

# Glassboro Public Schools

Professional Development Plan  
2024-2025



District Name	School Name	Date
Glassboro		September 2024
Teacher Name	Assignment/Department/Grade Level	Rating & Date of Most Recent Summative Evaluation
Supervisor Name	Principal Name (if different)	Plan Begin/End Dates
		9/1/24-6/30/25

## I. Areas Identified for Development of Professional Practice

No.	Areas Identified for Development	Rationale/Sources of Evidence
1	By June 2025, the Glassboro Public School District will design, adopt, and implement an equity-based intervention initiative to raise academic achievement and reduce disparities in discipline infractions, specifically amongst traditionally marginalized populations.	<ul style="list-style-type: none"> <li>Standardized test data indicates that special education students and minority students demonstrate lower growth and lower achievement than other subgroups.</li> <li>Data released by the New Jersey Department of Education and a subsequent article published in <i>The Philadelphia Inquirer</i> highlight the disparities in suspensions between minority students and white students.</li> <li>Data reflected in the Annual State Performance Report highlighted similar disparities in achievement and performance.</li> </ul>
2	<p><b>**Building Level Goal**</b></p> <p>Should reflect needs by building and will vary according to how each SLT and ScIP develop</p>	

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3	<p><b>**Individual Professional Goal**</b> Should reflect areas as noted in observations or areas you wish to professionally explore.</p>	
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## II. Professional Learning Goals and Activities

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1	<p>- Continue to build a culture to further enhance collective efficacy and our capacity to design, adopt, and implement an equity-based intervention initiative to support all students.</p> <p>- Each building will continue to implement all Application Lessons, the Mission and Vision Statement, and the Strategic Code of Conduct associated with the Bulldog PRIDE Character Education Program (formerly CITRS).</p> <p>- At the district and building-level, engage in an analysis and revision of current discipline and cell phone policies, particularly with student, parent, and staff input.</p>	<ul style="list-style-type: none"> <li>● Continuation of Character Champions in each building and a District Character Council. Coordination of the efforts/initiatives of the district Council and building-based Champion teams.</li> <li>● Strengths Finder activities (staff PD) to facilitate stronger teacher/student relationships.</li> <li>● Provide opportunities to further build our capacity to implement culturally responsive practices.</li> <li>● Ensure each building is represented on the NJTSS committee and includes a liaison(s) to their School Leadership Team (SLT).</li> </ul>	<p>Follow-up activities will be provided by administration throughout the year.</p>	40	6/30/25

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	<p>- Through the district NJTSS committee, revise/refine/expand the NJTSS framework to ensure an array of Tier I - III supports to meet the diverse needs of our students, pre-K to 12, are provided.</p> <p>- Ensure the continued development of the Bulldog PRIDE program, revisions of discipline and cell phone policies, and refinement of the NTSS framework are conducted through an equity-lens and are informed by culturally responsive practices.</p>	<ul style="list-style-type: none"> <li>Alignment and collaboration between district and building-level committees: enhancing communication across committees, streamlining tasks, and eliminating redundancies.</li> </ul>			
2			Activities, including PLCs, will be provided by administration throughout the year	40	6/30/25
3			Follow-up activities will be provided by administration throughout the year. Teachers are encouraged to attend PD relevant to their professional goals as well	TBD	6/30/25



## III. District and School PDP Support

### District/School Administrator Support Activities

- 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

*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)**

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* **(required)**

Area No.	Professional Learning Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Summative Review Date
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:*

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

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