

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

| District Name | School Name | Date |
|----------------------|-----------------------------------|---|
| Glassboro | Thomas E. Bowe | 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 |
| Mr. Craig Stephenson | Mr. Craig Stephenson | 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 | Continue utilizing one-to-one student laptops, fully utilize Tech Coach to support Bowe teachers by providing a framework for learning, teaching and leading that is amplified by utilizing technology within the classroom through implementation of ISTE standards and the SAMR Model. | With the use of the 1:1 technology, students develop skills to create and use online resources, research, analyze data, critical thinking and problem-solving skills and direct their own use of technology. |

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| 3 | Develop building level protocols to facilitate data disaggregation and analysis to improve instructional practices through focused, grade-level and/or subject-specific PLCs. | <p>Protocols help educators achieve trust and create a culture that is essential for collaborative work on issues of substance. It is through their use that a collaborative school culture will develop and trust will emerge. The structure and norms, combined with actions that are in accordance with the assumptions that undergird protocols, lead to a collaborative culture willing to engage in substantive dialogue.</p> <p>Evidence will include, but not be limited to, NJSLS Assessments subgroup analysis, reading levels, discipline referrals, I&RS and CST Referrals, participation in accelerated class and or programs.</p> |
| 4 | <p>**Individual Professional Goal**</p> <p>Should reflect areas as noted in observations or areas you wish to professionally explore.</p> <p>Required for non-tenured teachers Optional for tenured teachers</p> | |

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. -Infuse SEL concepts and language into the everyday classroom learning environment. | <p>PLC : Book TBD by administration</p> <p>Glassboro will become a Trauma Sensitive School</p> <p>NJ SEL Website</p> | Follow up activities will be provided by administration throughout the year. | TBD | 6/30/20 |
| | | | | | |

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|---|--|--|--|-----|-----------|
| 2 | <ul style="list-style-type: none"> -Continue to utilize District Technology Coach -Encourage “in-house” technology experts to provide PD to facilitate utilization of technology. -Focus on moving classroom instruction from the Substitution/Augmentation Level into Modification/Redefinition Level. | <p>Annual Needs Assessment/Staff Strengths Survey</p> <p>PLC: Collaboratively develop technology-based lessons that both modify and redefine classroom activities.</p> <p>Evaluate lesson plans to reflect.</p> <p>Develop group of in-house “Tech-sperts” to provide PD at various times throughout the school year.</p> <p>ISTE Standards SAMR Model</p> | Follow up activities will be provided by Technology Coach and Bowe Tech Committee. | TBD | 6/30/20 |
| | | | | | |
| 3 | <ul style="list-style-type: none"> -Establish weekly PLC schedule -Develop foci for PLCs -Continue to develop full understanding of Notice & Wonder protocol to move beyond “wonder” into further analysis so that protocols endure past the time they are engaged in as PLC members continue to discuss issues and ask each other relevant, meaningful questions | <p>Notice & Wonder Protocol</p> <ul style="list-style-type: none"> -Develop common PLC reporting forms located in a shared drive to ensure accountability. -Administration will periodically attend PLCs to clarify protocols. -Develop common methodology for data reporting, organization, and analysis across all grade-levels. -Provide time for data analysis and norming (ie. Writing) | Follow up activities will be provided by administration throughout the year. | TBD | 6/30/2020 |
| 4 | | | | | |
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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: _____

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 | With moving to one-to-one student laptops, fully utilize Tech Coach to support Bowe teachers by providing a framework for learning, teaching and leading that is amplified by utilizing technology within the classroom through implementation of ISTE standards and the SAMR Model. | Y | Completed Needs Assessment Implemented one-to-one laptops in classrooms Participated in teacher-led PD on Google Classroom Participated in Technology Coach PD provided throughout the year. | 6/19 |
| 3 | ***Individual Goal from 2018-2019 PDP*** | 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: _____