Professional Development Plan

2025-2026

Middle Township Public Schools

District Name	Superintendent Name	Plan Begin/End Dates
Middle Township Schools	Stephanie DeRose	July 1, 2025 - June 30, 2026

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.

Professional development opportunities will be offered throughout the 2025-2026 school year during:

- Summer months
- Three professional development days built into the district calendar
- Two School-Based After School Staff Meetings per month – One 75 minute session and one 60 minute session
- 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 district staff
- Student performance data

1: Professional Learning (PL) Goals			
Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	**Implementation of the Envision Math Program and Resources** In 2025–2026, Middle Township will fully implement the Envision Math program across Grades K–5 following a pilot in Spring 2025. This initiative will ensure all staff are trained in lesson structures, digital tools, and instructional pacing, while aligning assessment and intervention strategies with STAR benchmarks.	Principals, Vice-Principals, Directors/Supervisors, Instructional Leaders, Teachers	Review of the Spring 2025 pilot across K–2 and 3–5 buildings indicate strong alignment with district math priorities. STAR benchmark data reveals gaps in conceptual understanding and problem-solving strategies. Teacher feedback supports the need for training on digital tools and instructional pacing aligned to NJSLS. Program selection was guided by district math committees, curriculum supervisors, and instructional leaders.
2	**Continue Literacy-Based Efforts with Units of Study & Common Lit** Building on prior years' implementation, the district will continue to support high-quality literacy instruction through Units of Study and Common Lit. Professional development will emphasize workshop-based practices, reading comprehension, writing rigor, and cross-curricular integration to support all learners.	Principals, Vice-Principals, Directors/Supervisors, Instructional Leaders, Teachers	STAR Reading and NJSLA results indicate a need for deeper comprehension and extended writing skills. Continuation of Units of Study and CommonLit integration will ensure consistency in Tier 1 instruction. Staff requests for continued embedded support and modeling for workshop-based literacy approaches.

3	**Address the Needs of Multi-Lingual Learners** As the population of Multi-Lingual Learners grows, targeted training will focus on improving instruction using SIOP strategies, WIDA standards, and culturally responsive practices. Staff will gain tools and approaches to ensure ML students can access grade-level content and achieve academic success.	Principals, Vice-principals, Supervisors/Directors Teachers, ESL/Bilingual Staff, Instructional Leaders	Increased enrollment of ML students across all grade bands. WIDA ACCESS scores show gaps in academic language proficiency. Staff feedback highlights the need for more training in Sheltered Instruction, WIDA standards, and culturally responsive teaching. Ongoing compliance with NJDOE's ML support mandates and ESSA language access requirements.
4	**Strengthen Co-Teaching and Inclusive Practices** Professional learning will support effective co-teaching partnerships that enhance inclusion and student support. Staff will engage in training on collaborative planning, shared instructional models, and best practices for teaching students with diverse needs in general education settings. Additionally, instructional aides will review best classroom practices to promote student success.	Principals, Vice-principals, Supervisors/Directors General and Special Education Staff, CST, Instructional Aides	Student performance and data indicate achievement gaps among students with disabilities. Observations reflect inconsistent co-teaching structures and planning time. Leadership indicates a desire for teachers to have greater clarity on co-teaching models and roles. Inclusive practices are essential to expanding LRE (least restrictive environment) options. Seek to strengthen the use of instructional aides in classroom lessons.
5	**Integrate Artificial Intelligence (AI) Tools for Educators and Students** Educators will explore how AI tools can enhance instructional efficiency, personalize learning, and increase student engagement. PD will provide hands-on exposure to various free tools such while promoting ethical use, innovation, and collaboration in 21st-century classrooms.	All Instructional Staff ETTC presenters Principals, Vice-principals, Supervisors/Directors	Increasing availability of AI tools to support instructional efficiency and student engagement. Staff interest in exploring AI for lesson design, intervention, assessment personalization, and student creativity. Ethical use and digital citizenship training are needed as students begin interacting with AI interfaces. National trends and emerging state guidance recommend preparing staff for AI integration.

2: Professional Learning Activities		
PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1. **Envision Math Implementation**	Customized PD on Envision instructional routines, pacing guides, and Savvas Realize platform Training on integrating STAR benchmarks into Math planning Grade-level articulation to align pacing and rigor	Walkthroughs and fidelity checks Program usage data reviews and STAR/math assessment alignment. Curricular adjustments and edits.

2.
 	
Literacy- Units of Study and Common Lit
	Organize grade-level differentiated sessions to address specific needs
	  o Collaborative planning session with the coach to review student records, writing samples, and grade-level instructional goals.
	      ▪ Activities include planning strategy groups, asking questions, and creating a lesson plan for the next day's classroom session.
	  o A workshop-style session including 1 hour and 20 minutes of live modeling and observation in classrooms, followed by debrief.
	  o Facilitate a full-length modeled reading lesson taught in the teachers' classrooms directly from the Units of Study manual.
	  o Emphasize modeling of strategy group integration and lesson transitions to support both new and experienced staff.
	  o Conduct a full-length modeled lesson from start to finish including whole group, small group, and 1:1
		Use grade-level PLCs to review and reflect on modeled lessons and adapt practices based on student needs.
		
		Schedule individual coaching sessions for personalized support and classroom problem-solving.
		
		Encourage peer observations of modeled workshop lessons, strategy groups, and conferencing across grade levels.
		
		Collect and review student work samples and anecdotal notes to monitor the impact of small group instruction.
		
		Revisit the use of resources for cross-curricular reading and text-based responses at the middle school and high school levels.

	conferencing components. ○ Offer optional 1:1 meetings with the coach for classroom-specific guidance. ○ Reintroduce shared Padlet or digital resource libraries with updated links, anchor charts, and templates to support instructional planning.	
3. **Address the needs of Multi-Language Learners**	Support New ESL Teaching staff members- ETTC customized workshops SIOP refresher training Review of WIDA Can-Do Descriptors and integrated supports Mango platform tutorials and support	Facilitate targeted tool focused on ML instructional strategies (e.g., use of visuals, sentence frames, scaffolds). Develop additional multilingual classroom resources (e.g., translated anchor charts, bilingual vocabulary word walls, visual glossaries).
4. **Co-Teaching, Inclusion, and Classroom Instructional Aides**	Training on parallel, team, station, and alternative co-teaching models Role clarification and 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. **AI Integration**	Intro to AI tools for educators Ethical use and digital literacy integration sessions Examples of AI lesson co-creation and personalization Customized training through **Stockton ETTC**: ● *Artificial Intelligence as Your Teaching Partner* ● *Empowering Student Learning with Artificial Intelligence*	Plan additional ETTC Stockton sessions focused on advanced AI use in education, including AI for differentiation, assessment design, and student engagement. Encourage staff to showcase how they've integrated AI into instruction, planning, or communication. Include AI integration as a standing agenda item in PLCs and faculty meetings, with mini shares, tool trials, and resource discussions.

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 conduction 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.
- Release time for collaborative planning, coaching, and peer observation.

Justification

The professional development priorities outlined in this plan are directly aligned to district instructional goals, staff feedback, student performance data, and evolving educational demands. As Middle Township implements new programs like Envision Math and continues the rollout of Units of Study and Common Lit, targeted training and coaching will ensure consistency, fidelity, and instructional equity across all grade levels. Supporting Multi-Lingual Learners, strengthening inclusive practices through co-teaching, and introducing Artificial Intelligence tools reflect our commitment to innovation, accessibility, and 21st-century readiness. These efforts, enhanced by partnerships with ETTC Stockton and embedded PLC structures, are designed to promote educator growth, increase student achievement, and build capacity across the district. The plan also ensures compliance with state and federal mandates while maintaining a responsive approach to the unique needs of our school community.