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A multi-faceted approach to high quality professional development

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A MULTI-FACETED APPROACH TO
HIGH QUALITY PROFESSIONAL DEVELOPMENT

by
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ABSTRACT

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A MULTI-FACETED APPROACH TO
HIGH QUALITY PROFESSIONAL DEVELOPMENT
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The purpose of this study was to develop a meaningful professional development program that promotes lifelong learning and supports continued growth through individual and group activity that includes independent study, action research, study groups, peer coaching, reflective journaling, computer applications, and training. The sample population included 170 members of the teaching staff at Absegami High School, a large comprehensive high school located in Galloway Township, New Jersey.

The study utilized an action research design in which a needs assessment was distributed to teachers to determine workshop offerings, and workshops were evaluated with respect to content, presenter, length of time, and relevance to classroom instruction. Analysis of the data showed the importance of the continued support of the novice and veteran teacher by offering high quality workshops that are both meaningful and promote professional growth.

ACKNOWLEDGMENTS

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CHAPTER 1

Introduction

Focus of the Study

Societal changes have forced schools to keep pace with the highly technical world students will enter upon graduation as the explosion of technology, emergence of global economic and political systems, and rapidly changing demographics continuously create new challenges for twenty-first century workers. Workers must be competent in accessing and using new and emerging technology; experienced in creative problem solving; skilled in interpersonal relations with diverse others, and able to work in teams. To meet these demands, educators are bombarded with information about teaching and learning, expected to teach to higher standards, and striving to achieve increased levels of student achievement. Public expectation for quality education is prompting national and state reforms for recruiting, preparing, inducting, compensating, and retaining quality educators. This reform highlights the need for educators to be provided with opportunities to increase their knowledge and skills through participation in a quality professional development program that is meaningful and promotes lifelong learning.

Purpose of the Study

The purpose of this study was to develop a meaningful professional development program that promotes lifelong learning and supports continued growth through individual and group activity that includes independent study, action research, study groups, peer coaching, reflective journaling, computer applications, and training.

Definitions

Professional Development. Professional development, also referred to as staff development, is defined as opportunities offered to educators to develop knowledge, skills, approaches, and dispositions to improve job effectiveness.

Meaningful Professional Development. Meaningful professional development is focused on student achievement and lifelong learning, related to the job, and supportive of improving or changing learner knowledge, skill, or attitude.

Action Research. Action research, also referred to as action learning, occurs when a pedagogical issue or problem is studied among colleagues to improve instruction.

Limitations of the Study

Professional development workshops were offered to the staff at Absegami High School during four full day in-services scheduled throughout the year. Limitations that stipulated weaknesses of the program include budgetary constraints, contractual conflicts, the lack of enthusiastic participation among staff members, and the ability to obtain presenters that are prepared, interesting, and motivating.

Setting of the Study

The Greater Egg Harbor Regional High School District (GEHRHSD) is comprised of two high schools, Absegami High School located in Galloway Township and Oakcrest High School located in Mays Landing. The school district is a regional high school district serving students in grades 9 through 12 from six municipalities: Galloway Township, Egg Harbor City, Hamilton Township, Mullica, Port Republic, and Washington Township. The district, covering 273 square miles, is an area of geographic, socioeconomic, and ethnic diversity.

The GEHRHSD Board of Education consists of a superintendent, assistant superintendent, business administrator, and nine board members. There is one principal and three assistant principals for each of the two high schools. In recent years, the district has experienced difficulties passing the budget.

The school district is located in a middle class, rural-suburban community 10 miles from Atlantic City and 50 miles from Philadelphia. Major highways, such as the Garden State Parkway and the Atlantic City Expressway make it convenient to access these metropolitan areas. The economic base of the community is primarily small industry, trades, agriculture, and tourism. Most of the taxpayers are blue-collar workers and laborers. The advent of the casino industry and the construction of three large retail shopping districts have contributed to the economic development and revenue of the community, and consequently, the rapid population growth in the high schools.

This growing economic base supports an extensive educational system consisting of several kindergarten through 8th grade school districts, one regional high school district comprised of Absegami and Oakcrest High Schools, and a district alternative school. Within the regional school district, there are two educational facilities of higher learning. The first educational facility, Atlantic Cape Community College, is located in Mays Landing adjacent to Oakcrest High School. This community college offers a wide range of two-year degree programs, casino and culinary arts programs, and continuing education professional development and training. The second educational facility, The Richard Stockton College of New Jersey, is located in Galloway Township and within three miles of Absegami High School. The Richard Stockton College of New Jersey is the only four-year college in the area. It offers a variety undergraduate programs and a

limited number of graduate programs. Since it lies within the Greater Egg Harbor Regional High School District, the college has enabled both Absegami and Oakcrest High School students to take advantage of its facilities and to participate in its cultural events. Another educational facility, the Atlantic County Vocational Technical School (ACVTS), located in Mays Landing is only a few minutes from Oakcrest High School. Although it is not considered a facility of higher learning, ACTVS provides vocational and school-to-work programs to assist students in preparing for the transition from school to employment.

The site of this study was Absegami High School, a large comprehensive high school serving Galloway Township and Egg Harbor City. Absegami and Oakcrest High Schools coexisted in the Mays Landing building utilizing a split-session schedule for 10 years. In September of 1982, Absegami High School opened the doors to a building of its own in Galloway Township. Absegami was built to overcome the rapid population growth in the school district and was originally able to accommodate 1200 students. By 1990, an addition was already needed to accommodate an increased population of 1800 students. This addition provided ten classrooms for the arts and industrial arts, five new offices for guidance counseling, a career room, a new sports field, and larger administrative facilities. By 2002, increasing student enrollment forced a second addition to Absegami High School's building. This recent addition, completed in September of 2003, accommodates the current student population of approximately 2,222 students and modernizes the high school building. The addition consists of fourteen classrooms and two science labs, a state-of-the-art performing arts center with a seating capacity of 800,

and an additional cafeteria with a seating capacity of 150 students. Structurally, the building is attractive and well maintained.

Instructionally, the high school offers a traditional academic curriculum for grades 9 through 12 in English, Social Studies, Mathematics, Science, Health and Physical Education. In addition, the school offers electives in the fields of Business, Drama, Performing Arts, Music, Technology, Media, and Visual Arts. The school-based television production studio provides hands-on opportunities for students interested in the communications field. Media services provide an extensive resource for students through printed material, computer technology, and internet access to various libraries and colleges. The library and the computer lab house approximately fifty computers that provide internet access to students. Each classroom is also equipped with a computer wired to the internet. The Special Education Department meets the educational needs of approximately 15% of the student population (New Jersey School Report Card, 2002-2003) who have been identified as needing special services. The high school also offers thirteen Advanced Placement courses in which students may earn college credit for rigorous courses such as English, European History, U.S. Government & Politics, United States History, Psychology, Calculus, Biology, Chemistry, Physics, French and Spanish. The students are well prepared for the Advanced Placement program's examination with over 78% of the examinations taken resulting in college credit for courses taken at the high school level. Honors courses are offered in English, History, Mathematics and Science. The amount of time students are involved in instructional activities is 6 hours as compared to the state average of 5 hours and 31 minutes (New Jersey School Report Card, 2002-2003). The extra-curricular offerings at the high school are equally extensive,

providing 44 extra-curricular activities/clubs and 12 interscholastic athletic teams. Recent additions to the athletic program include swimming and crew. An intramural program is also open to students who wish to participate in an intra-school competitive sport such as volleyball.

The principal of Absegami High School is the backbone of the administrative team. Under his direction, three assistant principals handle student discipline and supervise the extra-curricular activities. Each department is headed by a supervisor, who helps to lessen the burden on administration by acting as the first contact for faculty regarding teaching issues and student discipline. The faculty consists of 170 staff members, including eight guidance counselors and four adolescent study team members. Twenty assistants are employed to work in the library, media arts, and special education departments. The student-to-faculty ratio for Absegami High School is 12.2:1 as compared to the state average of 11.5:1. The education of Absegami High School's faculty demonstrates that 30% have earned more than a Bachelor's Degree. The breakdown detailing this education is as follows: 70.4% hold a BA/BS degree, 28.3% hold a MA/MS degree, and 1.3% hold a PhD/EdD degree. The faculty attendance rate for the year 2002-2003 was 96.5% and the state average was 96.4% (New Jersey School Report Card, 2002-2003).

The students who attend Absegami High School are residents of Galloway Township and Egg Harbor City. They come from diverse racial, ethnic, and socioeconomic backgrounds. The student population consists of 62% Caucasian, 15% African-American, 12% Asian, 10% Hispanic and 1% American Indian/Alaskan Native. The student mobility rate in 1996-1997 was 25.5% as compared to the 2002-2003 student

mobility rate of 8.8% (New Jersey School Report Card, 2002-2003). The student population is approximately 2,222 of which 609 are freshmen, 594 are sophomores, 540 are juniors, and 479 are seniors. Of the entire student body, 15.1% are identified as having special needs and 2% are identified as Limited English Proficient (New Jersey School Report Card, 2002-2003). Student attendance was 92.8% as compared to the state average of 94.3%. Transportation to school is provided to approximately 85% of the student population, and includes after-school programs and extra-curricular activities. The dropout rate of the students at Absegami High School was 4.0% as compared to the state average of 1.9%. The state assessment (HSPA) results demonstrated that 81.1% of the 11th grade students passed the test as compared to the state average of 84.6%. Upon graduation, 78.8% of the graduates further their education by attending an institution of higher learning (New Jersey School Report Card, 2002-2003).

The parents and community are given a voice in the operations of Absegami High School through several organizations. The Principal's Advisory Council (PAC) consists of students, parents, community members, school board members, faculty, and administration who meet regularly to share concerns with the principal regarding the operations of the school. This group establishes goals for the entire school community. The Parent Teacher Student Association (PTSA) and booster clubs are also very active in the school and community.

Significance of the Study

The development of a program that allows for educators to choose the direction of their professional development encourages active participation and enthusiasm. To respond to the challenges facing schools today, educators must be provided with

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opportunities to increase their knowledge and skills in order to meet higher standards and provide students with a high-quality education.

<u>Relationship to the Interstate School Leaders Licensure Consortium Standards</u>

The study provided opportunities to extend and enhance administrative skills in the area of staff professional growth:

Standard 2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge. The administrator has knowledge and understanding of adult learning and professional development models.

Disposition. The administrator believes in, values, and is committed to continuing professional development and lifelong learning.

Performance. The administrator facilitates and engages in activities ensuring that lifelong learning is encouraged and modeled.

<u>Organization of the Study</u>

The remaining chapters describe the basis for the development of the study: chapter 2 focuses on the current research regarding the development and implementation of a professional development program that is meaningful to teachers; chapter 3 describes the design of the study; chapter 4 presents the research findings; chapter 5 analyzes the results and develops conclusions from the data. Implications and suggestions for further study are included.

CHAPTER 2

Review of Literature

The Purpose of Professional Development

Educators today are facing challenges never before encountered in education. To remain a forerunner in both the economic and social realms of the world, it has become necessary to redesign our educational programs. Recent reform initiatives require teachers to raise performance standards and expectations for students, and develop authentic assessment standards. To meet these requirements, one must acknowledge the corresponding role that teachers play (Little, 1994; Achieving the Goals, 1996).

Since teachers are the crucial link between challenging content standards and the students who are required to master these standards, a high quality professional development program is essential to the success of any school reform strategy. Professional development must become an ongoing, integral part of every teacher's workday that includes activities such as self-study, inquiry into practice, action research, collaboration with colleagues, and reflection. The medical profession has long required its physicians to stay abreast of scientific and medical advances through continuing education. It is imperative that teachers now be given the same opportunity, as "we cannot expect teachers to teach to higher standards and respond to the challenges facing education today without helping them acquire new knowledge and skills to do so" (Achieving the Goals, 1996).

Principles of High Quality Professional Development

Recognizing that high quality professional development must be the foundation of any reform movement, the U.S. Department of Education formed a panel to develop a set

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of basic principles that fosters a high quality program (High Quality Professional Development, 2001). It is only through a program based on these principles, maintained and supported by districts, that a positive and lasting effect on education and teaching in America today can be achieved.

After careful examination and analysis of the research, the panel identified 10 principles of high quality professional development to serve as guidelines for both professional development providers and recipients. These principles reflect and embody what research identifies as best practice for professional development opportunities. High quality professional development: (High Quality Professional Development, 2001)

1) Focuses on teachers as central to student learning, yet includes all other members of the school community.

2) Focuses on individual, collegial, and organizational improvement.

3) Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community.

4) Reflects best available research and practice in teaching, learning, and leadership.

5) Enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.

6) Promotes continuous inquiry and improvement embedded in the daily life of schools.

7) Is planned collaboratively by those who will participate in and facilitate that development.

8) Requires substantial time and other resources.

9) Is driven by a coherent long-term plan.

10) Is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional development efforts.

<u>The Adult Learner</u>

As the research base regarding adult learning continues to grow, it will become vital for teachers be given opportunities to review the research and make modifications to their teaching strategies. The goal of any professional development program should focus on increasing the growth, satisfaction, and motivation of teachers (Magestro, 2000). Staff developers are faced with the challenge of developing programs that address the special needs of the adult learner and facilitate the transfer of learning into the educational setting within time and budget constraints.

In the 1970s, professional development focused on strategies and curriculum, and a study showed that as few as 10% of the participants made any long-term change (High Quality Professional Development, 2001). Showers, Joyce, & Bennett proposed that a combination of theory, demonstration, practice, and feedback was necessary. They estimated that 25 teaching episodes practicing the proposed change were necessary before the conditions of transfer were achieved (High Quality Professional Development, 2001). A report by Southwest Educational Development Laboratory stated that it requires 13-14 months of sustained practice to turn teachers from an instructional format that focuses on definitions, facts, and theories to one that uses an exploratory process to enable students to understand concepts (High Quality Professional Development, 2001).

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To best effect change, new strategies must be presented to teachers in a risk free, hands-on fashion. According to John Goodlad, adults learn best in the following learning situations: (Principles of Adult Learning, 2004)

1) Are practical and problem-centered.

2) Promote their positive self-esteem.

3) Integrate new ideas with existing knowledge.

4) Show respect for the individual learner.

5) Capitalize on their experience.

6) Allow choice and self-direction.

Models of Professional Development

Five models of staff development are currently being delivered in education today: (Ubben, 2004; Sparks, 1989)

Training. Training is the most common and cost effective form of professional development but its effectiveness is questioned in regards to the transfer of learning. To ensure that the learned skill is transferred to the classroom, it is imperative to reinforce the training with follow-up procedures such as mentoring or peer coaching.

Observation and Assessment. This model is based on the assumption that reflection and analysis are critical components of professional growth and that teaching can be improved by observation and feedback from colleagues. It focuses on strengthening teachers' practice in the environment where it counts the most, the classroom. Examples of the observation and assessment model include peer coaching, team building and collaboration, and clinical supervision.

Involvement in a Development or Improvement Process. This model assumes that teachers, as adult learners, want to be engaged in the resolution of problems that have a direct effect on their profession such as the improvement and development of curriculum. It allows teachers to become researchers, independent learners, and shapers of solutions.

Inquiry. This model, often referred to as action research, is based on the assumption that teachers question their own practices and search for valid answers to their problems. It allows for individual or collective study into an area of concern and fosters the development of new understandings and practices.

Individually Guided Staff Development. This model assumes that teachers can best determine their own developmental needs and that they are motivated to direct their own learning experiences. Examples of the individually guided model include individual study of an issue of special interest, development of a special project, and curriculum improvement activities.

It is important for administrators to understand these models and their applications to the professional development of teachers in order to appropriately match the models to individual teacher needs. Providing a variety of "differentiated training opportunities" is the key to developing a high quality professional development program that is meaningful to teachers, promotes lifelong learning, and ultimately, increases student achievement.

CHAPTER 3

Design of the Study

Description of the Research Design

To be an effective educator, teachers must remain current with the latest developments in pedagogy and technology. It is only through a program of professional development that fosters growth in these areas that the required knowledge and skills be implemented and maintained. An effective program should offer participants both individual and group activities. These activities should include but not be limited to independent study, action research, study groups, peer coaching, reflective journaling, and technology training.

This study sought to develop a high quality professional development program that is meaningful to teachers and promotes continued growth and lifelong learning. A needs assessment survey was distributed to the staff to determine topics of interest for future workshop offerings. Since teachers were afforded the opportunity to choose the direction their professional development, active participation and enthusiasm was often the result.

Research Instrumentation

To develop an effective professional development program, it was necessary to determine the needs of the teachers. A needs assessment survey was distributed to each member of the teaching staff at the end of the 2003-2004 school year. The survey included the following questions:

1) List the professional development workshops and/or study groups that you attended during the 2003-2004 school year.

2) Which workshops and/or study groups were beneficial to your needs as an educator? (Be specific & include examples)

3) How did these workshops and/or study groups enhance student learning? (Be specific & include examples)

4) Which workshops did not further your expertise in enhancing student learning? Why?

5) In terms of your professional development, what topics for seminars and/or workshops would help you become a more effective teacher? Please keep in mind the following professional development goals for 2004-2005:

   o All staff members will increase their knowledge base of research techniques to promote student achievement. Through the use of research and assessment techniques, teachers will work to improve pedagogy and align lessons with the New Jersey Core Curriculum Content Standards.

   o All staff members will improve instructional techniques, level of content knowledge, and classroom management strategies through teacher mentoring and administrative support that will promote teacher retention.

6) List any topics relevant to professional development and increasing student achievement that you would like to present during an in-service day.

Sample and Sampling Technique

The sample population of this study included all 170 members of the teaching staff at Absegami High School. The level of experience of the staff ranges from the novice first year teacher to those who would be termed as seasoned veterans. The median years of experience is 10 years. The educational level of the staff as reported in the New

Jersey School Report Card showed that 28.3% of the staff has furthered their education beyond a bachelor's degree to earn a master's degree and 1.3% has completed a doctoral program.

Data Collection Approach

The entire teaching staff at Absegami High School participated in both the needs assessment survey and post-workshop evaluation. The needs assessment survey was distributed to each member of the teaching staff with the direction to complete the survey and return it to his or her supervisor. Since supervisors were responsible for ensuring that all department members completed the survey, the result was a response rate of 100%. Surveys were forwarded to the professional development committee for use in planning the professional development program for the 2004-2005 school year.

The professional development committee met over the summer to plan the in-service days scheduled for the first two days of school. Staff members received a mailing detailing the workshops that would be offered during the in-service days. Based upon individual interests, teachers were afforded the opportunity to choose the workshops they would like to attend. This resulted in a response rate of 100% since teachers who did not respond would not be scheduled to attend any workshops, and supervisors were required to contact those who did not respond in order to obtain their choices.

At the conclusion of each workshop, participants were required to complete an evaluation survey in order to receive a certificate of attendance. The workshops were evaluated with respect to content, presenter, length of time, and relevance to classroom instruction. One factor that may have affected the validity of the data gathered in the surveys was the willingness of participants to make any negative judgments regarding the

content, presenter, or relevance of the workshop to classroom instruction. In order to obtain the most unbiased evaluations, it was decided that the surveys would be anonymous.

<u>Data Analysis Plan</u>

During the summer, the professional development committee met to analyze the results of the needs assessment survey. The committee was divided into subcommittees; each responsible for reviewing and reporting on a specific section of the survey. Based upon the results, a tentative list of workshops to be offered during the 2004-2005 school year was generated.

After each in-service, workshop evaluations were analyzed to determine the overall quality of each presentation and whether or not it should be offered during future in-services; decisions were made as to which workshops would require a follow-up workshop; and modifications to the program were made accordingly. Additional revisions were instituted in order to comply with the New Jersey Core Content Standards, the New Jersey Professional Development Standards for Teachers, and the Eight Key Elements of High Quality Professional Development for Teachers from the Elementary and Secondary Education Act (ESEA) / No Child Left Behind Act (NCLB).

CHAPTER 4

Presentation of Research Findings

Program Goals

The professional development program at Absegami High School consisted of more than 60 workshops during the 2004-2005 school year. The underlying goal in all of the workshops was to improve pedagogy and align the curriculum with the New Jersey Core Curriculum Content Standards (NJCCCS), the New Jersey Professional Development Standards for Teachers, and the Eight Key Elements of High Quality Professional Development for Teachers from the Elementary and Secondary Education Act (ESEA) / No Child Left Behind Act (NCLB).

The workshops also focused on the needs of an increased number of novice teachers in the school. These workshops covered topics ranging from instructional techniques and strategies for classroom management to the integration of technology into the curriculum. In addition, novice staff members were afforded the opportunity to choose from a broader list that included workshops related to specific content matter, performance assessment, and collegial collaboration.

Program Evaluation

The evaluation process of any professional development program must be an integral part of the program's design. Effective professional development is driven by an evaluation process that informs program planners about the efficacy of their efforts. Following each in-service, the results of the staff surveys were compiled to assess the workshops in the following areas: 1) relevance of content, 2) effectiveness of facilitators, 3) time allotted and utilized, 4) relevance to student learning, 5) suggestions for future

topics, 6) narrative comments. As shown in Table 1, workshops related to technology, collegial collaboration, and instructional techniques consistently rated high among the staff. Refer to the appendix for detailed evaluation results and workshop descriptions. Participants expressed an explicit interest in workshops that were relevant to everyday classroom activities, and many felt that their time should be spent only in areas that benefit their current teaching assignments. As shown in Table 2, the workshops most often requested by the staff were related to specific content areas, instructional methods, problem students, and advanced technology. Advanced technology topics included PowerPoint, Altiris, Dynamic Adobe PDFs, and web page design.

Highly Rated Workshops   **Table 1**

September 1&2	October 8	February 9
Collegial Studies	Collegial Studies	Collegial Studies
Performance Assessment	Performance Assessment	Performance Assessment
Integrade / Webmail	Virtual Field Trips	WebQuests
Intermediate Spreadsheets	Digital Imaging	NCAA Eligibility
Math Type I & II	School Law	Substance Abuse
Cultural Awareness	Cultural Awareness	Bullying
Introduction to Pervasive Developmental Disorders	Effective Writing Strategies for the HSPA	Vietnam War: Teaching About Morality of War
Introduction to Differentiated Instruction	Mastering a Multimedia Project	Making Connections Through E-Boards

Requests for Additional Workshops   **Table 2**

September 1 & 2		October 8		February 9	
Advanced Technology	26	Advanced Technology	30	Problem Students	15
School Law	15	Subject Matter	16	Advanced Technology	12
Inclusion	15	Instructional Methods	9	School Law	9
Problem Students	6	Inclusion	6	Subject Matter	7
Instructional Methods	5			Inclusion	5
TI Interactive	3			Distance Learning	5
HSPA	3			Instructional Methods	4
Art in the Classroom	2				

Program Challenges

The following challenges were identified while implementing the professional development program during the 2004-2005 school year:

Technology. The greatest challenge encountered in effectively presenting many of workshops was related to technology. Since many programs were not loaded properly, it was difficult to ensure that all of the participants had access to the necessary technology and/or software.

Evaluations. Although the surveys were anonymous, many spoken comments made by the participants as to the quality of some workshops were not reflected in the written evaluations. In order to make the appropriate modifications and offer quality workshops, it is imperative that the participants evaluate the workshops fairly and honestly.

Advanced Workshops. An increase in the number of advanced workshops, especially in the area of technology, must be provided to staff members who have completed the introductory and lower level workshops.

Reinforcement of Skills. Teachers must be given time to follow up on and reinforce the skills and information learned in order to maximize the opportunity for application of acquired information in the classroom.

CHAPTER 5

Conclusions, Implications, and Further Study

Effective professional development programs require a significant amount of time. Activities that promote professional growth must be intensive and sustained. The traditional methods of providing teachers with release time such as stipends for time spent after school or during the summer are giving way to more creative ways of providing teachers with the quality time necessary for professional development programs. Some alternatives to traditional uses of time include the following: 1) restructuring the school calendar to release students and allow teachers to participate in professional development activities during the regular school day; 2) using permanent substitutes in order to help alleviate teachers' concerns about leaving the classroom; 3) scheduling common planning time for teachers who share responsibility for the same students or content area (Corcoran, 1995).

The implementation and assessment of the professional development program has shown the importance of the continued support of the novice and veteran teacher by offering high quality workshops that are meaningful and promote professional growth. As determined by the professional development committee at the district level, the professional development program for the 2005-2006 school year must target the following key areas:

- o Identification and evaluation of teaching styles and learning styles.
- o Effects of learning styles on student performance.
- o Effects of teaching styles on student performance.
- o Instructional techniques that address multiple learning styles.

o   Mentoring process of new teachers.

o   Retention of teachers within the district.

o   Time for collaborative study groups addressing cross-curricular concerns.

o   Increased availability of teacher computers and access to necessary software.

The Absegami High School Professional Development Plan for next year will be based on the sub-structure of this year's plan as a building block and the following professional development goals for the 2005-2006 school year:

1) All staff members will continue to be cognizant of their professional needs and the resources available, resulting in the enhancement of their individual instructional strategies.

2) All staff members will increase their knowledge base of various student learning styles, differentiated instructional techniques, and multiple intelligences contributing to increased student achievement.

The use of collegial study groups will be continued in order to promote staff communication and collaboration. This interaction will allow staff members to improve strategies, become more aware of needs and resources, and exchange information. Professional development opportunities will be offered in specific content areas, student learning styles, differentiated instruction, and multiple intelligences. The professional development program will continue to emphasize classroom practice and student learning, promote professional growth by utilizing quality professionals to present the workshops, and concentrate on achieving progress toward school and district goals. The professional development committee will continue to refine the evaluation tools and techniques so that meaningful data about the effectiveness of the program can continue to

be gathered and utilized in determining the professional activities that will meet the needs

of the teachers in the future.

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Appendix A

Workshop Descriptions

ABSEGAMI HIGH SCHOOL
WORKSHOP SELECTIONS
SEPTEMBER 1 & 2

THE SPORT EDUCATION MODEL

Dr. Daryl Siedentop   Sept. 1 & 2
Room: Senior Cafe   All sessions

This is a two-day workshop. The Sport Education Model, developed by Dr. Siedentop, enables students to experience and learn a sport in its entirety by empowering them to become the coaches, statisticians, umpires, equipment managers, etc. for the sport. Workshop participants will learn the model & how to implement it into the curriculum.
Audience: MANDATORY FOR ALL PHYSICAL EDUCATION TEACHERS

RIGHT TO KNOW TRAINING

Refresher Training	Room 704	September 1	12:30 - 2:30
Initial Training	Oakcrest	September 2	7:30 - 11:30

Audience: MANDATORY FOR SCIENCE & RELATED ARTS TEACHERS AND NURSES

DIFFERENTIATED INSTRUCTION

Introduction To Differentiation

Dorsey Finn   Sept. 1
Room: 609   9:30 - 11:30

Workshop 1 of 4.   This workshop will provide participants with an introduction to differentiation. The theory & research, ways in which it can be applied in any classroom setting, and examples of actual lessons from different disciplines will be discussed.
Audience: Special education & inclusion teachers

Collaborative Teaching for Differentiation

ETTC   Sept. 1
Room: 609   12:30 - 2:30

Workshop 2 of 4. Collaborative Teaching for Differentiation will focus on the need to change one's approach to instruction. Participants will participate in a self-examination of one's teaching style and study models for collaboration. This presentation will also provide an introduction to differentiation and the basic aspects of curriculum differentiation. Meeting the needs of a heterogeneous student population by differentiating content, product and process will be discussed.
Audience: Special education & inclusion teachers

Building Differentiated Activities

ETTC   Sept. 2
Room: 609   12:30 - 2:30
Workshop 3 of 4. Building differentiated activities will give participants the opportunity to review low and high preparation activities for the differentiated classroom. Learning centers, compacting curriculum, cubing, jigsaws, and tiering assignments will be explored. Workshop 4 will be offered on October 8th.
Audience: Special education & inclusion teachers

TECHNOLOGY WORKSHOPS ~ 16 HOUR CERTIFICATE

Mastering A Word Processing Program

ETTC   Sept. 1
Room: 619   9:30 - 11:30
Workshop 1 of 8 in the Absegami Intermediate Technology Proficiency Certificate series. We will learn how to use columns and tables in Microsoft Word to create newsletters and other classroom-related documents. We will explore layout options. We will add symbols and borders to our documents, as well as pictures and graphical objects.
Prerequisite: Must know basics of Microsoft Word program
Audience: All teachers & guidance counselors

Adaptive Devices In The Classroom

ETTC   Sept. 1
Room: 619   12:30 - 2:30
Workshop 2 of 8 in the Absegami Intermediate Technology Proficiency Certificate series. We will introduce teachers to adaptive technology. We will locate web resources for students with special needs, and discuss the variety of options available for individual students in the classroom
Audience: All teachers & guidance counselors

Intermediate Spreadsheets

ETTC   Sept. 2
Room: 619   7:30 - 9:30
Workshop 3 of 8 in the Absegami Intermediate Technology Proficiency Certificate series. We will learn to use more advanced formulas in our spreadsheets, and create complex layouts and graphs. We will explore data analysis options in Excel.
Prerequisite: Must know basics of Microsoft Excel program
Audience: All teachers & guidance counselors

Intermediate Databases

ETTC   Sept. 2

Room: 619   9:30 – 11:30

Workshop 4 of 8 in the Absegami Intermediate Technology Proficiency Certificate series. We will learn to build a multi-table database, and learn about queries of various types, reports, and forms. We will create forms to access and protect our data, and build reports to present information to various audiences.

Prerequisite: Must be familiar with the basics of databases or Microsoft Access

Audience: All teachers & guidance counselors

Drawing & Painting

ETTC   Sept. 2

Room: 619   12:30 – 2:30

Workshop 5 of 8 in the Absegami Intermediate Technology Proficiency Certificate series. We will explore advanced tools and techniques for drawing and painting. We will discuss grouping and ungrouping objects, layering objects, inserting text and clip art, and bringing in materials from the Internet. Software used may include: PhotoEditor, Photoshop, PowerPoint, Word, and/or Image Composer.

Audience: All teachers & guidance counselors

DIGITAL PORTFOLIOS

ETTC   Sept. 1 & 2

Room: 617   12:30 – 2:30

Day 1 - Learn about digital portfolio projects. PowerPoint templates for portfolio creation will be provided and student examples and experiences will be discussed. Learn how to create a portfolio assessment process at your school. Participants must also take session 2 on September 2.

Day 2 - Building on Digital Portfolios – Day 1, teachers will begin to design their own digital portfolio project. Classroom and electronic management of the portfolios will be discussed. Participants must also take session 1 on September 1.

Audience: All teachers & guidance counselors

NJPAA PERFORMANCE ASSESSMENT PROJECT

S. Caruso, S. McKittrick, M. Tenbrook, K. Willson   Sept. 1 & 2

Room: 410   9:30 – 11:30

Workshops 1 & 2 of 4. The purpose of this project is to develop valid and reliable performance based assessments that will complement traditional standardized tests in order to ensure accountability for the achievement of all students and provide educators with information that can be used to address the educational needs of individual students. Workshop particpants will develop a multidisciplinary prompt and rubric that can be used in the classroom. This four-part workshop will be continued on October 8th & February 9th.

Audience: All teachers & guidance counselors

MATH TYPE

Ginny Kimpton   Sept. 1 & 2
Room: 602   9:30 – 11:30
This is a two-part workshop. If you are familiar with Equation Editor, you will appreciate all the features of Math Type. This program allows you to create a wider range of mathmatical equations geared to specific subjects: Algebra, Geometry, Pre-Calculus and Calculus. Math Type will transform your computer into a state-of-the-art math word processor allowing for multiple forms of worksheets and tests!
Audience: Math, science & special education teachers

FATHOM DYNAMIC STATISTICS

Christine Wozniak   Sept. 1 & 2
Room: 607   9:30 – 11:30
This is a two-part workshop. Learn to explore data, plot functions, and create animated simulations. Fathom allows you to enter your own data, use the 300+ files that come with the program, or import data from text files & the Internet. Use Fathom as a demonstration tool or set students to work on one of more than 100 activities included with the program!
Audience: Math, science & special education teachers

TI INTERACTIVE

Kathy Willson   Sept. 1 & 2
Room: 602   12:30 – 2:30
This is a two-part workshop. Participants will have the opportunity to explore the features of the TI-Interactive computer software program, practice beginner activities, and create lessons using the TI Interactive for their classrooms.
Audience: Math, science & special education teachers

GEOMETERS' SKETCHPAD

Stephanie Caruso   Sept. 1 & 2
Room: 607   12:30 – 2:30
This is a two-part workshop. Learn to create worksheets, exams, and reports by exporting Sketchpad figures and measurements into Word documents. Create triangles, regular polygons, and circles to use over and over again. Bring an old test that you would like to have typed or a worksheet you would like to create.
Audience: Math, science & special education teachers

PERVASIVE DEVELOPMENTAL DISORDERS

Introduction To Pervasive Developmental Disorders

ETTC   Sept. 1
Room: 120   9:30 - 11:30
Workshop 1 of 3. This workshop will provide an introduction to pervasive developmental disorders. The presentation will review their history, early identification, research, causes, as well as treatment for developmental disorders. Types to be discussed include: Autism, Asperger's, and Pervasive Developmental Disorders not otherwise specified.
Audience: All teachers & guidance counselors

Language & Communication Development

ETTC   Sept. 2
Room: 120   7:30 - 9:30
Workshop 2 of 3. This workshop will focus on language and communication development as well as early intervention, home/school practices, play therapy, naturalistic teaching, and pivotal response.
Audience: All teachers & guidance counselors

Setting Up An Autistic Program

ETTC   Sept. 2
Room: 120   12:30 - 2:30
Workshop 3 of 3. This workshop will introduce how to set up an Autistic program at your school. Concepts to be explored are classroom organization, role of teacher and aides, parental involvement and support, transitions, social integration and inclusion. In addition, the presenter will review methodology, discrete trials, and applied behavioral analysis.
Audience: All teachers & guidance counselors

INTEGRADE, WEB MAIL, & CLASS XP

Shari Carty   Sept. 2
Room: 607   7:30 - 9:30
Learn to use Integrade for more than just reporting grades and comments! This workshop will teach you to set up your gradebook for easy daily use. We will also explore the different options available to manage your email - folders, groups, creating personal groups, and creating your own personal settings. In addition, you will learn how to get the information you need on Class XP by using queries and how to manage this information using Word or Excel.
Audience: All teachers & guidance counselors

CULTURAL AWARENESS

ETTC   Sept. 2
Room: 609   7:30 - 9:30
Using interactive techniques, participants will experience cultural differences in spatial and time relationships. Key legal issues of ESL reform will also be introduced. Handouts of interactive activities will be available to help develop awareness and build cultural compatability in the classroom.
Audience: All teachers & guidance counselors

HSPA & SRA READING PREPARATION

S. Segal & J. Callahan   Sept. 2
Room: 120   9:30 - 11:30
Learn effective methods of preparation for the HSPA and the SRA process. An overview of the revised Core Content Standards in Reading as they relate to the HSPA/SRA will be discussed. Participants will review strategies for addressing narrative and persuasive text, peruse sample performance assessment tasks with rubrics & scoring information, as well as methods of interpreting scores and translating them into goals for students.
Audience: Special education teachers

HOW DIFFICULT CAN THIS BE?

Faye Wilcox   Sept. 2
Room: 401   9:30 - 11:30
To gain a better understanding of learning disabilities, participants will view a video that expolores the difficulties some students have in the classroom. The film creates experiential undertsanding by developing scenarios for various learning handicaps. After the video, participants will discuss learning disabilities and the ways in which learning-disabled students can be helped to achieve success.
Audience: All teachers & guidance counselors

COLLEGIAL STUDY GROUPS

At the request of faculty for more time to work together on pedagogical issues, the Professional Development Committee instituted Collegial Study Groups. Teachers may elect to join other faculty to share information related to a given topic. Study Groups are scheduled for 2-hour sessions.

Facilitators serve to keep the discussion moving and to complete attendance roster and other paperwork; all members attending must be prepared to share and interact with the group.

To register for this selection - YOU MUST COMPLETE BOTH THE SELECTION SHEET and THE COLLEGIAL STUDY GROUP FORM...PLEASE INDICATE THE DAY & SESSION

ABSEGAMI HIGH SCHOOL WORKSHOP SELECTIONS
OCTOBER 8, 2004

ATLANTIC COUNTY WORKSHOPS

Anyone attending a county workshop must state so on the workshop selection sheet and return it to his/her supervisor. The Professional Development Committee will need this information when scheduling workshops.

MORNING SESSION: SCHOOL LAW

Lou Greco
Room: PAC   8:00 - 9:20
Lou Greco, GEHRHSD School Board Solicitor, will present the basics of school law.
Audience: MANDATORY FOR ALL FACULTY & STAFF

ATLANTIC COUNTY HISTORY:
SOCIOECONOMICS IN COLONIAL NEW JERSEY

James Kirk
Room: 421   12:40 - 2:35
James Kirk, adjunct professor from Stockton, will review the colonization of New Jersey with an emphasis on how the environment shaped the actions of those who lived in Atlantic County during the colonial period.
Audience: MANDATORY FOR ALL SOCIAL STUDIES TEACHERS

CULTURAL AWARENESS

ETTC
Room: 120   12:40 - 2:35
Using interactive techniques, participants will experience cultural differences in spatial and time relationships. Key legal issues of ESL reform will also be introduced. Handouts of interactive activities will be available to help develop awareness and build cultural compatability in the classroom.
Audience: All teachers & guidance counselors

CLASSROOM MANAGEMENT & ASSESSMENT TECHNIQUES
IN THE DIFFERENTIATED CLASSROOM

ETTC
Room: 609   12:40 - 2:35
Workshop 4 of 4. This workshop will focus on techniques and strategies for managing the differentiated classroom. Because on-going assessment is a major component of the differentiated classroom, functional formative assessments will also be addressed. Participants will have the opportunity to create their own rubrics for specific lessons.
Audience: Special education & inclusion teachers

DIGITAL IMAGING – CAMERAS & SCANNERS

ETTC

Room: 617 or 619   9:30 – 11:25

Workshop 6 of 8 in the Absegami Intermediate Technology Proficiency Certificate series. Scan images and take pictures with digital cameras. Participants will learn about different picture formats and conversion between formats, how to download and edit images, and how to insert pictures into a variety of documents.

Audience: All teachers & guidance counselors

MASTERING A MULTIMEDIA PROJECT

ETTC

Room: 617 or 619   12:40 – 2:35

Workshop 7 of 8 in the Absegami Intermediate Technology Proficiency Certificate series. Learn to add sound, video and graphics, animations, and hyper-links to PowerPoint presentations. Participants will build thematic presentations for classroom use.

Audience: All teachers & guidance counselors

DISCOVERING VIRTUAL FIELD TRIPS

ETTC

Room: 508/602   9:30 – 11:25

A virtual trip is more than just giving your students time to browse the Internet for sites related to a specific topic. It is a pre-planned visit to an Internet destination or remote site via videoconferencing in order to accomplish specific educational objectives and standards. Participants will learn classroom strategies and destinations when planning for virtual field trips.

Audience: All teachers & guidance counselors

INSPIRATION

ETTC   9:30 – 11:25

Room: 607   OR 12:40 – 2:35

Inspiration is a software program that enables creative brainstorming in your classroom, and appropriate for meeting the New Jersey Core Curriculum Content Standards. We will learn how to use Inspiration to guide classroom discussions, coordinate group projects, and help your students better visualize their work.

Audience: All teachers & guidance counselors

MENTOR WORKSHOP FOLLOW-UP

Nancy Boylan

Room: A-5   9:30 – 11:25

This workshop is designed for staff members who are currently acting as mentor teachers. We will review the district policy as well as state requirements. Round table discussion will provide time for participants to share concerns and ideas.

Audience: Mentor teachers

SPORT EDUCATION MODEL FOLLOW-UP

Nancy Boylan
Room: A-5   12:40 - 2:35
Designed for physical education teachers currently using the Sport Education Model, this workshop will focus on the use of the model and its implementation into the curriculum. Participants will have the opportunity to plan and write future units using the model.
Audience: Physical education teachers

INTERESTED IN PLAGIARISM PREVENTION?

Linda Gronlund
Room: Library   9:30 - 11:25
Turnitin is a program new to Absegami. This workshop will introduce you to Turnitin, a system that identifies papers containing unoriginal material, saving teachers countless hours of Internet searching and acting as a powerful deterrent to student plagiarism.
Audience: All teachers & guidance counselors

NJPAA PERFORMANCE ASSESSMENT PROJECT

S. Caruso, S. McKittrick, M. Tenbrook, K. Willson   9:30- 2:35
Room: 118
Workshop 3 of 4. <u>This is a four-hour workshop – Participants must attend both sessions. This session will meet from 9:30-2:35 and will break for lunch from 11:25-12:40.</u>
The purpose of this project is to develop valid and reliable performance based assessments that will complement traditional standardized tests in order to ensure accountability for the achievement of all students and provide educators with information that can be used to address the educational needs of individual students. Workshop particpants will develop a multidisciplinary prompt and rubric that can be used in the classroom. This four-part workshop will be continued on February 9th.
Audience: All teachers & guidance counselors

EFFECTIVE WRITING STRATEGIES FOR THE HSPA

Larry Caplan
Room: C-10   9:30 - 11:25
Designed for special education teachers currently involved in the teaching of writing, this workshop will help to further tailor instruction to the demands of the HSPA. Strategies, materials, and activities currently utilized in the writing lab will be shared. In addition, this workshop will help to meet the 2004-2005 Pupil Performance Objectives which specifically state that "we will target the special education juniors taking the test for the first time".
Audience: Special education teachers

READING ACROSS THE CURRICULUM

Rosemary Howell, Evesham Schools

Room: 609   9:30 - 2:35

This is a four-hour workshop - Participants must attend both sessions. This session will meet from 9:30-2:35 and will break for lunch from 11:25-12:40. During this workshop, the six strategies for teach students how to comprehend text as they read will be discussed and modeled. **Participants must bring textbooks from the classes they teach -** opportunity to practice strateies will be provided.

Audience: All teachers & guidance counselors

COLLEGIAL STUDY GROUPS

9:30 - 11:25

OR 12:40 - 2:35

At the request of faculty for more time to work together on pedagogical issues, the Professional Development Committee instituted Collegial Study Groups. Teachers may elect to join other faculty to share information related to a given topic. Study Groups are scheduled for 2-hour sessions.

Facilitators serve to keep the discussion moving and to complete attendance roster and other paperwork; all members attending must be prepared to share and interact with the group.

To register for this selection - YOU MUST COMPLETE BOTH THE SELECTION SHEET and THE COLLEGIAL STUDY GROUP FORM - **PLEASE INDICATE WHICH SESSION YOUR STUDY GROUP WILL MEET.**

ABSEGAMI HIGH SCHOOL WORKSHOP SELECTIONS
FEBRUARY 9, 2005

MORNING SESSION: SUBSTANCE ABUSE

Mark Wassmuth
Room: PAC   8:00 - 9:20
Mark Wassmuth, DEA Special Agent assigned to Atlantic City, will review the warning signs of substance abuse in students and detail the popular drugs of choice among adolescents.
Audience: MANDATORY FOR ALL FACULTY & STAFF

STRATEGIES TO CREATE CIVILTY & RESPECT
WITHIN ABSEGAMI HIGH SCHOOL

ETTC/Nate Terrell   9:30 - 11:25
Room: 120   OR 12:40 - 2:35
This workshop will teach participants specific strategies that can be used to create civility, increase respect, eliminate bullying, promote sensitivity to other cultures, and build community within Absegami High School.
Audience: All teachers & guidance counselors

WEB-BASED PROJECTS

ETTC/Tracy Shappell   9:30 - 11:25
Room: 602   OR 12:40 - 2:35
Workshop 8 of 8 in the Absegami Intermediate Technology Proficiency Certificate series. Build a culminating project that ties together all 8 workshops. Participants will find online projects for various grade levels and subjects; design orginal projects that include images, sounds, links, tables, text, and clipart; discuss copyright issues; learn how design a simple website; and post web-based projects on the Web.
Audience: All teachers & guidance counselors

WEBQUESTS IN THE CLASSROOM

ETTC/Patty Weeks   9:30 - 11:25
Room: 619   OR 12:40 - 2:35
WebQuests are a wonderful way to guide your students' Internet experiences. We will explore the WebQuests available on the Internet and learn how to use them in the classroom. Participants will also learn how to build their own own WebQuests using Microsoft Word, and explore new ways of working with Internet resources.
Audience: All teachers & guidance counselors

MICROSOFT PUBLISHER FOR CLASSROOM PROJECTS

ETTC

Room: 607   9:30 - 11:25

Learn to create attractive publications through the use of Microsoft Publisher. Participants will use wizards and templates to guide their creations. Bring along an idea that you'd like to translate into a desktop publishing project.

Audience: All teachers & guidance counselors

STUDENT TRACKER TRAINING

ETTC/Kevin Fisher

Room: 606   9:30 - 11:25

Workshop paticipants will learn the process of launching, completeing, and saving an IEP using Student Tracker software. Strategies and techniques for reducing the time required to complete an IEP will be discussed.

Audience: Special education teachers & guidance counselors

DYNAMIC ADOBE PDFs

ETTC/Dina Abbamondi

Room: 122   9:30 - 11:25

With Adobe Acrobat you can share electronic versions of your documents with others in a format that allows them to view, print, and even review the content of your document - even if they don't have the software you used to create the file! Learn how to use Adobe Acrobat to convert documents to portable document files (PDF), and customize those PDF files for your needs and the needs of your audience.

Audience: All teachers & guidance counselors

DISCOVERING VIRTUAL FIELD TRIPS

ETTC

Room: 607   12:40 - 2:35

A virtual trip is more than just giving your students time to browse the Internet for sites related to a specific topic. It is a pre-planned visit to an Internet destination or remote site via videoconferencing in order to accomplish specific educational objectives and standards. Participants will learn classroom strategies and destinations when planning for virtual field trips.

Audience: All teachers & guidance counselors

MAKING CONNECTIONS THROUGH EBOARDS

ETTC/Dina Abbamondi

Room: 122   12:40 - 2:35

Workshop participants will learn how to use eBoards to post classroom activities online for students and parents, share classroom information with the public, and provide a reference site for students and parents.

Audience: All teachers & guidance counselors

COOPERATIVE DISCIPLINE

Renee Irwin
Room: 609   9:30 – 11:25
Learn the four target behaviors identified in cooperative discipline and specific interventions that apply to each behavior. Participants will have the opportunity to identify behaviors and interventions in role-play scenarios. Cooperative Discipline and its implication on IEPs, 504s, and NCLB will also be discussed.
Audience: All teachers & guidance counselors

SCHOOL TO CAREER

G. Sharpe & R. Dolton
Room: 421   9:30 – 11:25
Absegami High School has conducted a highly successful School To Career program for our "at risk" population. This workshop will discuss the specifics of the program including situations that were quite unexpected. The new state guidelines for School To Career programs will be covered and the paperwork will be presented.
Audience: All teachers & guidance counselors

NCAA INITIAL ELIGIBILITY REQUIREMENTS FOR STUDENT ATHLETES

Bob Quinn
Room: A-5   9:30 – 11:25
This workshop will present the latest information regarding the initial eligilbility requirements for students interested in participating in athletics at the collegiate level for Division 1 & 2 colleges/universities. Topics will include academic requirements, standardized testing requirements, and the initial eligibility certification process.
Audience: All teachers, guidance counselors, and coaches

PE CURRICULUM UPDATE

Scott Lodgek
Room: Gym   12:40 – 2:35
This workshop will review and update the current curriculum and equipment. New Jersey Core Curriculum Content Standards will also be reviewed for compliance.
Audience: Physical education teachers

WORLD LANGUAGE TECHNOLOGY

J. Morris & A. Boyette
Room: 606   12:40 – 2:35
This workshop will discuss the use of technology in teaching world languages. Participants will learn how to use technology in the classroom, incorporating on-line materials and resources, creating websites, and distance learning.
Audience: MANDATORY FOR ALL WORLD LANGUAGE TEACHERS

VIETNAM WAR:
HOW TO TEACH ABOUT THE MORALITY OF WAR

ETTC/Dr. Paul Lyons

Room: 421   12:40 - 2:35

This workshop will explore how to help students understand the moral choice of war in terms of victim, perpetrator, bystander, and "righteous gentile". Selected readings and video clips will be used to illustrate morality in times of war.

Audience: MANDATORY FOR ALL SOCIAL STUDIES TEACHERS

DIFFERENTIATED LEARNING

D. Finn & S. McKittrick

Room: 609   12:40 - 2:35

This workshop will discuss Differentiated Learning and how to implement and assess it in the classroom. As we all know, the "One Size Fits All" mentality of teaching rarely works with students who enter the classroom with "differences related to learning readiness, cultural background, interests, gender, talents, and learning profile". Differentiated instruction strives to reach the needs of all children.

Audience: Special education & inclusion teachers

MATH ARTICULATION

Cathy Vola

Room: 624   12:40 - 2:35

This workshop will provide math teachers from Oakcrest and Absegami with time to review curriculum and textbooks to better align the offerings in both high schools.

Audience: Select math teachers from Oakcrest & Absegami

EFFECTIVE MATH STRATEGIES FOR THE HSPA

Vanessa Koch

Room: 629   12:40 - 2:35

Designed for special education teachers currently teaching math - especially junior level teachers. This workshop will provide materials, techniques, and resources that can be used to prepare special education juniors for the March administration of the HSPA.

Audience: Special education teachers

EFFECTIVE WRITING STRATEGIES FOR THE HSPA

Larry Caplan

Room: C-10   12:40 - 2:35

Designed for special education teachers currently involved in the teaching of writing, this workshop will help to further tailor instruction to the demands of the HSPA. Strategies, materials, and activities currently utilized in the writing lab will be shared. In addition, this workshop will help to meet the 2004-2005 Pupil Performance Objectives specifically stating, "we will target the special education juniors taking the test for the first time".

Audience: Special education teachers

READING ACROSS THE CURRICULUM

Rosemary Howell, Evesham Schools

Room: 401   9:30 - 2:35

This is a four-hour workshop - Participants must attend both sessions. This session will meet from 9:30-2:35 and will break for lunch from 11:25-12:40. During this workshop, the six strategies for teaching students how to comprehend text as they read will be discussed and modeled. **Participants must bring textbooks from the classes they teach** - opportunity to practice strateies will be provided.

Audience: All teachers & guidance counselors

NJPAA PERFORMANCE ASSESSMENT PROJECT

S. Caruso, S. McKittrick, M. Tenbrook, K. Willson

Room: 118   9:30- 2:35

Workshop 4 of 4. This is a four-hour workshop - Participants must attend both sessions. This session will meet from 9:30-2:35 and will break for lunch from 11:25-12:40. The purpose of this project is to develop valid and reliable performance based assessments that will complement traditional standardized tests in order to ensure accountability for the achievement of all students and provide educators with information that can be used to address the educational needs of individual students. Workshop particpants will develop a multidisciplinary prompt and rubric that can be used in the classroom.

Audience: All teachers & guidance counselors

COLLEGIAL STUDY GROUPS

9:30 - 11:25

OR 12:40 - 2:35

At the request of faculty for more time to work together on pedagogical issues, the Professional Development Committee instituted Collegial Study Groups. Teachers may elect to join other faculty to share information related to a given topic. Study Groups are scheduled for 2-hour sessions.

Facilitators serve to keep the discussion moving and to complete attendance roster and other paperwork; all members attending must be prepared to share and interact with the group.

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Appendix B

Workshop Evaluation Results

SEPTEMBER 1-2, 2004
IN-SERVICE EVALUATION RESULTS

KEYNOTE SPEAKER - SELF DESIGN & INSTRUCTION

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	33	Excellent	47	Just Right	52	Yes	29	Yes	29	Presenter	40	More time		More aware of differences among students	Students need this more than staff
Very Good	8	Very Good	14	Too Long	10	Sometimes	16	No	31	Hands-on		Hands-on	2	Effective means to a problem	Difficult to hear
Good	15	Good	3	Too Short	2	Maybe	10			Materials	16	Computers		Multiple Intelligence Awareness	Present at the
Poor	1	Poor				No	5			Other	2	Materials	7		elementary school
												Other	1		

INTEGRADE & WEBMAIL

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	13	Excellent	18	Just Right	19	Yes	18	Yes	9	Presenter	12	More time	3	Grading	Not enough computers
Very Good	7	Very Good	3	Too Long		Sometimes		No	9	Hands-on	10	Hands-on			
Good		Good		Too Short	2	Maybe				Materials		Computers	9		
Poor	1	Poor				No				Other		Other	5		

NJPAA PERFORMANCE ASSESSMENT PROJECT 1

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	16	Excellent	21	Just Right	25	Yes	24	Yes	23	Presenter	16	More time	2	Extension of Learning Activities	Excellent
Very Good	6	Very Good	5	Too Long	1	Sometimes	2	No	2	Hands-on	9	Hands-on	1	Authentic Assessment	Useful
Good	1	Good		Too Short		Maybe				Materials	12	Computers		Effective evaluations	
Poor		Poor				No				Other	3	Other			

NJPAA PERFORMANCE ASSESSMENT PROJECT 2

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	16	Excellent	19	Just Right	22	Yes	21	Yes	21	Presenter	16	More time	3	Curriculum Rubrics	Excellent!
Very Good	6	Very Good	5	Too Long	1	Sometimes	2	No	2	Hands-on	16	Hands-on	2	Authentic Assessment	
Good	1	Good		Too Short		Maybe				Materials	10	Computers	1	Effective evaluation of student	
Poor		Poor				No				Other	4	Other	4	understanding	

HSPA & SRA READING PREPARATION

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	5	Excellent	6	Just Right	8	Yes	8	Yes	6	Presenter	5	More time	1	Will enable more students to	Good job!
Very Good	4	Very Good	2	Too Long		Sometimes	1	No	4	Hands-on	3	Hands-on	2	pass the HSPA/SRA areas	
Good	1	Good	1	Too Short	2	Maybe	1			Materials	5	Computers			
Poor		Poor				No				Other		Other			

THE SPORT EDUCATION MODEL

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	8	Excellent	13	Just Right	10	Yes	6	Yes	6	Presenter	4	More time		Lesson Accountability	Inter-Departmental
Very Good	6	Very Good	2	Too Long	4	Sometimes	5	No	8	Hands-on		Hands-on	3	Content Creativeness	updating would be
Good	1	Good		Too Short		Maybe	4			Materials	8	Computers	2		useful in the future
Poor		Poor				No				Other		Other	5		

INTRODUCTION TO DIFFERENTIATION

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	18	Excellent	20	Just Right	21	Yes	17	Yes	10	Presenter	19	More time	1	Build activities around student	Excellent Job!
Very Good	3	Very Good	1	Too Long		Sometimes	3	No	7	Hands-on	2	Hands-on	6	levels	
Good		Good		Too Short		Maybe	1			Materials		Computers	1	Altering content can be easier	
Poor		Poor				No				Other		Other		Multi-Task Approach	

COLLABORATIVE TEACHING FOR DIFFERENTIATION

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	8	Excellent	13	Just Right	19	Yes	16	Yes	14	Presenter	16	More time	6	Collaboration	Inclusion teacher
Very Good	12	Very Good	17	Too Long	10	Sometimes	11	No	17	Hands-on	2	Hands-on	5	New Strategies	should be with you in
Good	13	Good	6	Too Short	1	Maybe	6			Materials	2	Computers	3	Strengthen Content Lessons	this workshop
Poor		Poor				No				Other	6	Other	4		

BUILDING DIFFERENTIATED ACTIVITIES

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	6	Excellent	11	Just Right	11	Yes	20	Yes	10	Presenter	4	More time		Lesson Adaptation	Teachers need to trust
Very Good	10	Very Good	9	Too Long	13	Sometimes	1	No	13	Hands-on	6	Hands-on	3	Content Modification	each other to make
Good	7	Good	4	Too Short		Maybe	3			Materials	9	Computers	3		this work
Poor	2	Poor				No	1			Other		Other	5		

CULTURAL AWARENESS

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	13	Excellent	11	Just Right	21	Yes	19	Yes	17	Presenter	18	More time	4	Cultural differences	More staff need to
Very Good	7	Very Good	9	Too Long		Sometimes	4	No	7	Hands-on	2	Hands-on	5		attend this discussion
Good	4	Good	4	Too Short	2	Maybe	2			Materials	1	Computers			
Poor		Poor				No				Other		Other			

HOW DIFFICULT CAN THIS BE?

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	17	Excellent	13	Just Right	22	Yes	20	Yes	15	Presenter	10	More time		Recognize that learners learn at different paces	Interesting
Very Good	10	Very Good	8	Too Long	2	Sometimes	3	No	9	Hands-on	14	Hands-on	2	Empathy for special needs students	Useful!
Good	2	Good	3	Too Short		Maybe				Materials	2	Computers	3		
Poor		Poor				No				Other	5	Other			

GEOMETERS' SKETCHPAD 2

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	6	Excellent	7	Just Right	5	Yes	4	Yes	4	Presenter	6	More time	3	Lesson Practice	Techs need to have materials ready for our training.
Very Good	1	Very Good		Too Long		Sometimes	2	No	2	Hands-on	5	Hands-on		Content clarification for students	LCD projector needed
Good		Good		Too Short	1	Maybe				Materials		Computers	5		
Poor		Poor				No				Other		Other			

TI INTERACTIVE

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	5	Excellent	6	Just Right	8	Yes	4	Yes	4	Presenter	2	More time	2	Lesson Adaptation	Computers need the right programs installed for training
Very Good	1	Very Good		Too Long		Sometimes	3	No	4	Hands-on	6	Hands-on	1	Content Modification	
Good	2	Good	2	Too Short		Maybe	1			Materials	5	Computers	3		
Poor		Poor				No				Other		Other			

MATH TYPE I & II

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	15	Excellent	16	Just Right	14	Yes	17	Yes	12	Presenter	13	More time	3	Integration of Materials in Class	The Tech Department must have the program up and working so that we can use it!
Very Good	3	Very Good	1	Too Long	1	Sometimes	1	No	5	Hands-on	10	Hands-on			
Good		Good	1	Too Short	3	Maybe				Materials	1	Computers	3		
Poor		Poor				No				Other		Other			

PERVASIVE DEVELOPMENTAL DISORDERS

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	17	Excellent	27	Just Right	29	Yes	22	Yes	32	Presenter	34	More time	4	Facilitate diversified student population	All staff should take this workshop
Very Good	21	Very Good	13	Too Long	10	Sometimes	17	No	9	Hands-on	1	Hands-on	8		Very Interesting
Good	3	Good	3	Too Short	1	Maybe	3			Materials	4	Computers			Great Presentation
Poor	1	Poor	1			No	1			Other		Other	5		

LANGUAGE & COMMUNICATION DEVELOPMENT

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 6	Excellent 10	Just Right 12	Yes 6	Yes 10	Presenter 14	More time 2	Special Ed Prep	Not really useful for regular ed teacher
Very Good 7	Very Good 6	Too Long 2	Sometimes 2	No 7	Hands-on	Hands-on 4		
Good 2	Good 1	Too Short	Maybe 7		Materials 7	Computers		
Poor	Poor		No		Other	Other 5		

SETTING UP AN AUTISTIC PROGRAM

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 4	Excellent 10	Just Right 13	Yes 6	Yes 9	Presenter 13	More time 1	Empathy for special ed students	All teachers should take this workshop. Interesting Informative Not appropriate for high school level
Very Good 7	Very Good 5	Too Long 5	Sometimes 3	No 8	Hands-on 1	Hands-on 4		
Good 3	Good 1	Too Short	Maybe 6		Materials 3	Computers		
Poor 1	Poor 1		No 1		Other	Other 2		

ADAPTIVE DEVICES IN THE CLASSROOM

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 2	Excellent 6	Just Right 12	Yes 5	Yes 5	Presenter 8	More time 1	Allows adaptation Technology with adaptation a plus	
Very Good 8	Very Good 14	Too Long 7	Sometimes 5	No 16	Hands-on 16	Hands-on 2		
Good 1	Good 1	Too Short 1	Maybe 9		Materials 8	Computers		
Poor	Poor		No		Other	Other		

RIGHT TO KNOW TRAINING

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 3	Excellent 16	Just Right 12	Yes 14	Yes 2	Presenter 12	More time	Student safety	Need to Demo Too Long
Very Good 12	Very Good 9	Too Long 12	Sometimes 5	No 22	Hands-on 1	Hands-on 3		
Good 7	Good	Too Short	Maybe		Materials 5	Computers		
Poor	Poor		No		Other 1	Other 3		

DRAWING & PAINTING

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 6	Excellent 9	Just Right 6	Yes 5	Yes 5	Presenter 5	More time	Allows artistic/creative students to achieve on projects Effective communication tool	Informative Excellent
Very Good 5	Very Good 2	Too Long 4	Sometimes 4	No 6	Hands-on 6	Hands-on 3		
Good	Good	Too Short 1	Maybe 2		Materials	Computers		
Poor	Poor		No		Other	Other 3		

MASTERING WORD PROCESSING

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 12 Very Good 5 Good 5 Poor 1	Excellent 10 Very Good 9 Good 3 Poor	Just Right 16 Too Long Too Short 5	Yes 19 Sometimes 1 Maybe No	Yes 17 No 5	Presenter 12 Hands-on 16 Materials 2 Other	More time 10 Hands-on Computers Other	Better organization of materials	Smaller class next time Creative Useful

DIGITAL PORTFOLIOS 1 & 2

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 8 Very Good 8 Good 5 Poor 2	Excellent 13 Very Good 9 Good 1 Poor	Just Right 15 Too Long 7 Too Short 1	Yes 14 Sometimes 2 Maybe 2 No 4	Yes 12 No 12	Presenter 12 Hands-on 16 Materials 4 Other	More time 4 Hands-on 1 Computers 1 Other 2	Useful for student evaluation	

INTERMEDIATE DATABASE

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 6 Very Good 8 Good 5 Poor	Excellent 8 Very Good 9 Good 2 Poor	Just Right 15 Too Long 3 Too Short 1	Yes 8 Sometimes 6 Maybe 4 No 1	Yes 13 No 7	Presenter 10 Hands-on 12 Materials 2 Other	More time 4 Hands-on 3 Computers Other	Organization skills	Good course New information Offer advanced level

INTERMEDIATE SPREADSHEETS

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 19 Very Good 8 Good 3 Poor	Excellent 18 Very Good 12 Good 1 Poor	Just Right 30 Too Long 20 Too Short	Yes 26 Sometimes 14 Maybe No	Yes 21 No 9	Presenter 15 Hands-on 23 Materials 5 Other	More time 5 Hands-on 1 Computers Other 2	Tracking of student work	Easy to follow & use Excellent teacher Useful

COLLEGIAL STUDIES - ENGLISH

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 13 Very Good Good Poor	Excellent 10 Very Good Good Poor	Just Right 8 Too Long Too Short	Yes 13 Sometimes Maybe No	Yes 10 No 1	Presenter 4 Hands-on 8 Materials 7 Other 1	More time Hands-on 9 Computers 1 Other 1	Unified research experience lists Unit and project planning Link CCS to Projects	Most useful of all workshops sessions

COLLEGIAL STUDIES - SCIENCE

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 11	Excellent 9	Just Right 13	Yes 15	Yes 15	Presenter 1	More time 11	Meet State Standards	
Very Good 4	Very Good 4	Too Long	Sometimes 1	No	Hands-on 1	Hands-on	Tied activities to CCS	
Good	Good	Too Short 1	Maybe		Materials 9	Computers		
Poor	Poor		No		Other 3	Other		

COLLEGIAL STUDIES - SPECIAL ED

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 4	Excellent	Just Right 4	Yes 2	Yes 3	Presenter	More time	Guidelines for classes	Most beneficial workshop
Very Good	Very Good	Too Long	Sometimes	No	Hands-on	Hands-on	Alternative activities	
Good	Good	Too Short	Maybe		Materials	Computers	Curriculum activities	
Poor	Poor		No		Other	Other		

Additional Topics Requested

School Law	15	Problem Students	6	TI Interactive	3
Web Page Design	10	Speed Reading	2	Advanced Power Point	5
Inclusion	15	Altiris	3	Using XP to its Fullest	2
Instructional Methods	5	Burning CD's	6		
HSPA	3	Art in the Classroom	2		

OCTOBER 8, 2004
IN-SERVICE EVALUATION RESULTS

KEYNOTE SPEAKER - SCHOOL LAW

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	25	Excellent	37	Just Right	44	Yes	50	Yes	26	Presenter	39	More Time	12		BORING! Degrading
Good	42	Good	33	Too Long	35	Sometimes	20	No	54	Hands-on		Hand-Outs	20		Like watching paint dry
Fair	17	Fair	14	Too Short	4	Maybe	11	Maybe		Materials	6	Computers			Visuals would help
Poor	1	Poor				No	4	Small		Other:		Other:			A whistle: Insulting
								Sessions		Information		Handout/Visuals			Use small groups

ATLANTIC COUNTY HISTORY

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	13	Excellent	16	Just Right	19	Yes	15	Yes	13	Presenter	16	More Time	1		Interesting
Good	8	Good	2	Too Long	2	Sometimes	4	No	5	Hands-on	4	Hands-On	2		Great!
Fair		Fair		Too Short		Maybe	2	Maybe		Materials	7	Computers	1		
Poor		Poor				No				Other	1	Other	3		

DIGITAL IMAGING - CAMERAS & SCANNERS

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	10	Excellent	10	Just Right	20	Yes	14	Yes	17	Presenter	7	More Time	3	Great for the	I learned nothing!
Good	12	Good	10	Too Long	6	Sometimes	7	No	5	Hands-on	15	Hands-On	10	nontraditional student	Technology screwed us again!
Fair	2	Fair	4	Too Short	4	Maybe	4	Maybe	1	Materials		Computers			Outstanding
Poor		Poor				No				Other		Other			Good sharing of ideas

READING ACROSS THE CURRICULUM

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	13	Excellent	14	Just Right	10	Yes	13	Yes	5	Presenter	10	More Time	3		Too Long
Good	2	Good	2	Too Long	2	Sometimes		No	6	Hands-on	5	Hands-On	1		More staff should take this
Fair		Fair		Too Short	2	Maybe	2	Maybe		Materials	14	Computers			All science & math teachers
Poor		Poor				No	1			Other		Other	2		should take this workshop

MASTERING A MULTIMEDIA PROJECT

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	12	Excellent	14	Just Right	12	Yes	11	Yes	11	Presenter	9	More Time	6		PowerPoint use in the classroom
Good	4	Good	5	Too Long	2	Sometimes	1	No	5	Hands-on	12	Hands-On			Need more workshops like this
Fair		Fair		Too Short	3	Maybe	2	Maybe		Materials	1	Computers			Outstanding use of technology
Poor		Poor				No				Other		Other:			
												More Examples			

CULTURAL AWARENESS

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 10 Good 1 Fair 1 Poor	Excellent 10 Good 1 Fair 1 Poor	Just Right 10 Too Long Too Short 4	Yes 10 Sometimes 1 Maybe 1 No	Yes 7 No 3 Maybe 2	Presenter 9 Hands-on Materials Other: *Open Discussions*	More Time 2 Hands-On 1 Computers Other		Offer to all in a general session Interesting workshop on bullying Prejudice reduction

SPORT EDUCATION MODEL FOLLOW-UP

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 5 Good 1 Fair Poor	Excellent 5 Good 1 Fair Poor	Just Right 5 Too Long Too Short	Yes 5 Sometimes Maybe No	Yes 7 No 3 Maybe 2	Presenter 5 Hands-on 1 Materials Other: *Open Discussions*	More Time 1 Hands-On Computers Other		Great discussions

INSPIRATION

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 4 Good 1 Fair 1 Poor	Excellent 5 Good Fair Poor	Just Right 5 Too Long Too Short	Yes 10 Sometimes 1 Maybe 1 No	Yes 2 No 2 Maybe	Presenter 5 Hands-on 1 Materials Other: *Open Discussions*	More Time Hands-On 1 Computers 1 Other		Poor computer access Bad machine No access to templates

EFFECTIVE WRITING STRATEGIES FOR THE HSPA

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 6 Good Fair Poor	Excellent 6 Good Fair Poor	Just Right 5 Too Long Too Short 1	Yes 5 Sometimes 1 Maybe No	Yes 6 No Maybe	Presenter 6 Hands-on 5 Materials 6 Other: *Open Discussions*	More Time Hands-On Computers Other	Works right into them	Awesome All special ed staff should take this workshop!

PLAGIARISM PREVENTION

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 5 Good Fair Poor	Excellent 5 Good Fair Poor	Just Right 5 Too Long Too Short ·	Yes 5 Sometimes Maybe No	Yes 2 No 3 Maybe	Presenter 5 Hands-on 5 Materials 4 Other: *Open Discussions*	More Time Hands-On Computers Other		Too long to log on to laptops. Useful program

DISCOVERING VIRTUAL FIELD TRIPS

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:		CCS Relations:	Comments:
Excellent	12	Excellent	13	Just Right	14	Yes	13	Yes	12	Presenter	9	More Time	3	Share Knowledge	Loved it!
Good	1	Good	1	Too Long	6	Sometimes	1	No	2	Hands-on	10	Hands-On	10		Thanks for a great workshop!
Fair	1	Fair		Too Short	4	Maybe		Maybe		Materials	3	Computers			
Poor		Poor				No				Other		Other			
												Topic Specific			

NJPAA PERFORMANCE ASSESSMENT PROJECT 3

Content of Workshop		Level of Preparedness		Length of Time		Use in Classroom		Follow-Up		Best of Workshop		Improve By:	CCS Relations:	Comments:
Excellent	10	Excellent	11	Just Right	11	Yes	12	Yes	9	Presenter	4	More Time		Fantastic!
Good	2	Good	1	Too Long		Sometimes		No	1	Hands-on	10	Hands-On		Gained better understanding by
Fair		Fair		Too Short		Maybe		Maybe		Materials	2	Computers		sharing ideas
Poor		Poor				No				Other:		Other		
										Open Discussions				

Additional Topics Requested

Technology	30	Inclusion	6	Instructional Methods	9	School Law	Subject Matter 16
Problem Students		HSPA		Data Analysis		Distance Learning	

FEBRUARY 9, 2005
IN-SERVICE EVALUATION RESULTS

KEYNOTE SPEAKER - SUBSTANCE ABUSE

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 39	Excellent 55	Just Right 52	Yes 49	Yes 41	Presenter 50	More Time 8		Very beneficial
Good 33	Good 15	Too Long 9	Sometimes 8	No 27	Hands-on 4	Hands-On 8		Greater awareness
Fair 1	Fair 1	Too Short 8	Maybe 15		Materials 19	Computers 1		Samples? Display?
Poor	Poor		No 0		Other 11	Other 12		

MAKING CONNECTIONS THROUGH E-BOARDS

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 3	Excellent 4	Just Right 4	Yes 4	Yes 1	Presenter 4	More Time	Students can keep up to date when out of class. What a great tool to increase achievement!	The school should have this available for staff to use. Useless unless the school signs up - Sign up now!
Very Good	Very Good	Too Long	Sometimes	No 5	Hands-on 2	Hands-On		
Good 2	Good 2	Too Short	Maybe 2		Materials	Computers 1		
Poor	Poor		No		Other	Other		

NJPAA PERFORMANCE ASSESSMENT PROJECT 4

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 8	Excellent 8	Just Right 8	Yes 8	Yes 3	Presenter 4	More Time	Created rubrics can be used in the classroom. Great evaluation ideas gained.	Excellent opportunity to work with other teachers and gain ideas.
Very Good	Very Good	Too Long	Sometimes	No	Hands-on 5	Hands-On 1		
Good	Good	Too Short	Maybe		Materials 3	Computers		
Poor	Poor		No		Other	Other		

COOPERATIVE DISCIPLINE

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 3	Excellent 2	Just Right 2	Yes 14	Yes 10	Presenter 15	More Time 5	Keeps kids in class Helps create positive classroom environment Used to increase student self-worth	Excellent for inclusion Beneficial materials for teachers
Very Good	Very Good	Too Long	Sometimes 4	No 6	Hands-on	Hands-On 2		
Good	Good 1	Too Short 1	Maybe		Materials	Computers		
Poor	Poor		No 1		Other	Other		

NCAA ELIGIBILITY REQUIREMENTS

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 8	Excellent 8	Just Right 9	Yes 5	Yes 6	Presenter 6	More Time 2		Excellent! Informative! Coaches gain a better understanding of ACAA standards Present to parents!
Very Good	Very Good	Too Long	Sometimes 1	No 3	Hands-on 1	Hands-On		
Good 1	Good 1	Too Short	Maybe 2		Materials 5	Computers 1		
Poor	Poor		No		Other	Other		

BULLYING

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 13 Very Good 6 Good Poor	Excellent 16 Very Good Good 3 Poor	Just Right 15 Too Long 1 Too Short 4	Yes 8 Sometimes Maybe No	Yes 3 No	Presenter 4 Hands-on 5 Materials 3 Other: *Interactive*	More Time Hands-On 1 Computers Other: *Focus for groups*		Excellent In-service All teachers should attend

DYNAMIC ADOBE PDF'S

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 7 Very Good Good 3 Poor	Excellent 9 Very Good Good 1 Poor	Just Right 6 Too Long Too Short 4	Yes 8 Sometimes Maybe 2 No	Yes 9 No 1	Presenter 5 Hands-on 7 Materials 3 Other	More Time 5 Hands-On Computers Other: *WE NEED THE SOFTWARE*		WE NEED THE SOFTWARE for both students and teachers to use

MICROSOFT PUBLISHER FOR CLASSROOM PROJECTS

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 7 Very Good Good . 8 Poor	Excellent 7 Very Good Good 8 Poor	Just Right 9 Too Long 1 Too Short 4	Yes 9 Sometimes 3 Maybe 2 No	Yes 9 No 4	Presenter 7 Hands-on 13 Materials Other	More Time 4 Hands-On 1 Computers 1 Other	Computer Tech skills Increase student interest in project choices	Good introduction to Publisher

DISCOVERING VIRTUAL FIELD TRIPS

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 1 Very Good Good 4 Poor	Excellent 3 Very Good Good 3 Poor	Just Right 1 Too Long 4 Too Short	Yes 1 Sometimes 2 Maybe 2 No	Yes 1 No 3	Presenter 2 Hands-on 4 Materials Other	More Time Hands-On 1 Computers Other: 2 *Nothing for Foods*		Need more topic areas Actual Virtual Fieldtrips would be nice

WEBQUESTS IN THE CLASSROOM

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 10 Very Good Good 3 Poor	Excellent 10 Very Good Good 3 Poor	Just Right 13 Too Long 1 Too Short	Yes 12 Sometimes 1 Maybe 1 No	Yes 6 No 7	Presenter 10 Hands-on 10 Materials 3 Other	More Time 5 Hands-On Computers Other: *Being able to logon as Master Teacher*	Exploration in Web Increases in student interest Clear outlines for student projects. Student Research increase	Excellent Workshop Great Instructor

WEB-BASED PROJECTS

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 4 Very Good Good 8 Poor	Excellent 9 Very Good Good 3 Poor	Just Right 10 Too Long 2 Too Short	Yes 10 Sometimes 1 Maybe 1 No	Yes 4 No 7	Presenter 3 Hands-on 11 Materials 4 Other	More Time 1 Hands-On Computers 1 Other: 4 Subject Specific	Using more technology in the classroom Fixing lessons Fun Ways to learn	Very Useful Some good Ideas Opportunity to explore more on the web

COLLEGIAL STUDIES- SPECIAL ED, SCIENCE, HEALTH & PE

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 6 Very Good Good 3 Poor	Excellent 5 Very Good Good 3 Poor	Just Right 5 Too Long Too Short 4	Yes 7 Sometimes 1 Maybe 1 No 1	Yes 8 No	Presenter 4 Hands-on 6 Materials 3 Other	More Time 6 Hands-On 2 Computers 2 Other	New Equipment incorporates newest technology for CCS Lab development Correct software	Very Useful Need more health Books

DIFFERENTIATED LEARNING

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 7 Very Good Good Poor	Excellent 8 Very Good Good Poor	Just Right 8 Too Long Too Short	Yes 7 Sometimes Maybe No	Yes 5 No 1	Presenter Hands-on Materials Other	More Time Hands-On Computers Other: Perfect Follow up		Achievement Goals

STRATEGIES TO CREATE CIVILITY & RESPECT

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 7 Very Good Good 5 Poor 1	Excellent 8 Very Good Good 5 Poor	Just Right 10 Too Long 2 Too Short 1	Yes 12 Sometimes 1 Maybe 1 No	Yes 7 No 4 Practical techniques	Presenter 10 Hands-on Materials 2 Other: Discussion	More Time 2 Hands-On 4 Computers Other	Positive Interaction with Students	Good for Discussion Programs We need a cooperative administration

EFFECTIVE MATH STRATEGIES FOR THE HSPA

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 4 Very Good 2 Good Poor	Excellent 5 Very Good 1 Good Poor	Just Right 6 Too Long Too Short	Yes 6 Sometimes Maybe No	Yes 4 No	Presenter 6 Hands-on Materials 2 Other: Collaboration 3	More Time 1 Hands-On 1 Computers Other	Better understanding of what I can do to increase student scores	Excellent

SCHOOL TO CAREERS

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 5	Excellent 5	Just Right 4	Yes 4	Yes 3	Presenter 3	More Time	Helps meet Vocational	
Very Good	Very Good	Too Long	Sometimes 1	No	Hands-on 1	Hands-On 1	Core Curriculum	
Good	Good	Too Short 1	Maybe		Materials	Computers	Standards	
Poor	Poor		No		Other	Other		

PE CURRICULUM UPDATE

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 9	Excellent 9	Just Right 9	Yes 9	Yes 9	Presenter 6	More Time 2		Great conversations
Very Good	Very Good	Too Long	Sometimes	No	Hands-on 3	Hands-On		
Good	Good	Too Short	Maybe		Materials 1	Computers 1		
Poor	Poor		No		Other 1	Other 1		

WORLD LANGUAGE TECHNOLOGY

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 6	Excellent 7	Just Right 7	Yes 9	Yes 7	Presenter 6	More Time 3	Great Practice	Outstanding Presentation
Very Good	Very Good	Too Long 1	Sometimes 1	No 1	Hands-on 6	Hands-On 1		Need more time
Good 1	Good 2	Too Short 1	Maybe		Materials 1	Computers		
Poor	Poor		No		Other	Other		

VIETNAM WAR: TEACHING ABOUT THE MORALITY OF WAR

Content of Workshop	Level of Preparedness	Length of Time	Use in Classroom	Follow-Up	Best of Workshop	Improve By:	CCS Relations:	Comments:
Excellent 15	Excellent 22	Just Right 14	Yes 11	Yes 12	Presenter 23	More Time 6	Teaching the other side	Society & change
Very Good	Very Good	Too Long	Sometimes 2	No 6	Hands-on	Hands-On 2	of war	US current events in Iraq
Good 6	Good 1	Too Short 8	Maybe 3		Materials 7	Computers		
Poor	Poor		No 1		Other: Video	Other: Additional Workshop		

Additional Topics Requested

Technology 12	Inclusion 5	Instructional Methods 4	School Law 9	Subject Matter 7
Problem Students 15	HSPA	Data Analysis	Distance Learning 5	