

**Glassboro School District**  
**Teacher Professional Development Plan (PDP)**

District Name	School Name	Date
Glassboro	Intermediate School	
Teacher Name	Assignment/Department/Grade Level	Rating & Date of Most Recent Summative Evaluation
Supervisor Name	Principal Name (if different)	Plan Begin/End Dates
Kriston Matthews		9/1/17-6/30/18

**I. Areas Identified for Development of Professional Practice**

No.	Areas Identified for Development	Rationale/Sources of Evidence
1	To increase the staff capacity for cultural responsiveness through school climate, discipline, academic achievement, and increased participation in programs with our subgroup populations.	PARCC Subgroup Analysis, Reading levels, Discipline Referrals, I&RS and CST Referrals, participation in accelerated class and or programs, and participation in ACTs.
2	To design, develop, and evaluate authentic learning experiences utilizing contemporary tools and resources to maximize content learning and develop skills at the appropriate SAMR model level, incorporating ISTE and NJDOE technology standards into curriculum.	Lesson plans, Curriculum, Lesson observation documentation, student performance, Professional development attendance and hours documentation, SAMR model tool, ISTE standards, NJDOE Technology Standards 8.1 and 8.2
3	To implement Positive Action Program as part of the School Improvement Grant	Curriculum implementation, teacher training, student performance, lesson observation

**II. Professional Learning Goals and Activities**

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1	<b><i>Culturally Relevant Instruction</i></b> <b><i>Cognitive Learning Goals</i></b> <ul style="list-style-type: none"> <li>Identify key components to integrating cultural sensitivity practices within the classroom</li> <li>Identify cultural clashes that interfere</li> </ul>	Culturally Relevant Reading and Writing Instruction  Class-Wide Peer Tutoring (CWPT)- A Peer-Mediated Approach	Follow up activities will be provided by administration throughout the year.	TBD	6/30/18

	<p>with effective teaching and student engagement</p> <ul style="list-style-type: none"> <li>• Identify how cultural awareness leads to positive relationships with students of color</li> </ul> <p><b>Behavioral Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Implement culturally responsive strategies across tiers</li> <li>• Modify instruction to create culturally relevant practices</li> <li>• Increase class-wide engagement with evidence-based, culturally relevant interventions</li> </ul> <p><b>Affective Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Identify personal feelings surrounding culturally sensitive practices</li> <li>• Identify personal feelings about the need to create culturally relevant models</li> <li>• Identify personal feelings surrounding cultural clashes in the classroom and groups</li> </ul>	<p>Communal/Cooperative Learning- A Peer Mediated Approach</p> <p>Total Participation Techniques (TPTs)</p>			
<b>2</b>	<p><b>Educational Technology Integration Goals</b></p> <ul style="list-style-type: none"> <li>• Identify SAMR model levels and implement corresponding digital learning activities</li> <li>• Facilitate and inspire student learning and creativity</li> <li>• Design and develop digital age learning experiences and assessments</li> </ul>	<p>District, building, and department professional development (SAMR, ISTE)</p> <p>Personal Learning Network</p> <p>Professional Learning Communities</p>	Follow up activities will be provided by administration throughout the year.	TBD	6/30/18

	<ul style="list-style-type: none"> <li>Model digital age work and learning</li> <li>Promote and model digital citizenship and responsibility</li> <li>Engage in professional growth and leadership</li> </ul>				
<b>3</b>	<b>Implementation of Positive Action Plan Goals</b>				
	<ul style="list-style-type: none"> <li>Train teachers to effectively instruct Positive Action program</li> <li>Monitor student progress with program with data analysis</li> </ul>	Teacher training and scheduling of students into Positive Action block	Ongoing teacher training, analysis of student performance by teachers, administration and discipline referral data.		

### III. District and School PDP Support

District/School Administrator Support Activities	
<ul style="list-style-type: none"> <li>Annual Dyslexia Training “Understanding Dyslexia” NJAC 6A:16</li> <li>Affirmative Action, Non Discrimination, Equity NJAC 6A: 16-7-1.6</li> <li>Americans with Disabilities Act of 1990 NJAC 6A:14-1.1 NJAC 6A:16</li> <li>Harassment, Intimidation, and Bullying NJAC 6A:16-7.1, 7, 7.9(d)</li> <li>Suicide Awareness NJAC 6A:16</li> <li>Reporting Potentially Missing or Abused Children NJAC 6A:16-11</li> <li>Bloodborne Pathogens and Emergency Auto-Injector</li> <li>Family Educational Rights and Privacy Act (FERPA) NJAC 6A:32-7.1</li> </ul>	

***My signature below indicates that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.***

**Teacher Signature:** \_\_\_\_\_

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

**Supervisor Signature:** \_\_\_\_\_

**Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_

#### IV. PDP Progress Summary

**Interim Review of PDP Progress** *(This should only be completed by building administrator only as needed)*

Area No.	Demonstrated Progress	Sources of Evidence	PDP Revisions (if applicable)	Review Date
1				
2				
3				

*My signature below indicates that I have reviewed the information recorded in the Interim Review of PDP Progress and that I understand its contents:*

Staff Member's Signature: \_\_\_\_\_

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

**Summative Review of PDP Progress** *(From 2016-2017 School Year)*

Area No.	Professional Learning Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Summative Review Date
1	To increase the staff capacity for cultural responsiveness through school climate, discipline, academic achievement, and increased participation in programs with our subgroup populations.			6/17
2	To utilize Ed Connect for student assessment and differentiation to assure PARCC preparedness.			6/17
3				6/17

*My signature below indicates that I have reviewed the information recorded in the Summative Review of PDP Progress and that I understand its contents:*

Staff Member's Signature: \_\_\_\_\_

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