

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

District Name	Superintendent Name	Plan Begin/End Dates
Glassboro Public School District	Dr. Mark Silverstein	2016/2017

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	Continue to employ and further familiarize staff with Total Participation Techniques (TPTs)	Danielson Domain 3, Staff Observations, TPTs encourage all students to flex their cognitive muscles and develop higher-order thinking skills that make their learning deep, lasting and meaningful. These strategies will enhance the delivery and understanding of concepts that are taught as well as increase student participation while minimizing classroom disruptions.
3	To familiarize staff and begin to incorporate newly released ELA and Math Frameworks into instruction emphasizing 21st Century Learning (ie. technology)	PARCC Analysis, Reflects District Strategic Plan, District Technology Plan, 21st century teaching and learning offer continuous learning opportunities for students and teachers alike, promoting questions and dialogue, encouraging collaboration and team learning, and establishing systems to capture and share learning.

II. Professional Learning Goals and Activities

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1	<p>Opening day keynote address by Dwayne D. Williams</p> <p>Cognitive Learning Goals</p> <ul style="list-style-type: none"> Identify key components to integrating cultural sensitivity practices within the classroom Identify cultural clashes that interfere with effective teaching and student engagement Identify how cultural awareness leads to positive relationships with students of color <p>Behavioral Learning Goals</p> <ul style="list-style-type: none"> Implement culturally responsive strategies across tiers Modify instruction to create culturally relevant practices Increase class-wide engagement with evidence-based, culturally relevant interventions <p>Affective Learning Goals</p> <ul style="list-style-type: none"> Identify personal feelings surrounding culturally sensitive practices Identify personal feelings about the need to create culturally relevant models Identify personal feelings surrounding cultural clashes in the classroom and groups 	<p>Providing staff with an “<i>RTI Guide to Improving the Performance of African American Students</i>” by Dwayne Williams to facilitate collaborative PLC.</p> <p>Culturally Relevant Reading and Writing Instruction</p> <p>Class-Wide Peer Tutoring (CWPT)- A Peer-Mediated Approach</p> <p>Communal/Cooperative Learning- A Peer Mediated Approach</p> <p>Total Participation Techniques (TPTs)</p>	<p>Follow up activities will be provided by administration throughout the year.</p>	TBD	6/30/17
Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
2	<p>Recruit staff members to turn-key best practices and insight gained from Total Participation Techniques resources. Provide time for the “team” to prepare for presentation.</p> <p>Encourage schools to provide collaboration days affording teachers the opportunity to visit their colleagues’ classrooms to survey TPTs in action.</p> <p>Provide teachers with a format to reflect upon collaboration</p>	<p>Providing new staff members with “<i>Total Participation Techniques Making Every Student an Active Learner</i>” by Persida Himmele and William Himmele</p> <p>Provide all staff with a list of internet resources (ie.PowerPoints, videos). Link this list on District website.</p>	<p>To be provided on an as needed basis.</p>	TBD	6/30/17

	day experience as needed.	Provide teachers with a Peer to Peer Survey Form to reflect upon the collaboration day experience.			
Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
3	<p>Provide staff with access to newly released ELA and Math Frameworks</p> <p>Provide time for staff to collaborate on effective incorporation of ELA and Math Frameworks.</p> <p>Collaborate on Framework-based lessons and assessments.</p>	<p>Access the newly released ELA and Math Frameworks and provide a copy for each staff member.</p> <p>Allot time for staff to familiarize themselves with Framework revisions in a collaborative learning environment encouraging the creation of lessons and assessments that reflect the revisions.</p>	To be provided on an as needed basis.	TBD	6/30/17

III. District and School PDP Support

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

4: Resources and Justification

Resources

“*RTI Guide to Improving the Performance of African American Students*” by Dwayne Williams
“*Total Participation Techniques Making Every Student an Active Learner*” by Persida Himmele and William Himmele
TPT Internet resources to be distributed to staff via District website.
Revised ELA and Math Curriculum Frameworks from the State of NJ
Peer to Peer Reflection Form for Class Visitations

Justification

Research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they must continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels. Student learning and achievement increase when educators engage in effective professional development focused on the skills educators need in order to address students’ major learning challenges. The goals set forth by the Glassboro Public School District reflect the belief that allowing educators to drive their own professional development with the support of administration is a highly effective way to most positively impact students’ academic and social-emotional success.

Superintendent Signature: _____ Date: _____