

The District Report on Professional Learning

Section One: Expanded Local Professional Development Committee Information

D1. Please provide the names and positions of the participants on the Expanded Local Professional Development Committee responsible for preparing the report on professional development. Have ELPDC members sign off on the report prior to approval by the local board.

EXPANDED LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE			
Last Name	First Name	Position & Location	Signature
Kober	Anita	Teacher/PS #4	
Rocker	Donald	Director of Educational Programs	
Ayres	Julie	Teacher/PS #1	
Orosa	Llima	Teacher/Memorial HS	
Semple	Darryl	Teacher/Middle School	
Deitmaring	Barbara	Supervisor El. Ed.	
Donnelly	Rosemary	Asst. Sup. of Curriculum	
Glatzer	Joyce	Mathematics Supervisor K-6	
Ciardi	Ernest	LAL Supervisor 3-8	
Wolanski	Beth	Early Literacy Supervisor K-2	
Mirabelli	Donna	Mathematics Supervisor 7-12	
Cinque	MaryAnn	Supervisor of Science	
Marie	Romano	Teacher/ PS #1	

EXPANDED LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

Last Name	First Name	Position & Location	Signature
Ray	Picone	Teacher/PS #2	
Andrew	Bove	Teacher/PS #3	
Nancy	Scarzafava	Teacher/PS #4	
Mercedes	Hart	Teacher/PS #5	
Nicole	Kovar	Teacher/ PS #6	
Ramona	Murphy	Teacher/Middle School	
Bridget	Lamperti	Teacher/Memorial High School	
Mercedes	Ojeda	Teacher/Early Childhood School	

Section Two: The Content Areas of the Professional Learning Offered

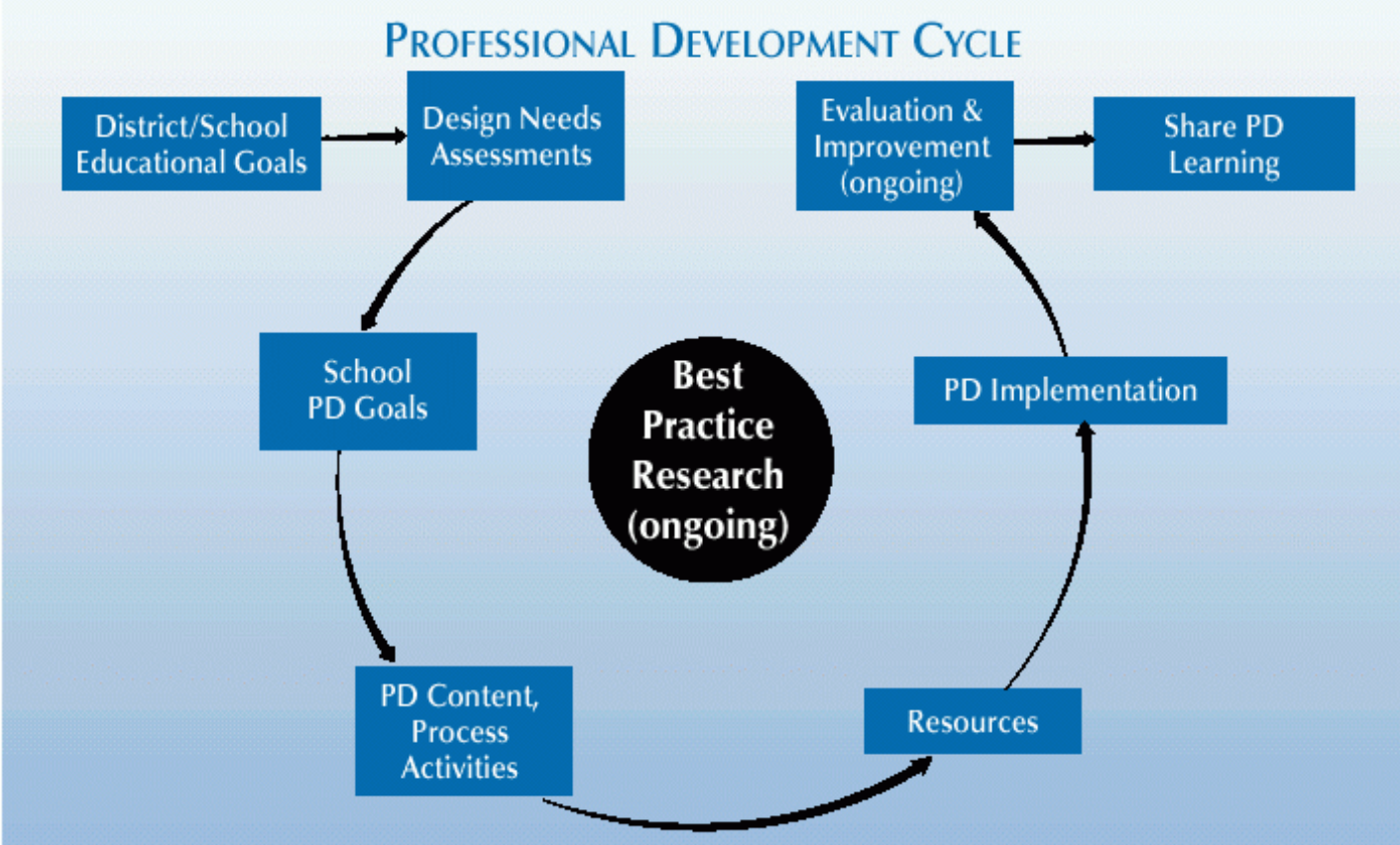
D2.1 Focusing on the instructional priority areas, briefly describe the professional learning opportunities to be offered in math, science and language arts for 2009-10. These should be consistent with the plan offered in the Report on Instructional Priorities 2008-10.

The West New York School District continues to provide high quality, sustained, on-going professional development for all schools. Teachers are provided the opportunities to continually sharpen their approaches and strategies to support the maximum potential of each student. The professional learning continuum is a confluence of the professional standards for teachers in New Jersey and the Core Curriculum Content Standards that enables all district educators to plan, design, enhance and support higher levels of academic achievement. Collegial opportunities abound fostering continuous improvement that seek to challenge the traditional roles and relationships of all educators. Grade level teams are in evidence in every school. The district targets best practice research in all curriculum and centers all professional development on the nucleus and supports the role of the turn-key trainer as paramount. School-based Professional Development Committees are in place as they begin their work to engage the professional teaching staff in daily job-embedded professional learning. Professional development opportunities in Language Arts Literacy, Mathematics and Science use an interdisciplinary approach with emphasis on multiple intelligence strategies, communication literacy and higher reasoning/problem solving skills. Curriculum is reviewed and revised as needed. In-district workshops, vertical and horizontal articulation and professional days are offered on a regular basis accompanied with coaching and mentoring follow-ups. Content Supervisors, Instructional Coaches and Master Teachers model lessons and address instructional strategies daily. Training is continuing in the following areas: ELAS, Effective Use of the Early Literacy Language Block, Comprehensive Reading Intervention, United Streaming, Mathematics Technology Integration, Program to reinforce Least Restrictive Environment for Special Needs Students, Autism Program, Intensive Early Literacy Programs, Easy IEP, Special Education Medicaid Initiative, Family Literacy, Middle School House/Team Design, Life Skills Program, Reading First and Forever at the Middle School Level, Pod Casting Project, Lab Work in the Science Curriculum, ELL in the Mainstream, Orton-Gillingham Multi-Sensory Phonemic Awareness, and curriculum workshops for all disciplines.

A pilot program at PS #6 utilizing the Universal Design to Learning has been implemented modeling the successful program held at PS #1. The purpose of this program is to target general education teachers in grades three and four and special education teachers for the purpose of developing strategies and practices which will insure that differentiation of instruction and modification of curriculum occurs for special needs and at-risk students within the confines of general education classrooms.

As Memorial High School continues to formulate small learning communities, it is necessary to take a proactive approach to how special education services are going to be delivered. The school began utilizing a resource consultation/collaboration model called Bridges: Center for Academic Resources & Student Support Services in which the staff is composed of special education teachers who have been assigned to the Humanities, Mathematics and Science Departments. In-class support opportunities are on an as needed basis. In addition, The Accreditation for Growth efforts will be merged with the Small Learning Community Initiative to meet the needs of the district's diverse student population.

Professional Development Chart for West New York



D2.2 Schools were asked to use the rating scale in the survey in Tool 1.1 to indicate the current status of their professional development program: the scale measures where schools are on a continuum from (1) more traditional professional development practices to (5) more results-driven professional development. Please summarize the schools’ responses in the appropriate charts that follow.

D2.2(i) In order to put school responses into perspective, all schools have been asked to note the number of staff who were asked to complete the Tool 1.1 survey and the total number of actual respondents to the survey. The District committee is asked to note those numbers for each school in the following chart:

District Survey Distribution for Tool 1.1		
<i>School Name</i>	<i>The # of staff asked to complete the survey</i>	<i>The # of survey respondents</i>
Early Childhood School	19	12
Public School #1	71	60
Public School #2	35	10
Public School #3	37	9
Public School #4	60	23
Public School #5	67	27
Public School #6	63	34
Middle School	75	44
Memorial High School	154	97

D2.2 (ii) In this section we are interested in the ratings only for the attribute: **From generic pedagogy to content-specific pedagogy**. The ratings are as follows:

- (1) – *All of our professional development can be described with this attribute: generic pedagogy.*
- (2) – *Some of our professional development has this attribute: generic pedagogy.*
- (3) – *Our professional development has equal parts of both attributes: generic pedagogy and content-specific pedagogy.*
- (4) – *Some of our professional development has this attribute: content-specific pedagogy.*
- (5) – *All of our professional development can be described with this attribute: content-specific pedagogy.*

	The # of staff who rated 1	The % of staff who rated 1	The # of staff who rated 3	The % of staff who rated 3	The # of staff who rated 5	The % of staff who rated 5
<i>District wide Totals</i>	29	9%	33	10%	256	81%

***The West New York School District developed an internal on-line Needs Assessment Professional Development Survey that was administered to all faculty, administrators and supervisors. The results indicate that the district stakeholders are focused on content specific pedagogy.

Section Three: How is Professional Learning Offered?

In this section, the district committee is asked to provide a brief narrative (no more than 250 words) describing how and where professional learning is offered, whether job-embedded or away from the daily work of staff.

D3.1 Based on the information provided by the schools and from district staff, briefly describe:

- a) job-embedded professional learning that is part of the daily work in schools;
- b) in-district workshops and other opportunities that are not job-embedded in schools; and
- c) out-of-district conferences, university courses, and other opportunities that are not job-embedded.

District Supervisors and Literacy Coaches provide on-going comprehensive workshops, in-class support and lesson modeling to all faculty and paraprofessionals in order for West New York students to meet and achieve the NJCCCS. In-class strategies address multiple intelligences by diverse and differentiated learning styles. Collaborative meetings at all levels are maximized to the fullest potential as are professional articulation meetings. An outside provider, Technology Training Solutions (TTS) provides a job-embedded technology module for the High School Faculty as the West New York/Eisenhower/Professional Development School Project (WNY/IKE/PDS). In addition to the High School, this project is currently active in PS #4 and has begun in PS #5 as well. Teachers build on a year long classroom project designed to foster higher level thinking and reasoning skills and incorporating technology integration in the core areas. Dr. Jerry Petroff from the College of NJ oversees a pilot program at PS #6 utilizing the Universal Design to Learning that targets general elementary education teachers in grades three and four and special education teachers. This program continues to be effective in PS #1. The purpose of this job-embedded program is to develop strategies and practices which will ensure that differentiation of instruction and modification of curriculum occurs for special needs students and at-risk students within the confines of the general education classroom.

In-district workshops provide teachers with the fundamental technological skills that increase teacher productivity to facilitate student success. Data driven decision making through the school-based Data Analysis Task Force Teams continues to assist teachers with formative classroom assessment to continue to increase student achievement. The needs of English Language Learners and Special Needs Students are constantly and closely monitored, assessed and revised where necessary. I and RS Teams are in place with in-depth collaborative training and on-going assessments focused on student achievement. Professional Development Day workshops target all curriculum areas and are planned by district supervisors and building principals and are constructed after a review of data analysis and student work.

Out-of-district activities include Small Learning Communities, district partnerships with the Hudson County Professional Development Consortium, Hudson County G & T Consortium, Morris Union Jointure Commission, Liberty Science Center, local universities, Hudson County ETTC, community and state agencies, county convocations and the professional day usage initiative. Through the combined collaborative planning by central office, administrators, supervisors and teachers and by utilizing all financial, timely and human resources in the most effective demonstration possible, the district continues to successfully meet the challenging needs of student achievement through the NJCCCS and the NCLB Act.

D3.2 Teacher Survey on Professional Learning

In this section we are interested in the ratings only for the attribute: **From pullout to daily job-embedded structures.**

The ratings are as follows:

- (1) – *All of our professional development can be described with this attribute: pullout structures.*
- (2) – *Some of our professional development has this attribute: pullout structures.*
- (3) – *Our professional development has equal parts of both attributes: pullout and daily job-embedded structures.*
- (4) – *Some of our professional development has this attribute: daily job-embedded structures.*
- (5) – *All of our professional development can be described with this attribute: daily job-embedded structures.*

After staff have rated the professional development using the survey Tool 1.1, provide by school the numbers of staff that gave each rating, (1) through (5).

	The # of staff who rated 1	The % of staff who rated 1	The # of staff who rated 3	The % of staff who rated 3	The # of staff who rated 5	The % of staff who rated 5
District wide Totals	52	16%	25	8%	240	76%

***The West New York School District developed an internal on-line Needs Assessment Professional Development Survey that was administered to all faculty, administrators and supervisors. The results indicate that the district stakeholders are focused on daily job-embedded structures.

D3.3 Participation Structure of Professional Learning Opportunities

In this section we are interested in the ratings only for the attribute: **From individual learning to team learning** (the *fifth* attribute in the survey). The ratings are as follows:

- (1) – All of our professional development can be described with this attribute: individual learning.
- (2) – Some of our professional development has this attribute: individual learning.
- (3) – Our professional development has equal parts of both attributes: individual learning and team learning.
- (4) – Some of our professional development has this attribute: team learning.
- (5) – All of our professional development can be described with this attribute: team learning.

	The # of staff who rated 1	The % of staff who rated 1	The # of staff who rated 3	The % of staff who rated 3	The # of staff who rated 5	The % of staff who rated 5
District wide Totals	25	8%	18	5%	275	87%

***The West New York School District developed an internal on-line Needs Assessment Professional Development Survey that was administered to all faculty, administrators and supervisors. The results indicate that the district stakeholders are focused on team learning.

Section Four: The Professional Learning Designs/Strategies to be Offered

D4.1 Please provide a brief narrative describing the kinds of professional learning designs or strategies your schools and their teams currently offer and plan to offer next year. Based on the school reports and any professional learning opportunities sponsored by central office, discuss the relative emphases on the types of designs for collaborative professional learning planned for the 2009-10 school year. (Please limit your comments to 250 words.)

The West New District's Professional Development Model is a unique program mixture consisting of in-district workshops, constant in-class support with scheduled coaching and mentoring sessions, teacher reassignments and professional day usage. The main strategical focus is on curriculum enhancements, interdisciplinary approaches and societal and cultural factors. In and out of district consultants, supervisors, master teachers, coaches and turn-key trainers are utilized as experts in the field. Experienced teachers serve as mentors to novice teachers. All staff members are encouraged to participate in university classes and course work with the offer of tuition reimbursement, state and national conferences as well as district provided workshops and community events. The district enjoys a partnership with the Morris Union Jointure Commission and the Hudson County Professional Development Consortium whereby complimentary seats are offered for workshops of interest in core areas.

Specific strategies include:

- Students in Kindergarten through Grade 3 are provided with an uninterrupted 90 minute reading block daily. Grades 4-6 have an 80 minute block.
- Reading Specialists service students through a push-in program. In addition to in-class support, selected students receive 30 minutes of one-on-one tutoring in grades 1 and 2.
- Master Teachers are assigned to assist teachers in creating a rich literacy program in their classrooms.
- Teachers in the Basic Skills Improvement Program work with students identified as "at risk" for additional support in Literacy and Mathematics via a push-in model.
- Cross Grade level articulation is scheduled throughout the year.
- District social workers provide professional development opportunities for faculty and staff.
- The K-6 Mathematics Supervisor, the K-2 Early Literacy Supervisor, and the Language Arts Literacy Grades 3-8 Supervisor provide workshops and learning opportunities throughout the year. Follow-up coaching and mentoring are provided to ensure that areas targeted for improvement are being addressed.

D4.2 Designs of Professional Learning Opportunities

D4.2(i) In this section we are interested in the ratings only for the attribute: **From activity-driven to results-driven** (the *first* attribute in the survey). The ratings are as follows:

- (1) – All of our professional development can be described with this attribute: activity-driven.
- (2) – Some of our professional development has this attribute: activity-driven.
- (3) – Our professional development has equal parts of both attributes: activity-driven and results-driven.
- (4) – Some of our professional development has this attribute: results-driven.
- (5) – All of our professional development can be described with this attribute: results-driven.

	The # of staff who rated 1	The % of staff who rated 1	The # of staff who rated 3	The % of staff who rated 3	The # of staff who rated 5	The % of staff who rated 5
District wide Totals	23	7%	14	5%	279	88%

*** The West New York School District developed an on-line Needs Assessment Professional Development Survey that was administered to all faculty, administrators and supervisors. The results indicate that the district stakeholders are focused on results-driven professional development activities.

D4.2(ii) In this section we are interested in the ratings only for the attribute: **From focus on adult work to focus on student work** (the *seventh* attribute in the survey). The ratings are as follows:

- (1) – *All of our professional development can be described with this attribute: focus on adult work.*
- (2) – *Some of our professional development has this attribute: focus on adult work.*
- (3) – *Our professional development has equal parts of both attributes: focus on adult work and focus on student work.*
- (4) – *Some of our professional development has this attribute: focus on student work.*
- (5) – *All of our professional development can be described with this attribute: focus on student work.*

	The # of staff who rated 1	The % of staff who rated 1	The # of staff who rated 3	The % of staff who rated 3	The # of staff who rated 5	The % of staff who rated 5
District wide Totals	19	6%	43	14%	255	80%

*** The West New York School District developed an on-line Needs Assessment Professional Development Survey that was administered to all faculty, administrators and supervisors. The results indicate that the district stakeholders are focused on student work.

D4.2(iii) Sources for Professional Learning Opportunities

In this section we are interested in the ratings only for the attribute: **From provider-driven to teacher-driven** (the *fourth* attribute in the survey). The ratings are as follows:

- (1) – All of our professional development can be described with this attribute: provider-driven.
- (2) – Some of our professional development has this attribute: provider-driven.
- (3) – Our professional development has equal parts of both attributes: provider-driven and teacher-driven.
- (4) – Some of our professional development has this attribute: teacher-driven.
- (5) – All of our professional development can be described with this attribute: teacher-driven.

	The # of staff who rated 1	The % of staff who rated 1	The # of staff who rated 3	The % of staff who rated 3	The # of staff who rated 5	The % of staff who rated 5
District wide Totals	37	12%	15	5%	263	83%

*** The West New York School District developed an on-line Needs Assessment Professional Development Survey that was administered to all faculty, administrators and supervisors. The results indicate that the district stakeholders are focused on teacher-driven professional development.

Section Five: Expenditures for Professional Learning

District Professional Development Committees are asked to provide summary sheets on current expenditure of resources for professional learning in the district. Such expenditures include those that support staff collaboration (substitutes, stipends, materials), those that pay providers (contracted providers, external conference/workshops sponsors), as well as reimbursement for individual learning (such as reimbursement for tuition and conference attendance).

D5.2 Please fill out the chart below, using the directions for each cell given in Chart D5.1 above. Insert additional rows for more schools, as required.

Estimated District Expenditures for Professional Learning

School	Substitutes	Stipends	Materials	Contracted / Outside providers	External conference/ workshop expenses	Tuition reimbursement	Sub-Total Expenditure
<i>Districtwide (instructional priority areas)</i>	\$30,000	\$162,528	\$77,131	\$170,363	\$56,787	\$49,998	\$546,807
ESTIMATED TOTAL EXPENDITURE							
Percent of total \$\$ to be spent	5%	30%	14%	32%	10%	9%	100%

Section Six: District Instructional Priorities—Root Causes

D6.1 In this section, the ELPDC is asked to describe how the professional development planned for the 2009-10 school year will contribute to eliminating the root cause(s) of low performance in all areas identified in the District Report on Instructional Priorities.

Further, explain how the professional development planned for 2009-10 is/is not different than in prior years and why you anticipate it will be effective in increasing student achievement in the instructional priority areas.

The West New York School District will continue to create an environment of growth and natural learning as a daily occurrence with the focus on assisting teachers to learn from each other. School-based Professional Development Committees are in place in each building and will foster a move toward common goals and the shared vision of each school. Substitute teachers will be provided to allow teachers to meet for grade level, horizontal and vertical articulation meetings. Each school will foster the concept of collaborative time. Feedback will continue from school administrators, supervisors, teachers and staff to ensure that students' achievement is constantly and continually monitored. Existing programs and strategies, historically, have been successful. Past successes indicate that the programs already in place will continue to positively impact student achievement. All programs are continually reviewed, reflected upon and modified as needed:

- The provision of additional Professional Development opportunities for teachers who work with students identified as both Limited English Proficient and Students with Disabilities
- The utilization of Dr. Jerry Petroff, from the College of NJ, to provide Professional Development opportunities for all staff in Grades 3-4
- The increase of supervisory support in the classroom, especially in the area of LAL, to address the needs of all populations including Students with Disabilities and Limited English Proficient students based on cluster and item analysis as indicated on State assessments in PS #6
- The provision of access to and training for all staff members who interact with Students with Disabilities to read and review the IEP
- The provision of Professional Development opportunities for staff addressing multiple choice questioning techniques
- The implementation of DEAR – Drop Everything and Read through literacy incentive programs
- The utilization of the Parent Facilitator to coordinate Parental Involvement strategies and develop a structured home plan
- The utilization of EDAnalyzer to identify individual student's needs, including those who are near levels of proficiency
- The establishment of a curriculum detailing daily instruction for extended day LAL classes based on the scientifically-based research of our approved reading series
- The enforcement of an attendance policy for the extended day program
- The prioritization of the LAL curriculum to identify areas for high interest accommodations for Students with Disabilities
- The provision for all Students with Disabilities to have access to the services of the Reading Specialists to lower class size ratios

Section Seven: Analysis of Changes

D7.1 In this section, the ELPDC is asked to reflect upon and compare the data reported in the survey results against the same data reported in the prior years' reports. The committee should analyze the changing/unchanging status of collaborative professional learning by making comparisons across individual schools, within groupings of elementary and secondary schools and district-wide.

Following your conclusions regarding the status of collaborative professional learning, describe how the district plans to support further implementation, such as:

- providing resources – funding, time, equipment, space, technical assistance;
- creating and leveraging district policies;
- collective bargaining negotiations;
- coordinating capacity building at the school level for teacher leaders;
- inter-school networking; and
- principal, leadership development.

The West New York School District will continue to provide Professional Development In-Service Days as well as Supervisor planned Reassignment Days for departments/curriculum and team meetings. Increased grade level meeting in all schools will be scheduled and substitute coverage will be provided. Ample time, resources and space will be provided with the continuing support of the local PDC and the expanded ELPDC. The WNYEA Treasurer is a long-standing member of the committee and is committed to providing excellent professional learning opportunities. The LPDC reaches out to the WNYEA President on an as needed basis. Through collective bargaining negotiations, teachers will continue to be given released and travel time to attend workshops. Planning time is provided for all turn-key trainers. Professional Development hours are awarded to all participants by the district as well as preparation time resources for in-district presenters. Teacher Leaders collaborate with supervisors and administrators on a daily basis. Principal Leaders meet to collaborate on effective strategies to solve problems and increase student achievement, as well as for professional dialogue and planning. Professional Development activities are offered to the two non-public elementary schools and the one non-public high school in the district. An excellent working relationship is enjoyed between the public and non-public schools. District administrators and supervisors are provided with professional offerings that include Technology for Visionary Leaders, School Safety and Security and School Law. The district will continue to support Parent Programs for the total population of students with a concentration for parents in sub-groups SE and LEP for the home-school connection.

