June EPAC Minutes

- SGO training provided by the state through AchieveNJ
- Report by the Office of Professional Development
  - reviewed purpose of Office of PD (goals and mission)
  - Clarify definitions of PD (created by organization) and PL (individual)
  - TEACHNJ Act emphasizes support and growth (and tenure reform)
    - ID needs
    - require PD
    - ScIP
    - CAP
    - new standards for PL
  - PD Plans (for districts) – annual plans must address at least:
    - one area identified through evaluation
    - aligned to team/school/district goal
    - requirements in state regs
      - 20 hours of “qualifying activities” each year (based on new definition of PD)
      - still prorated
    - CAPs are individual plans
    - administrators develop PD plans – no committees required (except ScIP)
    - If teachers switch districts, PDP must be created in 30 days (change from 60 days)
- Mentoring Supports
  - no official language…yet
  - TEACHNJ – required for 1st year teachers, both novice and experienced if new to district
- Public Poll –PD is a top priority
  - research support validating improving our PD system and implementation
  - teams
- Standards
  - PLC
  - leadership
  - resources – prioritize for PD
  - data
  - learning designs
  - implementation (how-to)
  - outcomes-results
- Cycle of Evaluation and Practice improvement – linked to feedback
  - Relevant Data, Ongoing Reflections, PD – constant reflections and adjustment
  - as always: What do we want our students to know and be able to do?
  - True, collective responsibility for student learning.
- resources on slide show
  - Bottom Line: PD and PL are necessary and needs to be effectively implemented to ensure student success
- Reports from two school districts on how they implement PLCs
  - multiple PLC teams
  - rotating schedules
- How far have we come?
  - Biggest Challenges
    - time for principals – observations vs. responsibilities
    - overwhelming for principals and teachers
    - common core training
    - time constraints overall
      - common core
      - teacher evaluation
      - differentiation
      - PARCC
    - alignment should be with Common Core and Evaluation otherwise too many tasks to look at
      - review of timeline from beginning of process to now
- 2013-2014 (slideshow)
  - reports
  - support
  - adjustments/changes
  - 2014-beyond
    - cycle of continuous improvement
    - ongoing data collection and evaluation