

**Keansburg School District**  
**Believe, Understand, and Realize Goals**

**2015-2016**  
**Professional Development**  
**Planning Guide**



**Keansburg School District  
Board of Education**

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Mrs. Donna Glomb, Supervisor of Curriculum & Instruction  
Mr. Anthony Emmons, Supervisor of Curriculum & Instruction

**Professional Development Model**

The following professional development model was designed together by teachers and administrators from our District Evaluation Advisory Committee. Over several months, our committee utilized a mix between best practices from other districts and research based on sound methodological designs. A special thank-you to our colleagues on this

***District Evaluation Advisory Committee (DEAC)  
Sub-Committee for Professional Development***

Dr. Tom Tramaglino, Chair  
Dr. Brian Latwis (Central Office Administrator)  
Tara Maguire (KHS)  
Amanda Milhomens (PreK)  
Brian Janik (JRBMS)  
Melissa Tatro (PreK)  
Lissa Weldon (JCCS)  
Meghan Daley (PMRS)  
Dr. Tabitha Bradley (Central Office)  
Christine Formica (Central Office - Title I)

**District/School-Level Professional Development Calendar  
2015-2016**

**Full-Day Professional Development (6 Hours)**

September 1, 2015  
September 2, 2015  
January 29, 2016 (2016 Whole Child Conference)  
April 15, 2016  
June 3, 2016

**Early Dismissal Professional Development (2 Hours)**

September 3, 2015  
September 4, 2015  
December 11, 2015

**AM Professional Development (70 Minutes)**

September 16, 2015  
October 14, 2015  
December 9, 2015  
January 13, 2016  
February 17, 2016  
March 16, 2016  
April 13, 2016

**PM Professional Development (70 Minutes)**

September 9, 2015	February 24, 2016
September 23, 2015	March 9, 2016
October 7, 2015	March 23, 2016
October 21, 2015	April 6, 2016
December 2, 2015	April 20, 2016
December 16, 2015	May 4, 2016
January 6, 2016	May 18, 2016
January 20, 2016	June 1, 2016
February 3, 2016	June 15, 2016

Revised 3.3.2015

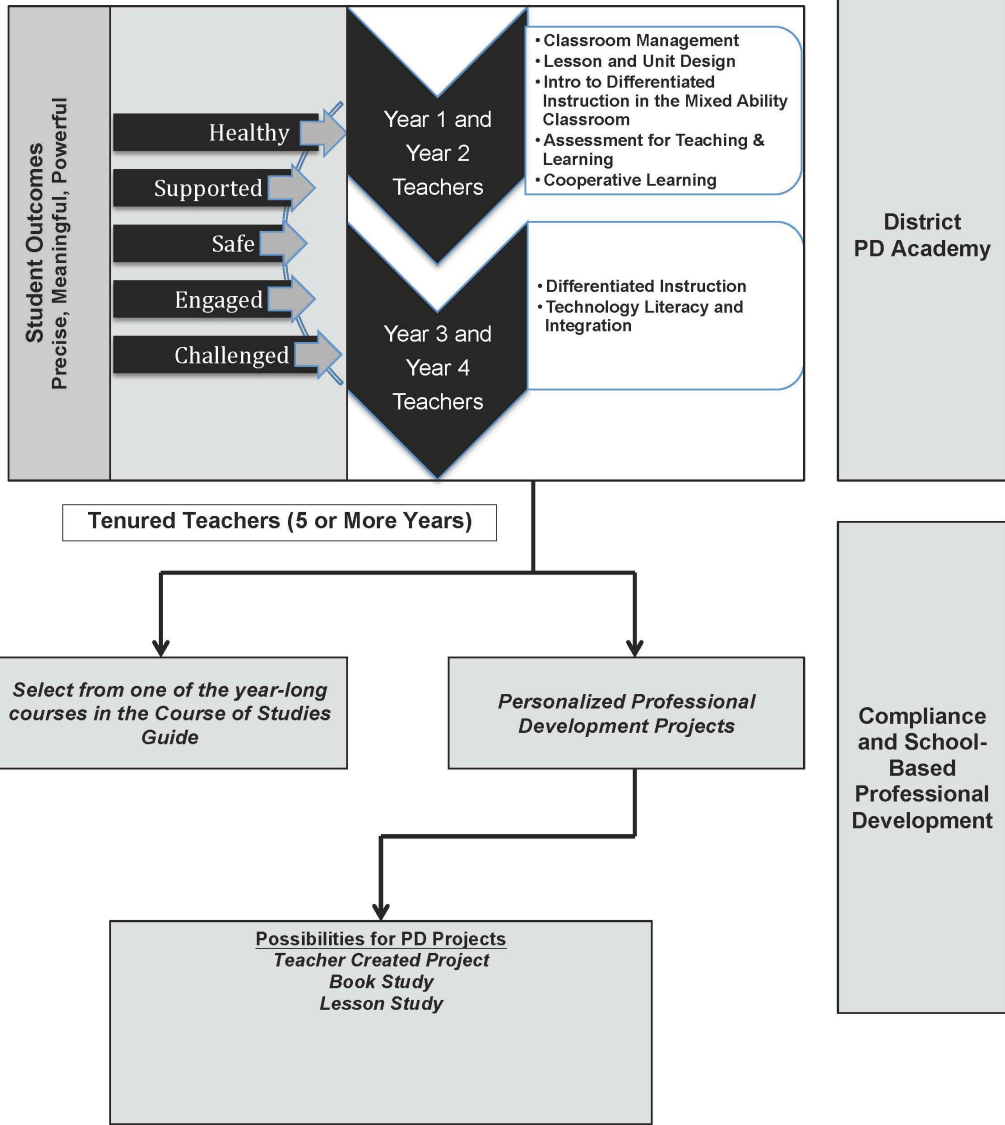
\*\*\*All PD days and sessions are subject to change

\*\*\****District vs. School Based PD Days will be provided in advance of sessions***

# Year I Professional Development Model Implementation 2015-2016

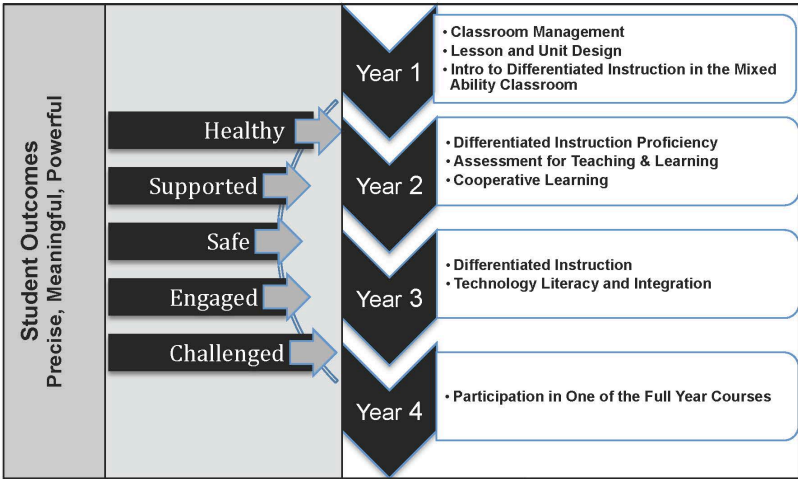
## Keansburg School District Differentiated Professional Development Framework

Year 1 Implementation 2015-2016

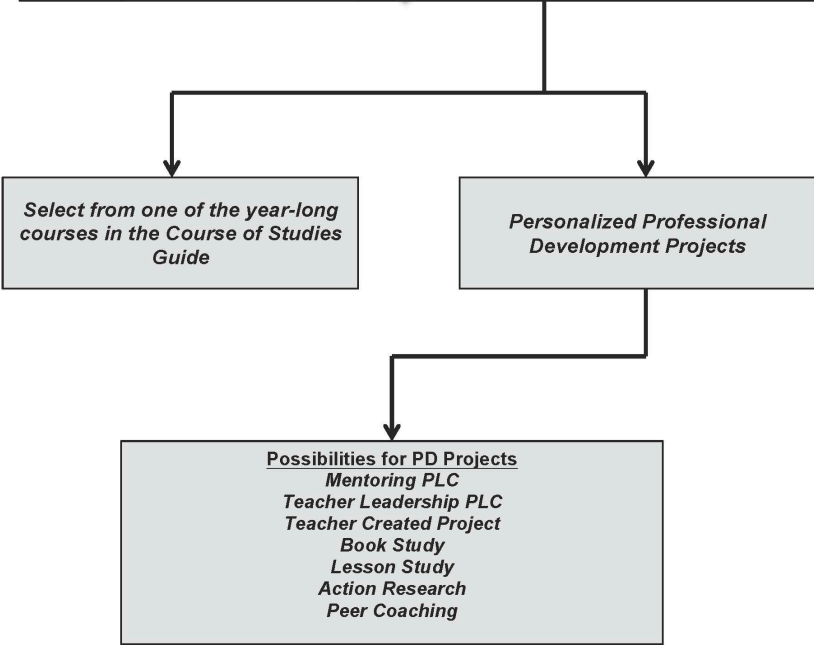


**Year II Professional Development Model Implementation 2016-2017**

**Keansburg School District  
Differentiated Professional Development Framework**



**District  
PD Academy**



**Compliance  
and School-  
Based  
Professional  
Development**

## **PD Plan Overview**

In accordance with State statute (18A), code (6A) and guidelines for professional learning, the Keansburg School District Professional Development Plan is dedicated to ongoing and sustainable teacher and administrator growth that benefits our students and community.

Professional Development occurs in our district at both the school and district levels.

### **School Based Professional Development**

Professional development occurring on school-based sessions focused on training and experiences pertinent to the needs of the building, compliance for code, or attainment of local goals set by the school. The principal of the school or program director of the department (e.g., CST) is the primary leader of the plan. A host of different data and information

### **District Based Professional Development**

Professional development based on the district model follows the PD Model presented and approved in 2015. This model addresses teachers who are non-tenured and tenured with differentiated professional development. Teachers who are non-tenured will be placed in a cohort and provided experiences to learn a set of skills each teacher is expected to master by the time they are up for tenure. Tenured teachers may choose between full-year long projects on various topics or participate in a professional development project.

### **Afternoon and Summer PD Academy**

The district offers professional development topics important to student and district outcomes based on needs of the teachers and students. Topics and sessions are ongoing and supported with formula funds. These topics are above and beyond our individual PD Plans.

### **External Professional Development**

The district continually uses funds to support teachers attending external professional development sessions. The rule of thumb with external PD is that teachers should come back to the district and either turnkey the information covered or the teacher should be able to utilize the topic learned to benefit the district and provide efficiency where available. When the district can bring in external consultants to cut the cost of sending teachers out of district for PD, the district will do so to create a cost efficiency.

### **Timeline for PDPs**

April 22, 2015	Professional Development Plan Presented to Staff
June 24, 2015	Teacher PDPs in McREL Due
September 2015	Professional Development Plan Refresher and Time for PD Development
September 30, 2015	Professional Development Packets Approved
October 2015	New PD Model Begins
May/June 2016	Showcase for PD

## PD Overview

### **Non-Tenured Teachers**

#### **YEAR 1-2 COHORT**

If you are:

A Year 1 Teacher (Beginning in the district 9/1/2015)

A Year 2 Teacher (Began in the district 9/1/2014 through 6/30/2015)

Elementary Trainer: Lissa Weldon

Secondary Trainer: Gabe Grieco

You will automatically be enrolled into the Year 1-2 Cohort for 2015-2016

Topics for PD will include:

- Classroom management
- Lesson and Unit Design
- Intro to Differentiated Instruction in the Mixed Ability Classroom

#### **YEAR 3-4 COHORT**

If you are:

A Year 3 Teacher (Began in the district 9/1/2013 through 6/30/2014)

A Year 4 Teacher (Began in the district 9/1/2012 through 6/30/2013)

Elementary Trainer: Tammie Holcombe

Secondary Trainer: Danielle Acconzo

You will automatically be enrolled into the Year 3-4 Cohort for 2015-2016

Topics for PD will include:

- Intermediate/Advanced Differentiated Instruction in the Mixed Ability Classroom
- Assessment for Teaching and Learning
- Cooperative Learning



## Tenured Teachers

If you are a tenured teacher in the district and began before 9/1/2012, you have 2 choices:

### **Choice 1:**

For your PDP for 2015-2016, you can take a year-long course in one of the following areas:

#### Year-Long Course

Differentiated Instruction and Student Assessment (Secondary)

Differentiated Instruction and Student Assessment (Elementary)

Classroom Technology Integration

Google Classroom

Classroom management & Understanding Behavior to foster positive practices

Cross-Battery Assessments

Google Classroom and Beyond

Integration of Technology K-2 through the SAMR Model

Student Engagement Techniques

“Pinterest” in Education – using Pinterest and other websites to get creative with kids

#### Trainer

Deanna Lopez

Heather Wilson

Katy Sarlo

Brian Janik

Katie Feiles

Margaret Daniels/  
Dr. Suzanne Pagliorola

Brian Janik

Jacqueline Janik

Christine Formica

Amanda Milhomens

## **Choice 2:**

For your PDP for 2015-2016, you can work on a year-long project either individually or group based on the appropriateness of the project:

- Lesson Study (see description on next page)
- Book Study (see description on next page)
- Personal Professional Development Project

### **What is lesson study?**

Lesson study\* is a professional development process that Japanese teachers engage in to systematically examine their practice, with the goal of becoming more effective. This examination centers on teachers working collaboratively on a small number of "study lessons". Working on these study lessons involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to this work, the teachers select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on all the study lessons.

While working on a study lesson, teachers jointly draw up a detailed plan for the lesson, which one of the teachers uses to teach the lesson in a real classroom (as other group members observe the lesson). The group then comes together to discuss their observations of the lesson. Often, the group revises the lesson, and another teacher implements it in a second classroom, while group members again look on. The group will come together again to discuss the observed instruction. Finally, the teachers produce a report of what their study lessons have taught them, particularly with respect to their research question.

The Lesson Study Proposal Packet has each step and expectation listed.

### **What is a book study?**

A book study is a process of where a teacher or group of teachers selects a book or cache of peer reviewed articles that will serve as a base of intervention or instructional changes within his/her own practice. An example of this might be to select a book such as Teach Like A Pirate. During the first few weeks of the books study, the teacher(s) will read the book/articles. During the rest of the year, their PD should include collaboration, planning and trying/practicing the lessons from the book selected. This process can vary, but should be listed in the PD Packet for a Book Study.

The Book Study Proposal Packet has each step and expectation listed.

## Directions for Completing Your PDP for 2015-2016 in McREL

There are four sections to this – Choose the one that pertains to you –

- 1) Non-Tenure Year 1 and 2 Teachers Cohort
- 2) Non-Tenure Year 3 and 4 Teachers Cohort
- 3) Tenured Teacher Cohort
- 4) Trainer PDP

### **NON TENURE YEAR 1 AND 2 TEACHERS**

- A Year 1 Teacher (Beginning in the district 9/1/2015)
- A Year 2 Teacher (Began in the district 9/1/2014 through 6/30/2015)

Open the McREL Evaluation System

To create a PDP for the 2015-2016 school year you should follow the following procedures:

1. Open McREL to your McREL Teacher – Home Screen
2. Toggle the School Year to 2015-2016. Because we are not rolling over the current year until after you leave in June for the summer, you must change the school year to 2015-2016 to create your PDP. If you do not do this, your PDP will be discarded.
3. Once you have moved your page to 2015-2016, click on the link for the “2015-2016 Professional Development Plan”
4. Complete the top information. (Please note that if you have a standard, which is determined to be “Developing” on your summative, you will see this automatically rolled into your PDP). Please complete the PDP areas on your own to address those deficiencies in addition to your PD Goals.
5. For Section “B”, you will address your own PDP goals as well as the district’s in accordance to your PDP. You may add any or no additional goals to your PDP that is part of the district model.

***If you are part of the Year 1 and 2 Cohort, in addition to your personal PDP goals, please copy and paste the following into your PDP.***

**Select**

S3: B. Know Content

**Goal**

To target critical skills associated with the following topics: Classroom management, lesson and unit design, as well as teaching students in the mixed ability classroom through differentiation.

***Activities/Actions***

As per Professional Development Packet Submitted and Approved by the Principal/Supervisor.

***Resources Needed***

As per Professional Development Packet Submitted and Approved by the Principal/Supervisor.

***Expected Outcomes and Evidence of Completion***

As per Professional Development Packet Submitted and Approved by the Principal/Supervisor.

***Timeline***

July 2015 through June 2016

Once this is done, you should select "Submit for Review" at the bottom of the page and then assign the topic to your Principal. The principals will reassign the PDPs if necessary.

## **NON TENURE YEAR 3 AND 4 TEACHERS**

- A Year 3 Teacher (Began in the district 9/1/2013 through 6/30/2014)
- A Year 4 Teacher (Began in the district 9/1/2012 through 6/30/2013)

### Open the McREL Evaluation System

To create a PDP for the 2015-2016 school year you should follow the following procedures:

1. Open McREL to your McREL Teacher – Home Screen
2. Toggle the School Year to 2015-2016. Because we are not rolling over the current year until after you leave in June for the summer, you must change the school year to 2015-2016 to create your PDP. If you do not do this, your PDP will be discarded.
3. Once you have moved your page to 2015-2016, click on the link for the “2015-2016 Professional Development Plan”
4. Complete the top information. (Please note that if you have a standard, which is determined to be “Developing” on your summative, you will see this automatically rolled into your PDP). Please complete the PDP areas on your own to address those deficiencies in addition to your PD Goals.
5. For Section “B”, you will address your own PDP goals as well as the district’s in accordance to your PDP. You may add any or no additional goals to your PDP that is part of the district model.

***If you are part of the Year 3 and 4 Cohort, in addition to your personal PDP goals, please copy and paste the following into your PDP.***

### **Select**

S3: B. Know Content

### **Goal**

To target critical skills associated with the following topics: Teaching students in the mixed ability classroom through differentiation, Assessment for Teaching and Learning, and Cooperative Learning.

### **Activities/Actions**

As per Professional Development Packet Submitted and Approved by the Principal/Supervisor.

### **Resources Needed**

As per Professional Development Packet Submitted and Approved by the Principal/Supervisor.

***Expected Outcomes and Evidence of Completion***

As per Professional Development Packet Submitted and Approved by the Principal/Supervisor.

***Timeline***

July 2015 through June 2016

Once this is done, you should select “Submit for Review” at the bottom of the page and then assign the topic to your Principal. The principals will reassign the PDPs if necessary.

## TENURED TEACHERS

- Began before 9/1/2012

### **Choice 1:**

Open the McREL Evaluation System

To create a PDP for the 2015-2016 school year you should follow the following procedures:

1. Open McREL to your McREL Teacher – Home Screen
2. Toggle the School Year to 2015-2016. Because we are not rolling over the current year until after you leave in June for the summer, you must change the school year to 2015-2016 to create your PDP. If you do not do this, your PDP will be discarded.
3. Once you have moved your page to 2015-2016, click on the link for the “2015-2016 Professional Development Plan”
4. Complete the top information. (Please note that if you have a standard, which is determined to be “Developing” on your summative, you will see this automatically rolled into your PDP). Please complete the PDP areas on your own to address those deficiencies in addition to your PD Goals.
5. For Section “B”, you will address your own PDP goals as well as the district’s in accordance to your PDP. You may add any or no additional goals to your PDP that is part of the district model.

***If you are part of the Tenured Teacher Cohort who have selected a PDP Full Year Course, in addition to your personal PDP goals, please add, copy and paste as directed the following into your PDP.***

### ***Select***

Choose a standard that is aligned to your full year course -

### ***Goal***

To address professional growth needs, I will complete a full year course titled:  
[ENTER IN YOUR COURSE NAME]

### ***Activities/Actions***

As identified in the PDP Curriculum approved by the district administration

### ***Resources Needed***

As identified in the PDP Curriculum approved by the district administration

## ***Expected Outcomes and Evidence of Completion***

As identified in the PDP Curriculum approved by the district administration

### ***Timeline***

July 2015 through June 2016

Once this is done, you should select “Submit for Review” at the bottom of the page and then assign the topic to your Principal. The principals will reassign the PDPs if necessary.

### **Choice 2:**

Open the McREL Evaluation System

To create a PDP for the 2015-2016 school year you should follow the following procedures:

1. Open McREL to your McREL Teacher – Home Screen
2. Toggle the School Year to 2015-2016. Because we are not rolling over the current year until after you leave in June for the summer, you must change the school year to 2015-2016 to create your PDP. If you do not do this, your PDP will be discarded.
3. Once you have moved your page to 2015-2016, click on the link for the “2015-2016 Professional Development Plan”
4. Complete the top information. (Please note that if you have a standard, which is determined to be “Developing” on your summative, you will see this automatically rolled into your PDP). Please complete the PDP areas on your own to address those deficiencies in addition to your PD Goals.
5. For Section “B”, you will address your own PDP goals as well as the district’s in accordance to your PDP. You may add any or no additional goals to your PDP that is part of the district model.

***If you are a Tenured Teacher, in addition to your personal PDP goals, please add, copy and/or paste the following into your PDP as directed:***

***Select***



Choose the standard that specifically pertains to your goal or project:

### ***Goal***

Please provide an overall goal for your PD for 2015-2016 – this goal should focus on how your PD will address student outcomes. Your goal should NOT be: To learn about something, but might instead be: To learn about something which will effect students and be measured by....

### ***Activities/Actions***

Choose from one of the following that pertains to your PDP

I will be working collaboratively on a LESSON STUDY project as per Professional Development Packet Submitted and Approved by the Principal/Supervisor.

I will be working on a BOOK STUDY project as per Professional Development Packet Submitted and Approved by the Principal/Supervisor.

I will be working on a Personalized Professional Development Project as per Professional Development Packet Submitted and Approved by the Principal/Supervisor.

### ***Resources Needed***

As per Professional Development Packet Submitted and Approved by the Principal/Supervisor.

### ***Expected Outcomes and Evidence of Completion***

As per Professional Development Packet Submitted and Approved by the Principal/Supervisor.

### ***Timeline***

July 2015 through June 2016

Once this is done, you should select “Submit for Review” at the bottom of the page and then assign the topic to your Principal. The principals will reassign the PDPs if necessary.

## **TRAINERS**

Open the McREL Evaluation System

To create a PDP for the 2015-2016 school year you should follow the following procedures:

1. Open McREL to your McREL Teacher – Home Screen
2. Toggle the School Year to 2015-2016. Because we are not rolling over the current year until after you leave in June for the summer, you must change the school year to 2015-2016 to create your PDP. If you do not do this, your PDP will be discarded.
3. Once you have moved your page to 2015-2016, click on the link for the “2015-2016 Professional Development Plan”
4. Complete the top information. (Please note that if you have a standard, which is determined to be “Developing” on your summative, you will see this automatically rolled into your PDP). Please complete the PDP areas on your own to address those deficiencies in addition to your PD Goals.
5. For Section “B”, you will address your own PDP goals as well as the district's in accordance to your PDP. You may add any or no additional goals to your PDP that is part of the district model.

***If you are a Trainer, in addition to your personal PDP goals, please copy and paste the following into your PDP as directed:***

### ***Select***

Choose S1: B. School Leadership

### ***Goal***

\*\*\*TRAINER: I will work collaboratively with school personnel to create a professional learning community.

### ***Activities/Actions***

Lead Year Long PD Cohort as associated with the district PD Plan

### ***Resources Needed***

Lead Year Long PD Cohort as associated with the district PD Plan

### ***Expected Outcomes and Evidence of Completion***

Lead Year Long PD Cohort as associated with the district PD Plan

***Timeline***

July 2015 through June 2016

Once this is done, you should select “Submit for Review” at the bottom of the page and then assign the topic to your Principal. The principals will reassign the PDPs if necessary.

## **Planning Catalog for Professional Development 2015-2016**

If you are a tenured teacher you have 2 choices for PD for 2015-2016:

- A personalized professional development project.  
OR
  - You may take a course as listed below. If you take a course as listed below, you are not responsible for completing a planning packet as you would a personalized professional development project. However, space in these courses will be limited.
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### ***Full Year Courses (On-Demand Courses)***

#### **Google Classroom**

**PD Trainer:** Brian Janik

Google Classroom is a great resources that will change the way your classroom functions. In this course we will examine how to allow Google Classroom to be an anchor in the classroom that will streamline assignments, grading, communication with students, and will allow for organization that is life changing. During the sessions, we will explore how to incorporate the different functionality of Google Apps through the window of Google Classroom. We will examine what a lesson looks like, though Google Classroom and how it can be interpreted in different classrooms. In this course we will look at how our lesson will evolve with Google Classroom, and how Classroom allows students to be self-directed and to be cognizant of task management, and time management. We will use the strengths of each of the participants to enhance lessons and the craft of teaching. Hope to see you next year.

#### **Differentiated Instruction and Student Assessment (Secondary)**

**PD Trainer:** Deanna Lopez

This course focuses on teaching and learning via differentiated instruction and assessment. The topics of the course include how to differentiate instruction and assessment, as well as practical and job-embedded experiences that aims to transform classroom instruction.

## **Differentiated Instruction and Student Assessment (Elementary)**

**PD Trainer:** Heather Wilson

This course focuses on teaching and learning via differentiated instruction and assessment. The topics of the course include how to differentiate instruction and assessment, as well as practical and job-embedded experiences that aims to transform classroom instruction.

## **Integration of Technology K-2 through the SAMR Model**

**PD Trainer:** Jacqueline Janik

This course will focus on learning and utilizing technology through the SAMR model. The SAMR Model is a model for impacting learning in the classroom through the effective use of technology. SAMR stands for Substitution, Augmentation, Modification and Redefinition and is a defined leveled system for using technology to catalyze thinking and problem solving in the classroom. Teachers in this course will focus on lesson design (using the model) and implementation of those lessons towards a shift in instructional routines.

## **“Pinterest” in Education – using Pinterest and other websites to get creative with kids**

**PD Trainer:** Amanda Milhomens

This course focuses on teaching and learning systems associated with various technology driven tools. The course includes downloading apps to iPads and exploring targeted sites to stimulate creativity in learning. A cyclical course design would first present new sites and apps followed by integration of those sites and apps into lesson and unit plans. The lesson designed would then be employed in-between PD sessions with reflection occurring at the subsequent PD session. Lessons, apps and websites will be warehoused as a shared resource for all teachers.

## **Classroom Management & Understanding Behavior to Foster Positive Student Practices.**

**PD Trainer:** Katie Feiles, M.Ed., BCBA

This course will present effective classroom management practices, offer proactive instructional and behavioral strategies, provide insight on problem behavior and its functions, and propose behavior modification procedures, in order to cultivate a classroom of engaged learners. Training will include instruction and practice on what is learned in sessions.

## **Student Engagement Techniques**

**PD Trainer:** Christine Formica

In this collaborative course, participants will learn best practices in creating a lively dynamic classroom in which students are excited about learning and have the drive to explore until they succeed (for grades K-4). Activities will include identifying how to engage students, as well as concepts that address technology, relevance of content and processes, thinking, ownership of student learning, and problem solving. Specific emphasis will be given to classroom instruction and learning systems associated with student engagement.

## **Classroom Technology Integration**

**PD Trainer:** Katy Sarlo

This course taps into systems of teaching and learning through lesson design and instructional deployment using technology tools such as Edmodo and Google Classroom. The course is focuses on the presentation of units where teachers learn about applications such as Edmodo, plan high-engagement lessons focused on the topic, employ those lessons, and finally calibrate with colleagues about the effectiveness of the lesson.

## **Cross-Battery Assessment (CST Only)**

**PD Trainers:** Margaret Daniels / Dr. Suzanne Pagliorola

This course explores variable assessments associated with diagnostic decision-making associated with our district support services.

# **Professional Development Packets**

**OFFICE OF CURRICULUM AND INSTRUCTION**  
**Keansburg School District**

**PERSONAL PROFESSIONAL DEVELOPMENT PROJECT**

Name of Staff Member Submitting Proposal :

\_\_\_\_\_

Name of Project: \_\_\_\_\_

Additional Members of the Small Learning Group:

_____	_____
_____	_____
_____	_____
_____	_____

Objective(s) of Proposed Program: Use learning objectives related to student outcome. Must impact your classroom.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
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Description of Activities:

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- \_\_\_\_\_

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- \_\_\_\_\_

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- \_\_\_\_\_

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Proposed Timeline for Implementation (Include Specific Dates, and Activities):

***September - October***

- \_\_\_\_\_

- \_\_\_\_\_

***November - January***

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

***February - April***

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Method of Assessment to Measure Results of Objectives  
(Include Scoring Rubric if Appropriate):

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***Parts 1-7 Due at PDP Developmental Meeting***

The proposed project was reviewed during the annual PIP Conference

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Acceptance of Proposal  
Revisions

Acceptance of Proposal with  
Revisions



***Mid-year Project Review: Due on or before January 30th***

Please meet with your principal to give a progress update.

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

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Keansburg School District**

**PERSONAL PROFESSIONAL DEVELOPMENT PROJECT  
TEACHER REFLECTION FORM**

*Due at Summative Evaluation Conference following Completion of Project*

How will the results of this project impact your teaching in the future?

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How could the results of this project impact other teachers in your school/district?

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How could this project be improved upon or expanded in meaningful ways?

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What is the most important thing you learned about your teaching by completing this project:

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**Keansburg School District**

***Final Review to Occur During Summative Evaluation Conference.***  
Bring Completed Documents, Including the *Teacher Reflection Form* to the Evaluation Conference.

Summative Evaluation for the 200\_ - 200\_ School Year

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Personalized Project Abstract Completed:  Yes  No

PD Hours Accrued: \_\_\_\_\_

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Keansburg School District**

**PERSONALIZED PROJECT ABSTRACT**

Title: \_\_\_\_\_

Name/s and School/s: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Content Area: \_\_\_\_\_

Objective:

Background:

Methods:

Results:

Conclusions:

Contact Information:

Can we post your abstract online to be shared with colleagues?

Yes

No

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**Keansburg School District**

**PERSONAL PROFESSIONAL DEVELOPMENT PROJECT**  
**BOOK STUDY PLANNING FORM**

- With a colleague or colleagues, (no more than 4 additional) select an educational book that will impact your classroom instructional strategies.
- Submit your proposal to your administrator with a timeline for reading the book.
- Meet with your colleague(s) throughout the year to **share, reflect, and implement ideas**.

Name of Staff Member Submitting Proposal: \_\_\_\_\_  
\_\_\_\_\_

Title and Author of Book: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional Members of the Book Study Group:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objective(s) of the Book Study (Why was this book selected?) :  
**Remember that it must have a direct impact in your classroom.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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**Keansburg School District**

**PERSONAL PROFESSIONAL DEVELOPMENT PROJECT**  
**BOOK STUDY PLANNING FORM**

Proposed Timeline for **Reading, Discussion, Reflection and Implementation** (Use specific dates):

*September - November*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*December - February*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



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*March - May*

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

**OFFICE OF CURRICULUM AND INSTRUCTION**  
**Keansburg School District**

**PERSONAL PROFESSIONAL DEVELOPMENT PROJECT**  
**BOOK STUDY PLANNING FORM**



**The Book Study plan was discussed and approved:**

Acceptance of Proposal  
Revisions

Acceptance of Proposal with

Teacher's Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date: \_\_\_\_\_



**The Book Study progress was reviewed at check-in:**

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

.....  
**The Book Study project was reviewed at the end of year PDP conference:**

Book Study Abstract Completed:     Yes         No

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

.....  
**OFFICE OF CURRICULUM AND INSTRUCTION**  
**Keansburg School District**

**PERSONAL PROFESSIONAL DEVELOPMENT PROJECT**  
**BOOK STUDY PLANNING FORM**

**REFLECTION**

How did the book impact your teaching in the classroom this year?

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How will you use what you learned in the future?

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What other teachers might find this book worth reading and why?

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**PERSONAL PROFESSIONAL DEVELOPMENT PROJECT**  
**BOOK STUDY ABSTRACT**

Title: \_\_\_\_\_

Name/s and School/s: \_\_\_\_\_

Grade Level(s): \_\_\_\_\_ Content Area: \_\_\_\_\_

Objective(s):

Background:

Methods:

Results:

Conclusions:

Contact Information:

May we share your abstract with colleagues?

Yes

No

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**LESSON STUDY PROJECT**  
**TEMPLATE**

(Complete and bring to your PDP development conference.)

Teacher:

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Lesson Study Team:

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Subject:

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Grade Level:

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**I. Background Information**

A. Goals of the Lesson Study Group

- Long term:
  
- Broad goals of the subject area:
  
- Goals specific to the unit:
  
- Goal specific to the lesson:

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

**B. Narrative Overview of Background Information:** *Set up and put the lesson into perspective. What should students know at the end of the lesson? What do I think I can achieve in this lesson?*

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## **II. Unit Information**

A. Name of the Unit: (e.g., "*Finding areas of Geometric figures*")

B. Goal of the Unit: *What should students know at the end of the unit?*

C. How this Unit relates to the curriculum: *What prior knowledge is necessary?*

D. Instructional Sequence for the Unit: *Where does this lesson fall in this unit and why?*

### **III. Lesson Information**

A. Name of the study lesson:

B. Goal of the study lesson: (*Enduring understanding*)

Knowledge:

Skills:

C. Evidence: (*How will we know students have understood and can use the knowledge?*)

- Task
- Other evidence

D. How this study lesson is related to the lesson study goal: *(What aspects of my lesson will address the group lesson study goal?)*

E. Materials:

F. Extension Activities

G. Process of the study lesson: *the sequence of the lesson*

Steps of the lesson: learning activities and key questions(and time allocation)	Student activities/expected student reactions or responses	Teacher's response to student reactions/Things to remember	Goals and Methods of evaluation
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Steps of the lesson: learning activities and key questions(and time allocation)	Student activities/expected student reactions or responses	Teacher's response to student reactions/Things to remember	Goals and Methods of evaluation

## **How Will We Set Up the Blackboard?**



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**PERSONAL PROFESSIONAL DEVELOPMENT PROJECT  
LESSON STUDY REFLECTION FORM**

Self-Assessment (If I taught the lesson again I would):

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Based on our discussion, we believe the following were the most positive aspects of the lesson:

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Aspects that did not go as planned:

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We feel that we must make the following adjustments to the lesson before the next presentation:

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Keansburg School District**

**PERSONAL PROFESSIONAL DEVELOPMENT PROJECT  
LESSON STUDY SUMMATIVE EVALUATION RECORD SHEET**

*(Complete after LAST Lesson Study and bring to your summative evaluation conference)*

*Date of Conference:* \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Lesson Study Abstract Completed:       Yes       No

PD Hours Accrued: \_\_\_\_\_

**OFFICE OF CURRICULUM AND INSTRUCTION**  
**Keansburg School District**

**LESSON STUDY PROJECT ABSTRACT**

Title: \_\_\_\_\_

Name/s and School/s: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Content Area: \_\_\_\_\_

Objective:

Background:

Methods:

Results:

Conclusions:

Contact Information:

Can we post your abstract online to be shared with colleagues?

Yes

No