



## Franklin Township Public Schools 2016-17 District Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Franklin Township Public Schools	John Ravally, Ed. D.	07/01/16 – 06/30/17

### 1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	District leaders will continue to articulate and refine an integrated instructional vision by engaging in training that allows for such a vision. Identified vehicles for this training include work with Generation Ready and The Grapple Institute.	District and building-based instructional leaders/administrators.	2015-16 District-wide meeting minutes and survey data indicate the need for continued integration of an instructional vision for FTPS.
2	<p>Teachers in the Franklin Township Public Schools will increase their proficiency in the following components of instruction:</p> <ul style="list-style-type: none"> <li>3B: Using Questioning and Discussion Techniques</li> <li>3C: Engaging Students in Learning</li> <li>1F: Designing Student Assessments</li> </ul> <p>In addition, teachers will increase their effectiveness by addressing the following areas identified by School Improvement Panels:</p> <ul style="list-style-type: none"> <li>• Utilization of Instructional Rounds Data</li> <li>• Development of PLCs</li> <li>• Best practices for English language learning and vocabulary development</li> <li>• Content area mastery</li> </ul>	Teachers	<p>2015-16 School Improvement Panel (SciP) reports from each school indicate the need for professional development in these component areas based on the Danielson Model evaluation data.</p> <p>2015-16 School Improvement Plans (SIPs) for Focus Schools indicated needs that were consistent with the SciP reports.</p>



3	Staff members will increase their proficiency with and utilization of digital software technology that enhances student learning.		District instructional and certificated non-instructional support staff	Using these digital software tools enables staff members to make informed and effective instructional planning decisions that impact student learning. When a high degree of comfort is achieved with these products, our staff can utilize them more effectively. <u>Source:</u> District-Wide 2016-17 Professional Development Survey: 54% of all respondents—the highest percentage of shared interest—requested additional training in Google Classroom, while 33% of all staff members requested additional training in technology platforms and intervention programs that enhance student learning.
4	<p>Differentiated professional development activities that allow for learning among a continuum of proficiency, depending on a staff member's experience, including but not limited to the following:</p> <ul style="list-style-type: none"> <li>• Content-area learning</li> <li>• Differentiated Instruction</li> <li>• Training on how to develop and sustain high quality classroom discussion</li> <li>• Training on edConnect</li> <li>• Training on Explicit Reading Instruction</li> <li>• Positive Behavior Supports Training</li> </ul>		All district instructional and certificated, non-instructional support staff	Professional Development Summit in May allowed instructional teacher leaders from across the district to come together to discuss a vision for professional learning at Franklin. Prior to the meeting, this focus group responded to a survey about PD offerings and programming that have historically been offered. During the meeting, teams discussed and crafted a vision statement for PD in the FTSP: <b><i>The Franklin Township Public Schools will offer a program of professional development that is differentiated by the needs of all staff members, offers choice, and enhances student learning.</i></b> The most consistent theme raised in this summit is that teachers wanted to choose more of their own PD; they also wanted to be able to offer their expertise to their peers; and they wanted differentiated PD, as learners have different levels of need.



## 2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<p>Training that has been earmarked for this purpose include the following opportunities:</p> <ul style="list-style-type: none"> <li>• School Administrator Retreat</li> <li>• Generation Ready</li> <li>• Grapple Institute</li> <li>• Construction/Transition Articulation Meetings</li> <li>• Strategic Planning Process</li> <li>• Three-Year Technology Plan</li> </ul>	<p>School administrators will have ongoing opportunities throughout the year to continually revisit and refine their instructional vision.</p>
2	<p>These trainings include but are not limited to the following opportunities:</p> <ul style="list-style-type: none"> <li>• Content-related instruction in each staff member's specific area of concentration or grade level</li> <li>• Training in developing strategies for Using Questioning and Discussion Techniques; Engaging Students in Learning; Designing Student Assessments</li> <li>• Explicit reading instruction</li> <li>• ELL/Sheltered Instruction</li> <li>• Developing high quality SGOs</li> <li>• Instructional rounds training</li> <li>• PLC pilots</li> <li>• STEM and Next Generation Science Standards-based activities in science classrooms</li> </ul>	<p>Teachers will have ongoing opportunities throughout the year to continually revisit and refine their instructional practices.</p>
3	<p>The following trainings have been identified for the 2016-17 PD Calendar:</p> <ul style="list-style-type: none"> <li>• edConnect</li> <li>• i-Ready</li> <li>• Google Apps for Education</li> <li>• High Scope Pre-School Assessment Tool (COR)</li> <li>• Genesis</li> <li>• IEP Direct</li> <li>• Naviance</li> </ul>	<p>All district instructional and certificated, non-instructional support staff members will have ongoing opportunities throughout the year to enhance their proficiency with a wide variety of digital technologies to enhance student learning.</p>



4	<p>Opportunities for staff to develop and consume differentiated, peer-to-peer trainings have been created in the 2016-17 PD Calendar:</p> <ul style="list-style-type: none"> <li>• Specific instructional practices for which teachers have expertise that they can share with their colleagues</li> <li>• Google Apps for Education</li> <li>• Various technology applications</li> <li>• Various turnkey strategies that have been effective in the FTSPS.</li> </ul>	<p>All district instructional and certificated, non-instructional support staff members will have ongoing opportunities throughout the year to interact with peers for the purpose of differentiated professional learning.</p>
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**3: PD Required by Statute or Regulation**

<b>State-mandated PD Activities</b>	
All staff members will complete state-mandated training relevant to their particular roles via the GCN.	

**4: Resources and Justification**

<b>Resources</b>	
Resources for training include the following funds: 1. Local funding 2. Title IIA funding 3. Title III funding for ESL PD. 4. IDEA funding for Special Education PD.	
<b>Justification</b>	
Student learning is impacted directly by the quality of the training that instructional and non-instructional, certificated support staff members receive throughout the school year. With this training, the Franklin Township Public Schools will be well equipped for student achievement.	

Signature:   
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 Superintendent Signature

6/29/16  
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 Date