Professional Improvement Plan (PDP)	20
	D. Record of Professional Development Hours	21
	E. Staff Development Schedule 2007-2008	22

SECTION I: DISTRICT PROFILE

DISTRICT PROFILE SHEET

Name of District: **Toms River Regional Schools**

District Code: **5190**

Address: **Professional Development Office
54 Washington Street
Toms River, NJ 08753**

County: **Ocean** County Code: **29** District Factor Group: **DE**

Chief School Administrator: **Michael J. Ritacco, Superintendent of Schools**

Type of District (check one):

K-5 ___ K-6 ___ K-12 7-12 ___ 9-12 ___ Other (specify): _____

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

Name of building	School Code	Grades	Enrollment	Number Of Professional Staff Members*
High School East	030	9-12	1774	159
High School North	040	9-12	2320	179
High School South	050	9-12	1650	129
Intermediate East	060	6-8	1637	118
Intermediate North	063	6-8	1354	106
Intermediate South	061	6-8	1170	102
Beachwood Elementary	064	K-5	571	50
Cedar Grove Elementary	065	K-5	868	61
Joseph A. Citta Elementary	067	K-5	679	50
East Dover Elementary	070	K-5	764	59
Hooper Avenue Elementary	075	K-5	735	57
North Dover Elementary	080	K-5	685	48
Pine Beach Elementary	090	K-5	433	39
Silver Bay Elementary	095	K-5	714	67
South Toms River Elementary	100	K-5	349	33
Walnut Street Elementary	107	K-5	923	67
Washington Street Elementary	110	K-5	358	30
West Dover Elementary	120	K-5	426	33

* (This number includes all those who hold instructional or educational service licenses as child study members.)

**LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE
PROFILE SHEET**

Name of District: **Toms River Regional Schools**

County: **Ocean**

Names of Professional Staff Members Elected to the Committee:

Beverly Figlioli _____ Signature
Elementary, Guidance Counselor
Term Expires: August, 2010
bfiglioli@trschoools.com

Stacey Nadeau _____ Signature
English, High School
Term Expires: August, 2009
treynolds@trschoools.com

Theresa Reynolds _____ Signature
Mathematics, Grade Six
Term Expires: August, 2009
treynolds@trschoools.com

Robyn Sayre _____ Signature
Language Arts, Grade Six
Term Expires: August, 2010
rsayre@trschoools.com

Names of Administrators Appointed to the Committee:

John H. Coleman _____ Signature
Director of Student Services – INT/Curriculum 6-12
Term Expires: August, 2009
jcoleman@trschoools.com

William A. Cardone _____ Signature
Assistant Superintendent
Term Expires: August, 2009
bcardone@trschoools.com

Chairperson: **Beverly Figlioli**
Phone: **732-505-2600**
Fax: **732-341-2105**
E-mail: **bfiglioli@trschoools.com**

DISTRICT PROFESSIONAL DEVELOPMENT GOALS

During the 2009-2010 school year teachers will be provided opportunities to participate in professional development activities related to school/district goals which will impact directly on classroom instruction and student learning. District-wide professional development will focus on using formal and informal assessment data to drive planning and goals to improve pedagogical content knowledge, cultural competence, and impact on the learning of all student groups. Teachers will work collegially within Learning Communities at both the school and district level. They will work within departments/grade levels to analyze data, review curriculum and identify instructional strategies using the latest research. New approaches will be developed through a focus on student work, informal and formal assessments to support all learners, especially students in target sub-groups such as special education and ELL. (Standards One, Three, Four and Five)

In 2009-2010, the district's Mentor Training and New Teacher Induction programs will continue to be offered as a learning community and as an on-going part of the district's professional development to support the growth of our new staff members. Teachers will be awarded opportunities to engage in observations of model lessons. Teacher leaders and other content experts will provide a supportive environment for the staff through grade level and department meetings. Additionally, professional learning communities will continue to focus on shared values and a new district mission statement of commitment to the development and support of students facing a changing world. Schools will work together to create a common district-wide vision while maintaining focus on school level goals. (Standards: One – Ten)

District-wide we will work to support teachers with more flexible and relevant professional development opportunities. The necessary documentation form was revised to more effectively describe the activities and the outcomes with regard to student learning. (Standard Ten)

During this year extensive opportunities will be offered for teachers to acquire new information in the areas of Wellness, including nutrition, obesity, and mental health/suicide awareness. Character Education issues will focus on Gang Awareness, Drug, Alcohol and Tobacco Prevention. Each of our eighteen (18) schools' Character Education Committees will work as a team to develop an action plan designed specifically for their school. Teachers will attend professional development activities aligned to the school-based plan. Two professional days (September and February) will provide opportunities for teachers to work within learning communities and share Best Practices. (Standards Two and Three).

The district's "James Madison History Fellowship Grant" will continue to provide extensive professional development for social studies/history teachers in grades 5 – 12. Teachers will attend multiple-day in-services both within and outside the district. National speakers will present on a wide variety of history topics, and teachers will learn new instructional strategies and resources. (Standard One, Four, Ten)

Continuing in 2009-2010, district teachers will be provided many opportunities to increase their technology skills through the integration of lesson plan design, developing web pages/e-boards and electronic grade books. A new web-based test prep program, Study Island will be offered to students in grades 3 – 8. Teachers and parents will be provided training on the use of the program. (Standard Ten)

SECTION II: REFLECTION ON 2007-2008 PLAN

During the 2007-2008 school year, the Toms River Regional Schools developed and implemented a district-wide Professional Development Plan. A district Professional Development Committee was elected and worked throughout the year on implementation of the district plan. The Toms River district works in partnership with the Seaside Heights district, as the two districts are in a "shared service" contract. Professional development services are planned and shared when appropriate.

The Committee received overwhelming support from the district administrative staff. Committee members were released from their assigned duties to meet during the school day. A secretary is assigned to organize and complete the necessary documentation and paperwork.

The Committee developed a staff survey that was used to assess the professional development needs of staff members. The survey was administered in June 2008 to evaluate the opportunities offered during the 2007-2008 school year and plan for the next school year. Upon receipt of the staff surveys, the Committee collated and recorded suggestions for activities as well as meeting/workshop time preferences. Using data from our district's needs assessment, the Committee facilitated professional development activities through central office, building supervisors, administrators, the Toms River Education Association, and the Ocean County Council of Education Association. All staff was afforded the opportunity to address grade level and department concerns and provide suggestions for professional development opportunities through established district e-mail addresses.

One of the most constructive aspects from 2007-2008 was that staff members were encouraged to seek professional development opportunities for initiatives specific to their plans which would relate directly to student achievement. Collegial professional development activities were encouraged and common prep period schedules were provided, when possible, so that staff could work together during this time. Teachers were also supported to work collegially and within learning communities during non-school hours on projects or activities directly related to school/district goals. Cooperative efforts among other professionals, such as school guidance counselors and nurses continued to meet last year, with a planned itinerary that often included a speaker from the community.

Media Specialists throughout the district attended a workshop on grant writing offered through Ocean First Bank. Media Specialists worked together with a team of teachers in their school to write and submit grants. A \$10,000 award was received by High School North media center. The grant funds will be used to buy materials and offer professional development and parent information/training sessions on various topics through the media center. In September 2007, Walnut Street Elementary and Intermediate North and South also received grant awards. These grants were a direct result of teachers working together within school learning communities on a goal specific to their school's needs.

Several new programs were implemented last year. At the middle school level, teachers worked with ETS to design benchmark assessments in language arts and mathematics. ETS provided extensive, on-going professional development to support this initiative. Two web-based supplemental/test prep programs were piloted in several elementary schools. Teachers received in-service and worked collegially within their grade levels to discuss and align the program to maximize their use. These programs will expand to other schools and levels for the 2008-2009 school year. Teachers again received training in the use of SAT On-line.

District offerings included opportunities to attend a variety of workshops to share “Best Practices”, improve content knowledge and instructional strategies in mathematics and science and to improve student writing.

Teachers continue to attend out of district professional development activities and when approved receive CEU credit for attending programs during non-school day times.

Challenges during 2007-2008 were most apparent with the creation and entry of data into the new NJ Smart Program. Professional development was extensive for key stake holders to learn the program and data entry was time consuming. The program, however, will provide information which can and will drive future professional development as data is analyzed with regard to student achievement.

Continuing into the 2008-2009 school year, professional development will be a district-wide priority. The surveys administered in June 2008 (see addendum) will be used to guide district-level activities. Results of NJ State Assessments and data from NJ Smart will be used to identify critical curriculum areas and student gaps among disaggregated groups as indicated in “No Child Left Behind.” Assessment result data will be used to provide a focus for professional development during this school year.

The summer 2008 again provided “Best Practice” workshops and the new teacher training in elementary mathematics, language arts, and differentiated instruction. School administrators were in-serviced by NJ Chamber of Commerce in a “school to business” model. Administrators will turn-key information to staff on www.learndoeearn.org website. The information appears vital as we revise curriculum and prepare students for the future.

The Business Coalition has joined with the teachers' union (the New Jersey Education Association, or NJEA), the New Jersey Principal's and Supervisor's Association, New Jersey School Boards Association, the State Department of Education, the State Department of Higher Education, the Council of College Presidents, and New Jersey United for Higher School Standards. We have formed a [High School Redesign Committee](#) and are working to build support for a more academically intense middle and high school experience.

During 2008-2009 an investigation of curricular vertical alignment K - 12 in mathematics will take place. Committees of teachers of mathematics, elementary through high school, will share program strengths and weaknesses in an attempt to improve outcomes at the high school and beyond levels. Based upon the results of this articulation curricular revisions may be addressed. Professional development will be provided for Algebra teachers as the district moves to “Algebra for All” in 2008-2009.

The Toms River Regional Schools, “James Madison History Fellowship Grant” will continue to support extensive professional develop through the 2008-2009 school year. Participating history teachers will be released for several full-day workshops and will attend several history related field trips. Teachers participating will be able to become “teaching fellows” in American History and will turn-key new information to colleagues.

The New Teacher Induction Program has been revised and expanded to include more collegial activities, grade level and across grade level discussions. New teachers will be invited to monthly meetings with planned agendas on critical topics relating to education. Mentor training will continue in an effort to provide our new staff members with intensive support and guidance that is needed during the first two years of teaching

The Local Professional Development Committee noted the following suggestions for professional development over the next three years, 2008-2010:

- *American History through the James Madison History Fellowship Grant*
- *Suicide Prevention*
- *Collegial Sharing/ Best Practices*
- *Assessment Practices for the Classroom*
- *Analyzing Data*
- *The Writing Process*
- *Mathematics/Science pedagogy and content*
- *Marine Science*
- *APA*
- *Differentiated Instruction*
- *Working with Open Ended Questions*
- *Best Practices in Technology and Web Lessons*
- *Health and Wellness*
- *Gang Awareness*
- *Preventing the use of Alcohol, Drugs and Tobacco*
- *Strategies for ESL students*
- *Best Practices in Character Education*
- *Cross Curricular Teaching Strategies*
- *Community Resources*
- *New Teacher Induction Program*
- *School Law*
- *T.I.P.S*
- *Environmental Education*
- *Parent Workshops on Mathematics*
- *NJ State Bar Foundation – Conflict Resolution/Character Education*
- *Teachers Observing Teachers*

Plans for 2009-2010 will focus on improving proficiency levels on state assessments with respect to NCLB benchmarks and adequate yearly progress (AYP) through a review of assessment data and NJ Smart data. Systemic reform supports the effort to assist teachers in becoming more effective in their practice. Information gathered from the vertical curriculum committees will be used to support revision and/or implementation of new instructional resources.

Teachers will continue to build collegial learning communities to work on their professional goals, to improve their content knowledge, instructional skills and improve student learning. Areas of focus will be selected from the results of staff surveys.

SECTION III: DISTRICT PROFESSIONAL DEVELOPMENT NEEDS

The Local Professional Development Committee (LPDC) designed the needs assessment for our district using the Professional Development Standards for Teachers to address the district's goals. The key elements for targeting professional development include state test and other assessment data, curriculum alignment with the NJ CCCS, and assessment techniques. NJ Smart will become an important resource for data collection. The district will also support and encourage teachers to work in professional learning communities to develop goals that will directly impact on classroom instruction and student learning.

The assessment also included an individual open - ended survey completed by each staff member to address professional development needs on an individual basis. Survey results and teacher comments were used to prepare present and future professional development. Teachers are encouraged to engage in Action Research Projects to meet individual or department grade level goals.

Administrators had regular input into the district plan during principals' and supervisors' meetings throughout the school year. This input included information about the implementation and outcomes of school-based initiatives within the district.

The Family Involvement Team and Teacher Leaders presented a variety of parent workshops throughout the school year. Data from this survey instrument was also used to help in the development and implementation of our professional development plan.

Results from all of these assessment instruments will be used as the basis of our district plan for next year, 2009-2010.

A sample of the survey is included in the Appendix.

District Initiatives:

- *American History (The James Madison Fellowship History Grant)*
- *Technology (K-12)*
- *Teacher driven recipes for classroom success*
- *Criterion (On-line Writing Assessment from ETS 6-12)*
- *Analyzing Data and developing goals for change*
- *Character Education*
- *Assessment Techniques: Rubrics, Portfolios (K-12)*
- *Mentor Training and New Teacher Induction*
- *Learnia*
- *Environmental Science (Green Schools Project)*
- *Suicide Prevention*
- *Gang and Violence Awareness*
- *READ 180 (SE)*
- *Fast ForWord (SE)*

- *Study Island*
- *The Green Team Program (Environmental Conservation within the schools)*
- *Collegial Sharing*
- *Application of NJ Smart/collection and analysis of data*
- *Wilson Reading Program*
- *Vertical articulation in mathematics*

Grade Level/Department Initiatives

- *Special Education: Inclusion and Mainstreaming (Criteria For How and Why)*
Autistic: Data Collection and Sensory Integration
Strategies for Resource Rooms or Multilevel Classrooms
- *Technology (Applications, Integration, Lesson Planning, etc.)*
- *Guidance – Crisis Counseling*
- *ESL for Classroom Teachers*
- *Vertical Articulation (All levels)*
- *A.P.A. (Alternate Proficiency Assessment)*
- *SRA (Special Revised Assessment)*
- *Authentic Science*
- *Poseidon Academy*

Teacher and Para Professional Initiatives

- *Time/Classroom Management (K-12) Integration of Subjects*
- *Open Court Reading Grade One*
- *Preparing students for NJ Assessments*
- *Differentiated Instruction*
- *CPR/First Aid*
- *Parent/Teacher Communication*
- *Conflict Resolution/Anger Management*
- *Peer Mediation*
- *Behavior Management*
- *Language Arts Integration*
- *NJ State Assessment Strategies*
- *NJEA On – line Courses*
- *Action Research*
- *Environmental Science*
- *Marine Science*
- *Peer Coaching*
- *Professional Learning Communities*
- *Fast ForWord/Read 180*
- *Study Island*
- *Programs offered through NJEA, OCCEA and TREA*
- *CIACC Behavioral Health (Children’s Inter Agency Coordinating Council-termed “Kayak”), Child Protective Services, and Educational Systems Partnership*

SECTION IV: DISTRICT PROFESSIONAL DEVELOPMENT VISION AND GOALS

The Toms River School District recognizes that knowledge acquired through the education process must be considered focused and continuous for both students and teachers. The district embraces its moral, professional and mandated responsibilities in ensuring that content, as delineated in the NJCCCS, and methodology reflect on-going support for our professional educators. This is especially important as they prepare students for both the academic rigors of school and the civic and social responsibilities of life.

Currently established School Professional Development Committee will play a central role in connecting the teaching and learning in the school and classroom to decisions regarding professional development activities.

To this aim, the district has embraced the core elements of the New Jersey Professional Development Standards and the Eight Key Elements of High Quality Professional Development. This, combined with the requirement of the “No Child Left Behind” federal mandates for raising student achievement, comprises the focus for the district’s professional development goals. The district will strive to achieve the goals outlined in the New Jersey Professional Standards for Teachers and to meet the expectation of NCLB. Together, they provide the foundation on which all professional development offerings are built.

Professional development activities and offerings in Toms River, and selected out-of-district programs, must adhere to accepted student-learning initiatives and outcomes. These initiatives will not only reflect needs based on local and state data, but must also serve as bedrock for scientifically based research offerings. In addition, valuable input from all stakeholders will ensure a match with local, state, and federal mandates, especially those associated with No Child Left Behind. To maintain validity, these offerings will additionally focus on behavioral and mastery-level outcomes as evidenced through formative and summative evaluation.

In conjunction with the new state department of education regulations, elections were held in the fall of 2008 to form the required School Professional Development Committees (SPDC). The new Professional Development standards were distributed to the district teaching staff along with the newly established timelines for the implementation of the program.

During the spring of 2009, staff in-services will be provided in order to advise the new SPDC committees of their roles and responsibilities. The new PD plan template and the New Jersey Collaborative Learning Toolkit will also be presented at that time.

The professional development goals outlined below are not only targeted and sustained, but reflect alignment with district goals and objectives:

- *Program Content*
- *Methodology*
- *Assessment and Analyzing the Data*
- *Mentoring the New Teacher*
- *Highly qualified*
- *Character Education*
- *Deepened Content Knowledge*
- *Improved Instructional Practices to Meet the Needs of All Learners*
- *Alternate Assessments*
- *Cultural competency*
- *Understanding of the Safe Schools Initiative*

SECTION V: DISTRICT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The Toms River Regional Schools continues to regard professional development as a high priority for all staff members. The district, guided by the Local Professional Development Committee and the School Professional Development Committee, will again offer many opportunities for its staff members. All approved professional development opportunities will be directly related to an area of the New Jersey Core Content Standards, the New Jersey Professional Development Standards and the district's goals for the 2009-2010 school year.

Professional development offerings will also include more flexible opportunities for teachers to work in collegial groups to collaborate on topics which will directly affect their classroom practices and student achievement. Teachers working within these collaborative activities will be required to have supportive data and documentation for their activities. They will then, in turn, be asked to share their findings and results with other staff members. It is through this teaming that the district will begin to see cultural changes occur in its classrooms.

Resources to implement district Professional Development activities include local and grant funds allocated for professional development. Community resources provide additional opportunities for staff development. Federal Title funds provided under NCLB will also support programs. District supported Continuing Education Credits (C.E.U.) provide incentives for teacher attendance at approved programs.

All Professional Development opportunities will be aligned with New Jersey Professional Development Standards and the district's plan which will focus on content knowledge, human growth and development (Character Education), special needs and diverse learners. Professional Development will reflect the Eight Key Elements of High Quality Professional Development according to NCLB with a commitment to target and sustain Professional Development opportunities for all teachers. These will be tied directly to the mandates of NCLB.

Alignment of Professional Development Opportunities with Professional Development Standards for Teachers

- *Training on Standards Based Instruction by Department/Grade Level
Aligned with all standards # 1-10*
- *Training on Standards Based Assessment by Department/Grade Level
Aligned with all standards #1-10*
- *Training in newly adopted curriculum programs
Aligned with all standards #1-10*
- *Mathematics Standards and Assessment
Aligned with Standards #1,3, 4,5*
- *Alternative Assessment Models/Rubric
Aligned with all standards #1-10*
- *Process Writing
Aligned with all standards #1-10*
- *Marine Science
Aligned with all standards # 1-10*
- *Higher-Order Thinking Skills
Aligned with all standards #1-10*
- *In-Class Support
Aligned with all standards #1-10*
- *Working with the Special Education Student
Aligned with all standards #1-10*
- *Community Resources
Aligned with all standards #1 -10*
- *Technology including programs and Internet Use
Aligned with all standards #1-10*
- *Character Education
Aligned with all standards #1-10*
- *Environmental Science
Aligned with all standards #1-10*
- *Collegial Planning
Aligned with all standards #1-10*
- *Participation in Curriculum Committee Review Process
Aligned with all standards #1-10*
- *Mentor Teacher Program
Aligned with standards #10*
- *Student Teacher Program
Aligned with standards #10*
- *Action Research/Study Groups
Aligned with standards #1,4,5*
- *Suicide Prevention and mental health issues
Aligned with standards #2,8,9*

SECTION VI: EVALUATION OF THE PROFESSIONAL DEVELOPMENT PROGRAM

The Local Professional Development Committee uses a variety of methods to evaluate the district's professional development program. The Committee has developed a Professional Development Documentation Form, which includes an evaluation of in-district workshops. (See appendix for sample form) Our annual staff survey for 2007-2008 included the collection of data describing the previous year's professional development experiences of individuals and focus groups. Reports from collegial groups with established agendas and documented outcomes are also utilized in the evaluation process. Input from administrative personnel who review lesson plans and evaluate teachers is ongoing throughout the school year. Information about the implementation and outcomes of school-based initiatives is regularly reviewed during principals' and supervisors' meetings. The Committee also continues to monitor the incremental growth on district and statewide tests to evaluate the impact of our professional development program on student learning. Teachers will also be asked for feedback regarding a professional development experience that has had an impact on their classroom practice. This information will be collected and reviewed by this Committee.

Our needs assessment results have provided the Local Professional Development Committee with valuable information that has allowed us to expand our professional development goals. We have encouraged the establishment of study groups based on identified needs. Community resources have been identified to expand our scope of professional development beyond in-district programs, and we have continued our previously established partnership with the College Board. Professional staff attending out-of-district programs has assumed turnkey roles back in district, sharing their professional development experiences with colleagues. The Family Involvement Team (FIT) trainers have written and presented workshops based on identified needs as well as test taking skills and process writing. Family Math and programs in science, and technology are offered as well. The Toms River Regional School District has maintained the mentoring program for first year teachers and provided training for all new mentors.

Our Professional Development Committee used the evaluations from staff as well as our test scores to build a stronger, more useful range of professional development activities. We look at the successes of our students and staff and create a blueprint to enhance our next year's program. We will continue to support our new teachers with as much sustained professional development as possible.

APPENDIX A

Professional Development End-of-Year Survey Results 2008

Question 1: To what degree have your professional development experiences this past year impacted student achievement?

Low	Low/Moderate	Moderate	Moderate/High	High
6	43	380	364	193

Question 2: To what degree have your professional development experiences this past year impacted classroom practice?

Low	Low/Moderate	Moderate	Moderate/High	High
15	41	336	368	226

Question 3: Which of the following professional development experiences did you participate in this past year?

In District	Out of District	Departmental	Collegial	Action Research	Grad School	Independent Study
920	347	782	458	47	65	180

Question 4: In which areas did your professional development experiences occur?

Content Area(s)	Inclusion Strategies	Test Preparation	Data Review	Differentiated Instruction	Character Education	Workplace Readiness	Technology	Other
825	270	407	142	392	0	22.3%	433	300

Question 5: How often do you exchange ideas and/or engage in conversations relative to student achievement/performance?

Never	Rarely	Sometimes	Regularly	Always
0	2	225	488	270

Question 6: Do you use data (test scores, student records) to direct your instructional practices?

Yes	No
858	128

Question 7: What delivery method of professional development activities/workshops has the most impact for your immediate needs?

Teacher-Directed	Idea/Project Sharing	Outside Consultation	Group Presentation	Out of District	Action Research	Collegial	Independent Study	Grade Level
616	684	221	299	231	49	419	151	680

Please check one or more that applies:

- Application for CEU
- Documentation for 100 Hours
- Voucher Compensation
- 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
Relationship to classroom practice	5	4	3	2	1

List exact activity/workshop times: _____ lunch/break times: _____

Total exact hours: _____ (100 Hours Documentation Only)

Describe how you will relate this information to your daily practice:

Additional comments and concerns: _____

Attendance Verification Signature: _____

Administrator/Supervisor/Facilitator

Staff Member Signature: _____

(282/Revised 2007)

APPENDIX C

PROFESSIONAL DEVELOPMENT PLAN (PDP)	
Professional development includes district and individual professional development experiences, and other opportunities offered by a New Jersey registered provider. Goals and activities may be modified throughout the calendar year to meet emerging needs of the staff member.	
Name:	District: Toms River Regional Schools
School:	Timelines: 2008-2009 School Year
1. My professional development goals include:	
2. Indicate how the above goals relate to the New Jersey Standards for Professional Development:	
3. Suggested activities to accomplish my goals are: (Participation in professional development activities that are a part of the approved district professional development plan and are relevant to the teacher's goals are considered to be included in the PDP and must be documented on the Record of Professional Development Hours.)	
4. This PDP was mutually developed by:	
Staff Person's Signature: _____	Date: _____
Supervisor's Signature: _____	Date: _____

APPENDIX D

RECORD OF PROFESSIONAL DEVELOPMENT HOURS

Name: _____ District: Toms River Regional Schools

ANNUAL REVIEW: (Attach relevant documentation where applicable.)

ACTIVITIES	DATES	#HOURS	DOCUMENTATION

Total number of hours completed: _____ From: _____ To: _____

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.

APPENDIX E

Professional Development Workshops 2007-2008

Workshop Name	Date	Presenter	Audience
2007 Summer Studio 1: Manipulated Books	7/21/2007	Harry Bower	Visual Art Teachers K-12
2007 Summer Studio 2: A Visit with Colonel	7/31/2007	Colonel Waterhous	Visual Art Teachers K-12
2007 Summer Studio 3: Plein air Workshop #	8/14/2007	K Defibaugh	Visual Art Teachers K-12
6+ One Traits Writing Program	2/12/2008	Bridget Cook	Grade 1/SE
6+ One Traits Writing Program	2/19/2008	Bridget Cook	Grade 1/SE
6+ One Traits Writing Program	2/26/2008	Bridget Cook	Grade 1/SE
ASK Writing Components: 08 Updates Part 1	1/30/2008	Janet Murphy	LA Teachers Gr. 6-8
ASK Writing Components: 08 Updates Part 2	2/6/2008	Janet Murphy	LA Teacher Gr. 6-8
Changes to NJ ASK 5th Grade Assessment	1/23/2008	Janet Murphy	Grade 5 Teachers
Cultural Diversity	8/20/2007	Dr. Tenzer	New Teachers K-12
EVDM and Differentiation Strategies	12/4/2007	Teacher Leaders	New Teachers Grade 1-5/SE
EVDM Follow-up and Q&A	10/18/2007	Teacher Leaders	New Teachers Grade 1-5/SE
EVDM Initial Training	8/13/2007	Teacher Leaders	Grade 4-5/SE
EVDM Initial Training	8/22/2007	Teacher Leaders	Grade K-3/SE
EVDM Report Card Grading and Comments	1/8/2008	Teacher Leaders	New Teachers Grade 1-5/SE
Good Ideas for Kindergarten	8/15/2007	Teacher Leaders	K/SE
Good Ideas With A Focus on Writing Strategi	8/14/2007	Teacher Leaders	Grade 1-3/SE
Good Ideas: Language Arts Across the Cont	8/16/2007	Teacher Leaders	Grade 4-5/SE
Holistic Health Horizons	11/14/2007		INT & HS Physical Education Teachers
Mental Health/Suicide Awareness	8/21/2007		All Staff
New Teacher Induction Meeting	9/26/2007		New Teachers
New Teacher Induction Meeting	10/22/2007		New Teachers
New Teacher Induction Meeting	12/3/2007		New Teachers
New Teacher Induction Meeting	1/29/2008		New Teachers
New Teacher Induction Meeting	2/25/2008		New Teachers
New Teacher Induction Meeting	3/31/2008		New Teachers
New Teacher Induction Meeting	6/4/2008		New Teachers
NJ Ask Picture Prompt Review	2/13/2008	Janet Murphy	New Teachers Grade 3-4/SE
Open Court Reading Grade 1: Year One Rev	7/25/2007	Teacher Leaders	Grade 1/SE
Professional Staff In-Service Day	9/4/2007		All Professional Staff
Professional Staff In-Service Day	1/18/2008		All Professional Staff
Science Topic: Weahter	1/10/2008	Stevens Institute of	Grade 4-5/SE Teachers
Tourette Syndrome	1/30/2008	Janine Howley	By Invitation
TREA - Performance Assessment Strategies	10/4/2007		All Educators/Support Staff
TREA - Performance Assessment Strategies	11/29/2007		All Educators/Support Staff
TREA - Problem Based Learning	10/4/2007		All Educators/Support Staff
TREA - Problem Based Learning	11/29/2007		All Educators/Support Staff
TREA - Using Seminar to Enhance Teaching	1/31/2008		All Teaching Staff
TREA - Using Seminar to Enhance Teaching	4/3/2008		All Teaching Staff
Writing Across the Curriculum - Science	8/8/2007	Teacher Leaders	Grade 2-5/SE