



Freehold Borough School District Professional Development Review

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What is Professional Development?

- Professional Development:
 - A comprehensive, sustained, and intensive approach to improving teachers' effectiveness in raising student achievement. (2010, *Learning Forward*)
 - Activities to enhance professional career growth.
 - Such activities may include individual development, continuing education, and in-service education, as well as curriculum writing, peer collaboration, study groups, and peer coaching or mentoring. (2009, *Educational Resources Information Center, ERIC*)

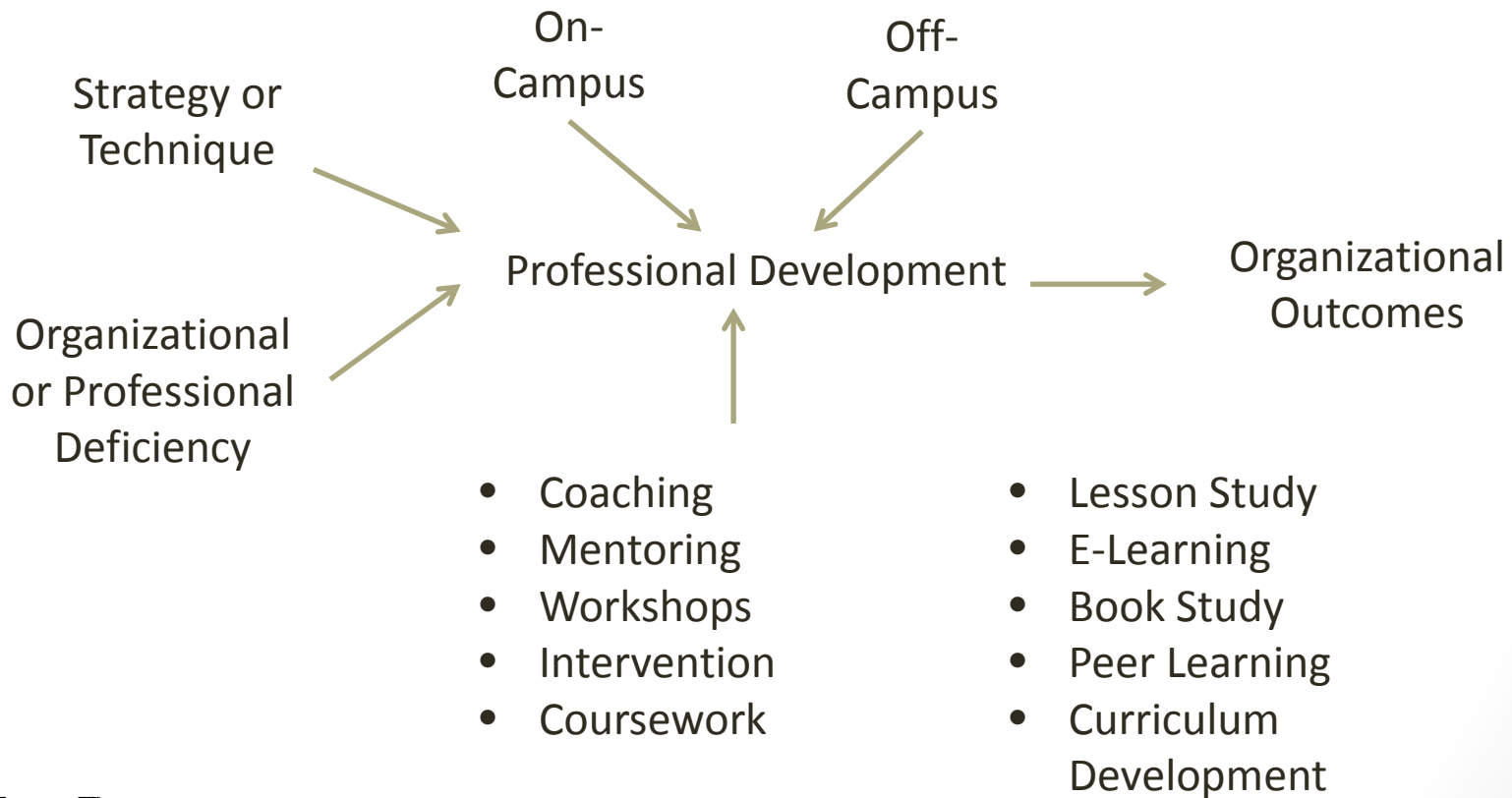


Why Professional Development?

- Professional Development:
 - Required by Federal Statute (No Child Left Behind, Section 9101, 34)
 - Schools in Need of Improvement must also take up to 20% of their Title IA funding (\$59,340 for FY 2011)
 - Required by State Code (NJSA 18A 31:2; NJAC 6:11-13.1, 13.4)
- What is required?
 - Each active teacher shall be required to complete 100 clock hours of State-approved continuing professional development and/or in-service every five (5) years pursuant
 - Each active teachers must:
 - Record PD and keep records
 - Have an approved Professional Growth Plan
 - Plan must be aligned toward district and school goals
 - Plan must be measured by district
 - Plan is approved by the principal



Typical PD Model



Goals of Professional Development

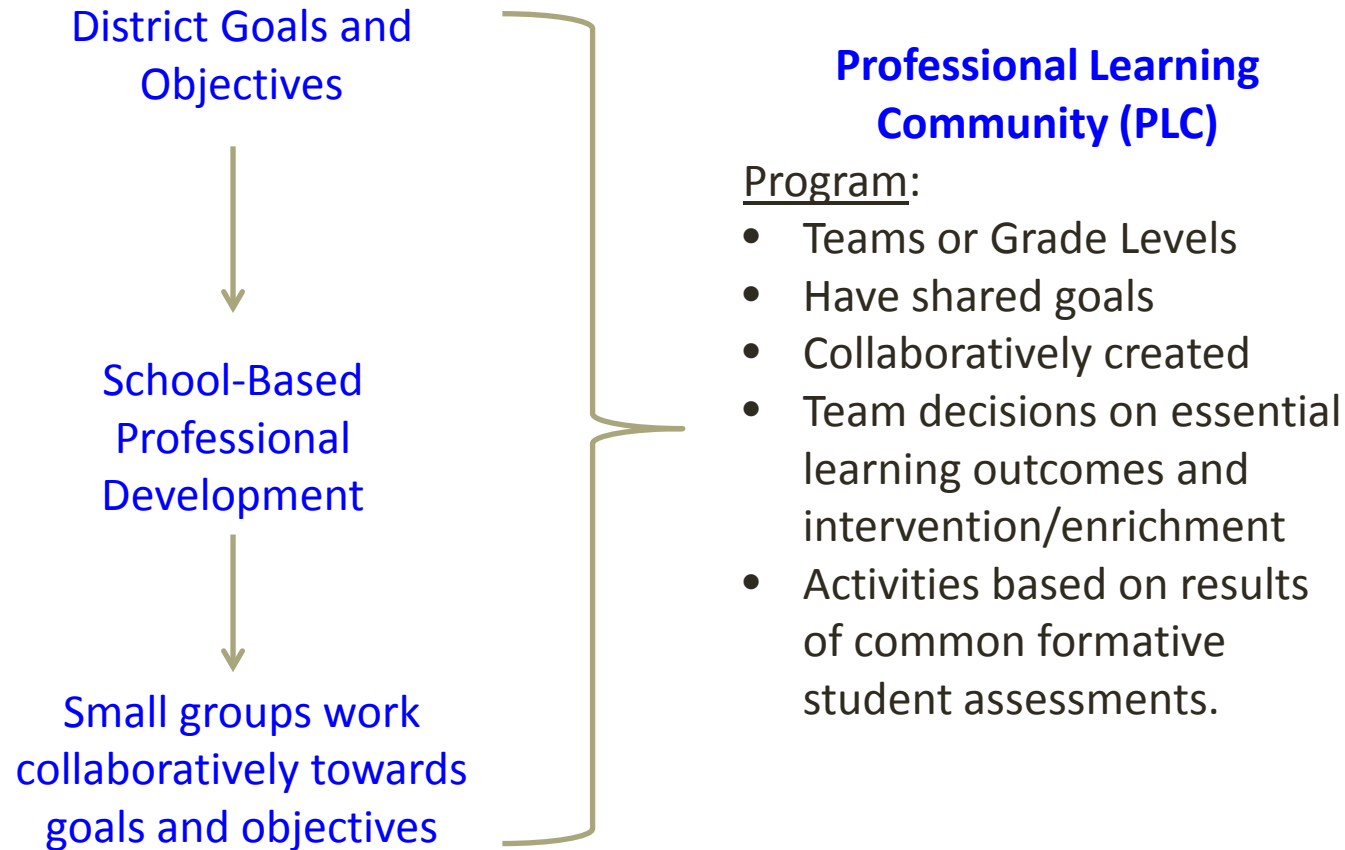
- Ultimately, focus on the students –
 - Standard – how will this PD benefit our children here in Freehold Borough?
- Enhance teachers' content knowledge and pedagogical knowledge
 - Based on the best available research evidence
- Incorporate principles of adult learners that are relevant to interests and organizational needs
- Results driven
- Ongoing and continuous
- Embedded in day-to-day responsibilities
- Aligned with school-wide improvement goals
- Collaborative and collegial
- Provides opportunities for discussion, reflection, and follow-up

Empirical Research Supporting Our Goals

(Garet et. al., 2001; Guskey, 2000, 2003; Killion, 1999; NCES, 2001; NSDC, n.d.; Pate & Thompson, 2003; Richardson, 2003; Shulman, 1987; Sparks, 1997; Sparks & Hirsh, 1997)



2010-2011 PD Structure



Professional Development Leadership

Local Professional Development Committee (District)

- 2 elected teachers from each school (Total 6)
 - Chaired by a teacher
- Collaborates to plan and oversee the district professional development plan
- Collects data on professional learning
 - Interprets data to inform decisions on learning which benefits teachers and students BEST
- Works to:
 - Sustain professional learning
 - Make changes to PD where necessary
 - Communicate with Central Office on needs for future professional learning
- Facilitated by Dr. Tramaglini – Works to secure the resources necessary for District Plan to be successful



Professional Development Leadership

School-Based Professional Development Committees

- Each school has 3 elected teachers on committee
- Principal is required to be on committee
 - Chaired by a teacher
 - Principal's job is solely to provide guidance, support, and to procure all resources necessary for PLCs to be successful
- Building PD plans focus on:
 - Important problems or issues in the school
 - Ex) Increasing writing achievement
 - Small groups choose problems to work on
 - Structure outlines for the year
 - During PD sessions, teachers work toward goals
 - PD Process is continual and can stretch from year to year

