

Glassboro School District
Teacher Professional Development Plan (PDP) 2019-2020

District Name	School Name	Date
Glassboro	Glassboro High School	June 2019
Teacher Name	Assignment/Department/Grade Level	Rating & Date of Most Recent Summative Evaluation
Supervisor Name	Principal Name (if different)	Plan Begin/End Dates
	Dr. Sneathen	9/1/19-6/30/20

I. Areas Identified for Development of Professional Practice

No.	Areas Identified for Development	Rationale/Sources of Evidence
1	Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The district will increase the staff capacity for social and emotional learning competences through school culture and climate, discipline, academic achievement, and increased participation in programs with our subgroup populations.	Mental health referrals, student surveys, NJSLS Assessments subgroup analysis, reading levels, discipline referrals, I&RS and CST Referrals, participation in accelerated class and or programs.
2	Engage staff in quality, meaningful Professional Development through PLC's and in collaboration with Rowan University as a Professional Development School	Ongoing and reciprocal professional development for all participants guided by need. A shared commitment to innovative and reflective practice by all participants, engagement in and public sharing of the results of deliberate investigations of practice by respective participants.
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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	<ul style="list-style-type: none"> -Develop self-awareness and self-management skills to achieve school and life success. -Use social-awareness and interpersonal skills to establish and maintain positive relationships. -Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. 	PLC : Book TBD by administration Glassboro will become a Trauma Sensitive School NJ SEL Website	Follow up activities will be provided by administration throughout the year.	TBD	6/30/20
2	Glassboro High School will continue to use PLC's to enhance teacher knowledge and develop interactive classrooms. We will continue our PDS relationship with Rowan University. The PIR will work with the Principal and the PDS Committee to turnkey the goal of implementing SEL strategies in all classrooms with all staff and students in the 2019-2020 school year.	PDS Committee Meeting Agendas Sign in sheets from staff trainings Informal and formal observation feedback Discipline and crisis data	Follow up activities will be provided by PIR and the PDS committee. Monthly PDS Meetings led by PIR. PIR provides Professional Development Workshops Implementation of Teacher Academy PDS Committee and PIR will conduct ongoing data analysis of student data to improve attendance and discipline referrals	TBD	6/30/20

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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 	

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 *(From 2018-2019 School Year)*

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

1	-Develop self-awareness and self-management skills to achieve school and life success. -Use social-awareness and interpersonal skills to establish and maintain positive relationships. -Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	Y	Social Emotional Learning Trainings, PLC Book Study, Use of Academic Vocabulary of SEL, Infusion of SEL concepts in classroom instruction. Individual building PDS work as related to SEL. Activities related to mindfulness and yoga classes, and self-care.	6/19
2	Educational Technology Integration Goals <ul style="list-style-type: none"> • Identify SAMR model levels and implement corresponding digital learning activities • Facilitate and inspire student learning and creativity • Design and develop digital age learning experiences and assessments • Model digital age work and learning • Promote and model digital citizenship and responsibility • Engage in professional growth and leadership 	Y	Use of Laptops in classroom. Google Classroom/Edmodo On-line quizzes Flip Grid Kahoot Utilization of Technology Coach In-house workshops Edcamps Google Sites	6/19
3	Develop collaborative mindset and buy-in among the staff to facilitate anticipated partnership with Rowan University	Y	Professional development for Social Emotional Learning. Faculty meeting mindfulness.	6/19

My signature below indicates that I have reviewed the information recorded in the Summative Review of PDP Progress and that I understand its contents and that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.

Teacher Signature: _____ **Date:** _____

Administrator Signature: _____