



Professional Development Plan 2026-2027

Middle Township Public Schools

District Name	Superintendent Name	Plan Begin/End Dates
Middle Township Schools	Stephanie DeRose	July 1, 2026 - June 30, 2027

The Professional Development Plan for the Middle Township School District aligns with the New Jersey Professional Development Standards and requirements, and it describes a vision for learning that is collaborative, continuous, embedded in daily practice, and focused on student achievement. The district Professional Development Plan provides guidance and a menu of professional development opportunities throughout the year for staff. Professional development will be an ongoing process that involves sustainable improvement in student learning and instructional practices.

The district's approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for effective teaching and learning. The needs of learners in the twenty-first century, along with the New Jersey Student Learning Standards (NJSLS), demand innovative, progressive, and cutting-edge professional development through a variety of formats such as in-service training, workshops, webinars, coaching, modeling, and professional learning communities.

This year's plan places particular emphasis on turnkey, ready-to-implement training sessions staff can access and apply directly in their classrooms with minimal additional preparation in response to direct staff feedback gathered through the June 2026 Professional Development Needs Assessment Survey.

Professional development opportunities will be offered throughout the 2026-2027 school year during:

- Summer months
- Three professional development days built into the district calendar
- Two School-Based After School Staff Meetings per month
- Embedded PLC time
- After school
- District Public School Works professional development opportunities throughout the school year
- ETTC delivered sessions
- Public School Works Trainings

The contents of this plan include professional development goals and activities derived from the following:

- Feedback from building leadership teams
- District programs and initiatives
- Required professional development by statute and regulations

- Needs of district staff, as identified in the June 2026 Professional Development Needs Assessment Survey (47 respondents)

1: Professional Learning (PL) Goals			
Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1.	AI Integration for Educators and Students In 2026–2027, Middle Township will expand structured, turnkey training on Artificial Intelligence tools for classroom use, lesson design, and student engagement, building staff comfort and ethical use practices district-wide.	All Instructional Staff, AI ambassadors, Principals, Vice-Principals, Supervisors	Artificial Intelligence ranked among the top five district priorities selected by staff (14 votes) in the June 2026 PD Needs Assessment Survey (47 respondents). 60% of staff rated AI in Education a Moderate or High Need. Continued staff interest in exploring AI for lesson design, differentiation, assessment, and student engagement.
2.	CPI (Crisis Prevention Intervention) Training The district will provide turnkey CPI training to establish a consistent, district-wide framework for de-escalation, safe physical intervention, and behavioral response.	All Staff, prioritized for behavior-facing and Special Education Staff, CST, Instructional Aides	Classroom Management was selected by 16 staff as a top district priority. Recurring open-ended survey feedback cited student behavior, defiance, and unclear documentation/reporting procedures across buildings. CPI certification supports staff safety and consistent, district-wide behavioral response protocols.
3.	IEP Direct Refresher Training Turnkey refresher sessions will ensure case managers and co-teaching staff maintain consistent, compliant use of the IEP Direct platform and documentation practices.	Case Managers, Special Education Staff, CST, General Education Co-Teachers, Instructional Aides	Inclusive Practices was selected by 14 staff as a top district priority. Special Education Supports rated among the highest-need topics in the June 2026 survey. Refresher training addresses staff-identified need for clearer documentation and reporting procedures.

4.	Strengthen Co-Teaching and Inclusive Practices Professional learning will support effective co-teaching partnerships, shared instructional models, and consistent role clarity to enhance inclusion and student support.	Principals, Vice-Principals, Supervisors, General and Special Education Staff, CST, Instructional Aides	Multiple staff volunteered to lead co-teaching PD sessions in the June 2026 survey. Inclusive Practices ranked among the top five district priorities (14 votes). Staff feedback indicates continued need for clarity on co-teaching models and collaborative planning time.
5.	Second Step Curriculum Implementation The district will provide refreshers on the Second Step elementary curriculum as a turnkey, structured SEL resource, paired with staff wellness support, for consistent building-wide implementation.	Elementary School Counselors, Classroom Teachers, Principals, Vice-Principals	School Climate and Culture and Student Mental Health tied as the top two district priorities (21 votes each). Staff flagged both student SEL and educator burnout/wellness as unmet needs in open-ended feedback. Second Step provides a consistent, ready-to-implement SEL curriculum across buildings.
6.	WIDA Can Do Descriptors & Supporting Multilingual Learners Targeted, turnkey training on WIDA Can Do Descriptors and SIOP strategies will support standards-aligned, differentiated instruction for multilingual learners.	ESL/Bilingual Staff, General Education Teachers, Instructional Leaders	ELL/SIOP strategies were the highest-rated need in the June 2026 survey — 66% of staff rated it Moderate or High Need. Increased enrollment of multilingual learners across grade bands. Ongoing compliance with NJDOE ML support mandates and ESSA language access requirements.

2: Professional Learning Activities		
PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)

1. AI Integration for Educators and Students	District-wide, turnkey workshop introducing AI tools for lesson planning and instruction Ethical use and digital literacy integration session Examples of AI lesson co-creation and personalization Customized training Tyler Tarver- PD Day	Sessions on AI for differentiation, assessment design, and engagement Staff showcase of classroom AI integration AI as a standing PLC and faculty meeting agenda item AI ambassadors outreach
2. CPI (Crisis Prevention Intervention) Training	CPI certification training (turnkey) Scenario-based de-escalation practice Behavior documentation and reporting protocol training	Refresher and recertification sessions Coaching support for de-escalation strategies Building-level debrief and case review meetings
3. IEP Direct Refresher Training	Turnkey IEP Direct platform refresher workshop Case manager clinics on documentation compliance Review of reporting timelines and requirements	1:1 coaching for case managers Periodic file review with CST Refresher session
4. Strengthen Co-Teaching and Inclusive Practices	Turnkey training on parallel, team, station, and alternative co-teaching models Role clarification and collaborative planning protocols Modeling lessons with push-in services	Co-teaching partners share and reflect via PLCs Peer visitations and debriefs Feedback cycles from coaches and CST
5. Second Step Curriculum Implementation	Turnkey Second Step curriculum training workshop Building-level implementation planning Counselor and teacher leaders -led modeling lessons	Teacher-led PLC check-ins on implementation Classroom walkthroughs Staff wellness sessions paired with student SEL work
6. WIDA Can Do Descriptors & Supporting Multilingual Learners	Turnkey review of WIDA Can Do Descriptors and integrated supports SIOP refresher training Mango platform tutorials and support	Targeted coaching on ML instructional strategies (visuals, sentence frames, scaffolds) Development of additional multilingual classroom resources

3: PD Required by Statute or Regulation

State-mandated PD Activities

All staff will be trained on the following mandated professional development as it applies to their specialty, grade level, or department:

- Reading Disabilities/Dyslexia
- Suicide Prevention
- Harassment, Intimidation, and Bullying
- School Safety and School Safety Teams
- Law Enforcement Operations
- Gang Awareness for New Administrators
- Student Code of Conduct
- Potentially Missing/Abused Children Reporting
- Electronic Violence and Vandalism Reporting System (EVVRS)
- Recognition of Substance Abuse
- Janet's Law / AED
- Asthma, Blood Borne Pathogens, Communicable Diseases, use of Nebulizer and Diabetic Student Health Plan
- Glucagon and Epinephrine Administration
- General Student Needs Recognition
- Alcohol, tobacco and other drug prevention and intervention
- Career and Technical Education
- Lyme Disease
- Educator Evaluation for teachers and staff conducting observations of teachers and school administrators
- Interscholastic Athletic Head Injury Safety, Cardiac Assessment PD Module for student-athletes and school physician
- Ethics, Law, Governance, Harassment, Intimidation, and Bullying
- Equity and Affirmative Action
- Integrated Pest Management
- Teacher Mentor Training
- Bilingual Education Inservice Training
- Special Education Training
- Preschool Training
- I&RS Referral
- NJ Smart
- Any additional as updated via broadcasts

4: Resources and Justification

Resources

The district has developed a budget to facilitate professional development for district administrators and teachers. This has been accomplished by maximizing available local, state, and federal funds to support a broad range of initiatives. Funding covers the costs of professional development providers and consultants, instructional materials, technology

resources, substitute teacher salaries, and staff compensation for participation in after-school, out of district, and summer PD opportunities.

Additional resources include:

- Partnerships with ETTC Stockton, which provide customized, high-quality training in key areas such as Artificial Intelligence, instructional best practices, and digital tools.
- Use of Public School Works, the district's online training platform, to deliver mandatory and asynchronous professional development aligned to compliance, safety, and instructional initiatives.
- Turnkey trainer-of-trainers model for CPI, IEP Direct, Co-Teaching, Second Step, and WIDA Can Do sessions, allowing certified staff to deliver refreshers building-wide without recurring vendor costs.
- Release time for collaborative planning, coaching, and peer observation.
- Tyler Tarver, Convocation Presenters
- District Administration, Teacher Leaders, and AI Ambassadors

Justification

The professional development priorities outlined in this plan are directly informed by the June 2026 Professional Development Needs Assessment Survey (47 respondents), building leadership feedback, and evolving compliance requirements. Staff identified Student Mental Health, School Climate and Culture, Classroom Management, Inclusive Practices, and Artificial Intelligence as top district priorities, while ELL/SIOP strategies, Student Engagement, and Special Education Supports emerged as the highest-rated areas of need.

In direct response, this plan centers six turnkey, ready-to-implement professional learning options that include AI Integration, CPI Training, IEP Direct Refreshers, Co-Teaching Strategies, Second Step Curriculum, and WIDA Can Do Descriptors, each designed to be deployed efficiently across buildings with minimal preparation while addressing a specific, staff-identified priority. Staff also expressed strong preference for workshops, demonstration lessons, peer observation, teacher-led PD, and instructional coaching; this plan's activities are structured around those preferred formats. Additionally, several staff volunteered to lead sessions themselves, and this plan formally incorporates teacher-led professional learning as a standing structure.

Recurring staff feedback also flagged behavior documentation procedures and educator burnout as unmet needs; this plan addresses both directly through CPI-aligned documentation training and dedicated staff wellness sessions paired with student-facing SEL work. These efforts, enhanced by partnerships with ETTC Stockton, Public School Works, and embedded PLC structures, are designed to promote educator growth, increase student achievement, and build lasting capacity across the district while ensuring compliance with state and federal mandates.

Superintendent Signature _____

Date _____