

Glassboro School District
Teacher Professional Development Plan (PDP)

District Name	School Name	Date
Glassboro	J Harvey Rodgers	5-17-18
Teacher Name	Assignment/Department/Grade Level	Rating & Date of Most Recent Summative Evaluation
Fordyce	Kindergarten	
Supervisor Name	Principal Name (if different)	Plan Begin/End Dates
Aaron Edwards		9/1/18-6/30/19

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, PARCC subgroup analysis, reading levels, discipline referrals, I&RS and CST Referrals, participation in accelerated class and or programs.
2	To design, develop, and evaluate authentic learning experiences utilizing contemporary tools and resources to maximize content learning and develop skills at the appropriate SAMR model level, incorporating ISTE and NJDOE technology standards into curriculum.	Lesson plans, Curriculum, Lesson observation documentation, student performance, Professional development attendance and hours documentation, SAMR model tool, ISTE standards, NJDOE Technology Standards 8.1 and 8.2
3	Engage staff in quality, meaningful Professional Development through PLCs, in collaboration with Rowan University, based on purposeful play in the classroom	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 purposeful play by respective participants.

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. 	<p>PLC :</p> <p>Book 1: <i>Everyday SEL in school Integrating Social-Emotional Learning Mindfulness into Your Classroom</i> by Carla Tantillo Philibert</p> <p>Book 2: <i>Teachers Guided to Trauma</i> by Dr. Melissa Sadin & Nathan Levy</p> <p>Glassboro will become a Trauma Sensitive School</p> <p>http://www.state.nj.us/education/students/safety/sandp/sel/</p>	Follow up activities will be provided by administration through out the year.	TBD	6/30/19
2	<p><i>Educational Technology Integration Goals</i></p> <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 	<p>District, building, and department professional development (SAMR, ISTE)</p> <p>Personal Learning Network</p> <p>Professional Learning Communities</p> <p>https://sites.google.com/a/msad60.org/technology-is-learning/samr-model</p> <p>http://www.iste.org/standards/for-educators</p>	Follow up activities will be provided by administration throughout the year.	TBD	6/30/19

	assessments <ul style="list-style-type: none"> • Model digital age work and learning • Promote and model digital citizenship and responsibility • Engage in professional growth and leadership 				
3	Develop goals and implement purposeful play in all classrooms Evaluate how purposeful play looks in the classroom Develop observation rubric	Works in conjunction with PDS committee to develop goals for purposeful play in the classroom. Book: Purposeful Play: A Teacher's Guide to Igniting Deep and Joyful Learning Across the Day	Staff meetings, PLCs, in-service trainings	TBD	6/30/2019

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 2017-2018 School Year)*

Area No.	Professional Learning Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Summative Review Date
1				6/18
2				6/18
3				6/18

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: _____

Supervisor Signature: _____

Title: _____