

# Glassboro Public Schools

Professional Development Plan  
2026-2027



| District Name   | School Name                       | Date                                              |
|-----------------|-----------------------------------|---------------------------------------------------|
| Glassboro       |                                   | September 2026                                    |
| Teacher Name    | Assignment/Department/Grade Level | Rating & Date of Most Recent Summative Evaluation |
|                 |                                   |                                                   |
| Supervisor Name | Principal Name (if different)     | Plan Begin/End Dates                              |
|                 |                                   | 9/1/26-6/30/27                                    |

## I. Areas Identified for Development of Professional Practice

| No. | Areas Identified for Development                                                                                                                                                  | Rationale/Sources of Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Continue to improve tiered systems of support to increase student achievement and decrease discipline referrals.                                                                  | <ul style="list-style-type: none"> <li>Standardized test data indicates that special education students, economically disadvantaged, and minority students demonstrate lower growth and lower achievement than other subgroups.</li> <li>Data reflected in the Annual State Performance Report highlighted similar disparities in achievement, performance, attendance, and discipline.</li> <li>Districtwide low academic achievement and high discipline referral rates across grade levels indicate inconsistent and/or insufficient implementation of Tier I academic, behavioral, and social-emotional supports.</li> </ul> |
| 2   | <p><b>**Building Level Area of Focus**</b></p> <p>Should reflect needs by building. Engage SLT and ScIP in developing. Should fall under the umbrella of District Level Goal.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|   |                                                                                                                                                                                                      |  |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 3 | <b>**Individual Professional Area of Focus**</b><br><b>Should reflect areas as noted in observations or areas you wish to professionally explore. Should support the district and building goal.</b> |  |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## II. Professional Learning Goals and Activities

| Area No. | Professional Learning Goals                                                                                                                                                                                                                                         | Initial Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Follow-up Activities (as appropriate)                                        | Estimated Hours | Completion Date |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------|-----------------|
| 1        | By June 2027, continue to reduce the number of students requiring Tier II and Tier III academic, behavioral, and social-emotional interventions by strengthening and expanding Tier I academic, behavioral, and social-emotional programs, supports, and practices. | <ul style="list-style-type: none"> <li>● Embed NJTSS framework at the building level</li> <li>● Revision of Tier II supports and teams (I&amp;RS)</li> <li>● Teaching with PRIDE, Leading with PRIDE, and Parenting with PRIDE frameworks</li> <li>● Leverage of grants and state resources to bolster Tier I curriculum and instruction</li> <li>● Integration of Literacy Coach and BSI Coach</li> <li>● Increased staff-led PD opportunities</li> <li>● Data-driven Walkthrough protocol (monthly data analysis and targeted action steps)</li> <li>● Analysis/evaluation of current systems, structures, policies, programs, and platforms</li> </ul> | Follow-up activities will be provided by administration throughout the year. | Minimum 40      | 6/30/27         |

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| 2 |  |  | Activities, including PLCs, will be provided by administration throughout the year | 40 | 6/30/27 |
|---|--|--|------------------------------------------------------------------------------------|----|---------|
|   |  |  |                                                                                    |    |         |
| 3 |  |  |                                                                                    |    | 6/30/27 |

## 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> |

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*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 be completed by building administrator as needed)

| Are<br>a<br>No. | Demonstrated Progress | Sources of Evidence | PDP Revisions (if applicable) | Review<br>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* (required)

| Area<br>No. | Professional Learning Goals | Expectations<br>Met (Y) or | Sources of Evidence | Summative<br>Review Date |
|-------------|-----------------------------|----------------------------|---------------------|--------------------------|
|-------------|-----------------------------|----------------------------|---------------------|--------------------------|

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|   |  | Not Met (N) |  |  |
|---|--|-------------|--|--|
| 1 |  |             |  |  |
| 2 |  |             |  |  |
| 3 |  |             |  |  |

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