



District Name	School Name	Date
Glassboro		September 2020
Teacher Name	Assignment/Department/Grade Level	Rating & Date of Most Recent Summative Evaluation
Supervisor Name	Principal Name (if different)	Plan Begin/End Dates
		9/1/20-6/30/21

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

No.	Areas Identified for Development	Rationale/Sources of Evidence
1	By June 2021, the district will identify and work to improve upon noted opportunity and achievement gaps related to students' academic outcomes & school experiences. For purposes of this goal, an opportunity gap is defined as <i>the unequal or inequitable distribution of resources and opportunities</i> (The Glossary of Education Reform, 2013).	<ul style="list-style-type: none"> <li>Although some progress noted, for the 2019 &amp; 2018 school years, the ESSA Accountability Profiles show that the following subgroups are the lowest performing: students with disabilities (SWD), economically disadvantaged (ED), and Black. (i.e. School Performance Reports).</li> <li>Walk-through and Observational Data note the need for continued differentiation of instruction to target student needs while maintain rigor</li> </ul>
2	By June 2021, the district will enhance the quality of learning and teaching using online instructional Learning Management Systems (Schoology and Seesaw).	The district, now fully 1:1, must respond to the COVID-19 crisis and its impact on education. Roughly 50% of our families are demanding a robust remote learning experience. In the spring, we adopted two Learning Management Systems that will facilitate our district meeting those needs.



<b>3</b>	<b>**Individual Professional Goal**</b> Should reflect areas as noted in observations or areas you wish to professionally explore.
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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>-The district will plan and implement professional development opportunities to address identified issues of access and equity.</p> <p>-Faculty and administrators will work with students and the community to develop an increased sense of belonging, allowing students to have a voice in decisions that affect their lives at school (even in a virtual setting)</p> <p>-Teachers, in collaboration with supervisors, will individualize teaching and learning through the implementation of differentiated instruction and assessments that meet the needs of all learners</p> <p>-Generate, leverage and strategically utilize interventions and programs to close student achievement gaps where they exist</p>	<ul style="list-style-type: none"> <li>Training on using MAP and Schoology and Seesaw data to identify opportunity/achievement gaps.</li> <li>Training by nationally renowned expert at the start of the year that will continue to inform practice throughout the school year.</li> <li>Establish a Data Team to facilitate discussions in each building.</li> <li>Provide ongoing PD and support through PLCs after school a monthly basis with the purpose of teaching faculty to navigate actionable data reports and to know more about their students &amp; to be able to use data to improve their classroom impact.</li> </ul>	Follow up activities will be provided by administration throughout the year.	TBD	6/30/21

# Glassboro Public Schools

## Professional Development Plan

2020-2021



	<p>The district will identify and eliminate barriers that restrict access to advanced coursework for underrepresented subgroups</p> <p>The district will identify and target at-risk learners with effective intervention strategies, supports, and programs to close identified achievement gaps</p> <p>In alignment with the District's Programs of Study, the administrative team will continue to develop clear and deliberate career pathways for a variety of students.</p> <p>-Learn how to have courageous conversations with students about difficult topics.</p>	<ul style="list-style-type: none"> <li>• Provide free AP testing to students that cannot afford otherwise to take the test.</li> <li>• Provide necessary technology to households in need (identified through district survey).</li> <li>• Courageous conversation training for staff and students.</li> </ul>			
2	<p>-Encourage “in-house” technology experts to provide PD to facilitate utilization of technology.</p> <p>-Develop pathways trainings for staff throughout the year.</p> <p>-Create PD opportunities for staff to share best practices.</p> <p>-Focus on moving classroom instruction from the Substitution/Augmentation Level into Modification/Redefinition Level in an expedient manner in a virtual setting.</p>	<ul style="list-style-type: none"> <li>• Annual Needs Assessment/Staff Strengths Survey</li> <li>• PLCs: Will focus on how to leverage the LMSs at respective buildings and to create online learning environments.</li> <li>• Evaluate lesson plans to reflect.</li> <li>• Develop group of in-house “Tech-sperts” to provide PD at various times throughout the school year.</li> </ul>	Follow up activities will be provided by the C&I team and in-house teams.	TBD	6/30/21



		<a href="#">ISTE Standards</a> <a href="#">SAMR Model</a>			
3			Follow up activities will be provided by administration throughout the year.	TBD	6/30/2021
4					

### 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

### 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: \_\_\_\_\_