

Camden County Educational Services Commission
2020-2021 District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Camden County Educational Services Commission	Daniel Del Vecchio	September 2020 - June 2021

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Universal Professional Development with focus on: <ul style="list-style-type: none"> • Coronavirus Trainings • Employee Assistance Program • Diversity and Inclusion Committee • Professional Learning Communities (PLCs). PLCs will be specific to platform/ programs used by schools/districts during remote instruction/therapy/counseling 	All Educators & Related Service Providers	<ul style="list-style-type: none"> • Collaborative committee discussions regarding commitment to continuous improvement, collective responsibility, and goal alignment • Best practices to support educator development with primary focus on assisting students to meet academic and social emotional learning standards • Department of Health Guidelines/Recommendations • In support of core value of compassion • Professional Learning (PL) Surveys completed by staff during the 2019-2020 school year; feedback/request by staff during/after onset of remote instruction
2	Build capacity of instructional educators to provide high-quality instruction at the elementary, intermediate, and secondary levels. Highlighting: <ul style="list-style-type: none"> • Effective/Utilized Remote Instruction Skills & Tools • Equity in Instruction & Social Emotional Wellness • ELL Instruction: Approaches & Strategies 	All Instructional Educators	<ul style="list-style-type: none"> • PD Surveys completed by staff during 2019-2020 School Year • School Improvement Panel (ScIP)/District Evaluation Advisory Committee (DEAC) discussions regarding commitment to continuous improvement, collective responsibility, and goal alignment • Best practices to support educator development with primary focus on assisting students to meet learning standards • Support teachers in writing SGOs and attaining SGO targets (if required)
3	Develop delivery of instruction/therapeutic services to support social emotional growth for students	Related Services Providers	<ul style="list-style-type: none"> • Professional Learning (PL) Surveys completed by staff during the 2019-2020 school year • School Improvement Panel (ScIP)/District Evaluation Advisory Committee (DEAC) discussions regarding

	Increasing the use of technology resources to support therapeutic service delivery that facilitates student goal development and sharing of information with team and colleagues.		<p>commitment to continuous improvement, collective responsibility and goal alignment</p> <ul style="list-style-type: none"> • Best practices to support and drive related service delivery
4	<p>Continue to develop CCESC School Counselor Handbook as a reference for best practices</p> <p>Increasing the use of technology resources to support counseling service delivery that facilitates student goal development and sharing of information with team and colleagues.</p>	School Counselors	<ul style="list-style-type: none"> • Professional Learning (PL) Surveys completed by staff during the 2019-2020 school year • Collaborative discussion regarding commitment to continuous improvement, collective responsibility and goal alignment
5	<p>Strengthen and improve knowledge and implementation of the tenets of Project SEARCH including Curriculum and Instruction, Skills Training, Job Development, and the Role of the Business Advisory Council to better support Project SEARCH interns/students.</p>	Project Search Instructional Educator	<ul style="list-style-type: none"> • Collaborative discussion regarding commitment to continuous improvement, collective responsibility and goal alignment • Project Search best practices to support educator development with primary focus on assisting students to meet academic, social-emotional standards, and employment acquisition skills

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> In-Service and/or Turn-key Training Safe Schools Trainings Wellness Committee Program Development 	<ul style="list-style-type: none"> Administration will provide time and support for district based professional development Administration will explore effective strategies and examples of best practices and implement where appropriate Formation of Diversity and Inclusion Committee Establishment of goals for Diversity and Inclusion
2,3,4	<ul style="list-style-type: none"> In-Service and/or Turn-key Training Professional Learning Communities Independent Professional Research and Collaboration 	<ul style="list-style-type: none"> Administration will provide resources, time and support for district based professional development Teachers fluent in ELL instruction will present universal key ideas, principles, and strategies Teachers will work in collaborative teams to conduct analysis of needs and identify instructional priorities Related Services Providers will work in collaborative teams to conduct research and analysis, and share best practices
5	<ul style="list-style-type: none"> Project Search Annual Conference (if held) In-Service and/or Turn-key Training 	<ul style="list-style-type: none"> Administration will provide resources, time and support for district based professional development Administration will explore effective PLC implementation strategies and examples of Project Search best practices Educator will work in collaboration with Project Search business advisory committee to conduct research and analysis, share best practices, and identify job development priorities

3: PD Required by Statute or Regulation

State-mandated PD Activities

New Jersey core requirements for professional learning (PL) planning and implementation are set forth in N.J.A.C. 6A:9C. These regulations include a definition of professional development, the standards for professional learning, and specific requirements for individual, school, and district PD planning and implementation. However, in addition to the requirements contained in those regulations, mandatory PD requirements are specified in statute and regulation for groups of educators. The topical areas addressed by these additional regulations are listed below and linked to charts outlining additional details:

- a. **Reading Disabilities** – 2 Hours Annually
- b. **Prevention: Suicide, Substance Abuse, Harassment, Intimidation, and Bullying** – 2 Hours each per 5 Years; Substance Abuse – No Min. Req.; Reviewed Annually
- c. **School Safety** – During First Year of Employment; *Security and Code of Student Conduct* – Annually
- d. **Health** – Annually
- e. **Interscholastic Activities** – Not Applicable to CCESC Educators
- f. **Additional Professional Development Topics** (i.e. *Educator Evaluation* and *ELL/Bilingual Education In-service Training*)
- g. **CPR/AED Training** (“ Every school must have at least 5 school employees certified in CPR/AED as part of their action plan for responding to a sudden cardiac event”)

Recommended PD Activities

The New Jersey Department of Education “recommends that **all staff working directly with students with disabilities** be trained on, at least, an annual basis on the policies and procedures adopted by the local education agency (LEA) with respect to restraint and seclusion.” Likewise, it is noted that this training should be identified in the LEA’s professional development plan and should be considered as a topic for ongoing professional learning communities (PLCs).

Restraint and Seclusion Guidance for Students with Disabilities - Annually

1. *District Policies and procedures*
2. *De-escalation techniques and use of Positive Behavior Supports*

4: Resources and Justification

Resources

To meet the PD needs of the district per this plan, the initial recommendation is to allocate $\leq 1\%$ of the district budget for this purpose. The allocation will come from a combination of state and federal funds and will be adjusted if necessary, pending board approval. This amount covers costs for external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends. The plan controls expenses by relying largely on in-district expertise to provide the specified activities. The employee contract stipulates that 5 full days during the school year will be dedicated for teacher-directed PL activities. PL activities involving work by collaborative teams will be implemented through the team structures and procedures in place at the district.

Justification

- Research in improving instruction in general has long been guided by an interest in supporting students' experience as they move toward becoming literate citizens. Similarly, research in *co-teaching* highlights the relationship between high-quality team instruction and student achievement. As many of the districts and schools we serve move toward more research-based approaches of providing instruction (i.e. in-class resource and co-teaching models), professional learning experiences which speak directly to these approaches and practices will support our teachers in their ongoing effort to better serve students.
- Current research on professional development has identified high quality professional learning experiences are necessary to facilitate various educational initiatives and improve educator effectiveness. Likewise, NJDOE has revised *Professional Development Regulations* and *Professional Learning Standard* to emphasize continuous improvement for enhanced student outcomes, and successful implementation of the CCSS and AchieveNJ.
- It is understood that related services and special education go hand-in-hand in providing the supports students need to benefit from an educational program. Likewise, it is understood that when developing an individual program for a student, identifying the least-restrictive environment (LRE) is paramount. The benefits to providing related services to students with disabilities in the classroom include: the ability to practice functional skills in the natural environment reducing the amount of instruction missed due to pull-out services; and better preparation for inclusion beyond the classroom. Professional development related to techniques and strategies for facilitation of service delivery within the classroom environment will support staff in the provision of such services to students for whom the general education classroom has been determined as the appropriate setting.

Signature: _____

Superintendent Signature

Date