



**PHILIP G VROOM COMMUNITY SCHOOL, NO. 2  
BAYONNE, NJ  
SCHOOL PROFESSIONAL DEVELOPMENT PLAN**

District Name	School Name	Principal Name	Plan Begin/End Dates
BAYONNE	PHILIP G VROOM	STACEY JANECKO	July 1, 2022 – June 30, 2023

**1: Professional Learning Goals**

No	Goal	Identified Group	Rationale/Sources of Evidence
1	<p>Culturally responsive teaching involves ways of educating students based on principles of social justice. A key purpose of culturally responsive teaching is to provide all students with learning opportunities, regardless of their gender, race, ethnicity, or first language.</p> <p>A culturally responsive teacher uses differentiated instruction to tailor learning to every aspect of a student's culture.</p> <p>To establish Culturally Responsive Classrooms</p>	<p>Principal</p> <p>All certified staff</p> <p>Teachers</p> <p>Support staff</p> <p>School Climate Teams</p>	<p>Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.</p> <p>Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (<a href="#">Ladson-Billings, 1994</a>).</p> <p>When integrated into classroom instruction, culturally responsive strategies can have important benefits such as:</p> <ul style="list-style-type: none"> <li>● Strengthening students' sense of identity</li> <li>● Promoting equity and inclusivity in the classroom</li> <li>● Engaging students in the course material</li> <li>● Supporting critical thinking</li> </ul>



2	<p><b>Strengthening Gifted and Talented Education</b></p> <p>The Strengthening Gifted and Talented Education Act was signed by Gov. Phil Murphy on Jan. 17, 2020 with the goal of equal access by students and improved administrator and teacher oversight of G&amp;T programs.</p> <p>The law will require school districts to maintain data on services offered through its gifted and talented programs, which students based on demographics are being admitted into gifted and talented programs, and which staff members identify students and work with them. The data will be reported to the state on an annual basis.</p> <p>The identification process shall include consideration of all students, including those who are English language learners and those with Individualized Education plans [special need students] or 504 plans [students given special accommodations]</p>	<p>Principal</p> <p>All certified staff members</p> <p>School Climate Teams</p> <p>School Data Teams</p> <p>G &amp; T / 2E School Level Committee</p> <p>G &amp; T / 2E District level Committee</p>	<p>"Gifted and talented student" means a student who possesses or demonstrates a high level of ability in one or more content areas when compared to his chronological peers in the school district and who requires modifications of his educational program if he is to achieve in accordance with his capabilities.</p> <p>Professional development in the area of gifted and talented instruction.</p> <p>Research indicates that teachers who have received training in gifted education are more likely to foster higher-level thinking, allow for greater student expression, consider individual student strengths and weaknesses, and provide a variety of learning experiences to challenge students.</p>
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3	<p>Support technology integration into classroom instruction in every area of the curriculum to ensure that rigorous and highly effective instruction and assessment practices are implemented to meet the needs of all learners.</p> <p>Continue to support teachers in the application of the infusion of technology.</p> <p>Utilize technology as an efficient means of communication.</p> <p>Staff training to enhance online platform and be prepared if virtual learning needs to be utilized.</p>	<p>Principal</p> <p>All certified staff</p> <p>Teachers</p> <p>Support staff</p>	<p>Assist teachers with technological support with the technology teacher integrating into the classroom.</p> <p>Collect feedback from teachers regarding students' use of Chromebooks and monitor lesson plans.</p> <p>Ensure lesson plans incorporate technology within various subjects and grade levels.</p> <p>Incorporate the usage of Classroom Technology when it comes to teacher evaluations.</p> <p>Communicate the expectations through Digital Briefcase, staff meetings and email as a communication tool between principal and educator.</p> <p>Incorporate the usage of Google classroom, i-Ready, Foundations, Khan Academy, IXL, Class Dojo (if appropriate), Schoology, Blackboard Promethean Board (if applicable). Continue walk-throughs to classrooms to ensure that goals are taking place.</p>
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
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<p>1 Culturally responsive teaching builds a safe, sturdy bridge between students' home and personal lives to classroom instruction. Culturally responsive teaching is not a program the district can purchase. It's not a box of curriculum. It's about how we weave our students' lives into daily instruction. We create the culture in our classrooms: the routines, what is valued, what we shine a light upon, how we celebrate, what is respected, how we interact with students and families.</p> <p>Culturally responsive teaching requires:</p> <ul style="list-style-type: none"><li>● Knowing students individually</li><li>● Valuing students' assets</li><li>● An openness to one's own biases</li><li>● Building community</li></ul> <p>The first step in honoring students' cultural references is learning about them. Being curious about students' cultures and allowing them and their families to share this information can inform our lesson planning, improve teacher-student communication, and get us thinking about how we want our classrooms to look and feel. Some considerations that can help us truly know our students are:</p> <ul style="list-style-type: none"><li>● Race/ethnicity</li><li>● Family structure</li><li>● Primary language, including dialects and slang</li><li>● Activities/sports</li><li>● Music/pop culture references</li><li>● Social, religious, or other identities</li></ul> <p>Support ongoing professional development Begin to familiarize yourself with culturally responsive classrooms by reviewing websites, periodicals, literature Provide opportunities for staff to attend workshop</p>	<p>Build Culturally Responsive Relationships (Get to know students)</p> <p>This has been repeatedly confirmed; if educators do not have some knowledge of their students' lives outside of paper-and-pencil work, and even outside of their classrooms, then they cannot accurately know their students' strengths and weaknesses (Delpit, 1995).</p> <p>This theme is also echoed by Pedro Noguera, who concludes that, in order to engage urban students, teachers must adapt their teaching to the way in which those students learn rather than the reverse (expecting students to adapt their learning to the way in which they are taught). Therefore, teachers need to know how to make ideas and knowledge meaningful to urban students and how to use students' culture and interests as tools to teach them (Noguera, 2003).</p> <p>We must teach the way students learn, rather than expecting them to learn the way we teach. — Pedro Noguera</p>
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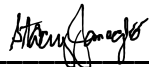
2	<p>“Differentiation is making sure that the right students get the right learning tasks at the right time.”</p> <p>Lorna M. Earl <i>Assessment as Learning: Using Classroom Assessment to Maximize Student Learning</i></p> <p>In the video <i>Creating Multiple Paths for Learning</i> (1997), Carol Ann Tomlinson, noted differentiation expert, says that differentiating instruction means that the teacher anticipates the differences in students' readiness, interests, and learning profiles and, as a result, creates different learning paths so that students have the opportunity to learn as much as they can as deeply as they can, without undue anxiety because the assignments are too taxing—or boredom because they are not challenging enough.</p> <p>Provide continued professional development</p> <p>Support ongoing professional development</p> <p>Begin to familiarize yourself with gifted and talented education by reviewing websites, periodicals, literature</p>	<p>According to Carol Ann Tomlinson (1999), we can recognize differentiated instruction by a variety of classroom characteristics:</p> <ul style="list-style-type: none"><li>● Teachers begin where the students are.</li><li>● Teachers engage students in instruction through different learning modalities.</li><li>● A student competes more against himself or herself than others.</li><li>● Teachers provide specific ways for each individual to learn.</li><li>● Teachers use classroom time flexibly.</li><li>● Teachers are diagnosticians, prescribing the best possible instruction for each student. (p. 2)</li></ul> <p>The Schoolwide Enrichment Model: A How-To Guide for Educational Excellence. Second Edition. Renzulli, Joseph S.; Reis, Sally M.</p> <p>The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition, Carol Ann Tomlinson</p>
3	<p>All students and staff must have an appropriate understanding as to the correct usage of various programs as a supplement to critical lessons and key concepts across all content areas. Students and staff will continue to properly use and incorporate relevant functions available to them (i.e. Schoology, Google Apps; Google Drive; IX1; Learn 360; etc). In September 2021, the district will continue to incorporate the online learning platform of Schoology to meet the demands of remote learning.</p>	<p>Teachers will be provided with the resources to implement the learning platform, Schoology.</p>



### 3: Essential Resources

PL Goa 1 No.	Resources	Other Implementation Considerations
1	The school calendar reflects three half-day professional development opportunities for staff throughout the year. Professional development activities involving work by collaborative teams will be implemented through common planning time opportunities. Substitute coverage for classroom planning, observation, reflection, site visits, and curriculum initiatives is available as needed.	
2	A scheduled protocol is in place for regularly analyzing data and planning for instruction and regularly using staff developers and administration to support teachers in their facility with planning and delivering small group, differentiated instruction. PLCs will take place by department at building level.	
3	Professional development opportunities for staff throughout the year. Digital Briefcase, Google classroom, i-Ready, Foundations, Khan Academy, IXL, Class Dojo, Schoology, Promethean Board (if applicable).	

Signature: \_\_\_\_\_

  
Principal Signature

7/1/22

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Date

