

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

<b>District Name</b>	<b>School Name</b>	<b>Date</b>
Glassboro	Intermediate	June 2019
<b>Teacher Name</b>	<b>Assignment/Department/Grade Level</b>	<b>Rating &amp; Date of Most Recent Summative Evaluation</b>
<b>Supervisor Name</b>	<b>Principal Name (if different)</b>	<b>Plan Begin/End Dates</b>
	L. Mitchell	9/1/19-6/30/20

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

<b>No.</b>	<b>Areas Identified for Development</b>	<b>Rationale/Sources of Evidence</b>
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	Teachers will continue to facilitate large group learning activities and student productive use of technology. Increasing student engagement with technology through individual and collaborative learning activities by utilizing the SAMR continuum of technology infusion.	With the use of the 1:1 technology students develop skills to create and use online resources, research, analyze data, critical thinking and problem-solve skills and direct their own use of technology. Focusing on moving from the Substitution/Augmentation levels to the Modification/Redefinition levels of Technology integration.
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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>Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>	<p>PLC : Book TBD by administration Glassboro will become a Trauma Sensitive School <a href="#">NJ SEL Website</a></p>	<p>Follow up activities will be provided by administration throughout the year.</p>	TBD	6/30/20
2	<p>Identify SAMR model levels and implement corresponding digital learning activities</p> <p>Facilitate and inspire student learning and creativity</p> <p>Design and develop digital age learning experiences and assessments</p> <p>Model digital age work and learning</p> <p>Promote and model digital citizenship and responsibility</p>	<p>District, building, and department professional development (<a href="#">SAMR</a>, <a href="#">ISTE</a>)</p> <p>Personal Learning Network</p> <p>Professional Learning Communities</p>	<p>Follow up activities throughout the year will include but not be limited to: Technology Coaching sessions, In-house professional development, online webinars (Hoonuit), Edcamps, Social Media, Out-of-district workshops.</p>	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"> <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>• Blood Bourne Pathogens and Emergency Auto-Injector</li> <li>• Family Educational Rights and Privacy Act (FERPA) NJAC 6A:32-7.1</li> </ul>

### 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	Goal # 1 was completed as a district.	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	Goal # 2 was completed as a school.	Y	Lesson Plans. Google Classroom trainings, Clear touch, Flipgrid, PowerSchool, Edulastic, Desmos, PearDeck.	6/19
3		Y		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: \_\_\_\_\_