

District Professional Development Plan 2025-2026

District Name	Superintendent Name	Plan Begin/End Dates
Wall Township Public School District	Dr. Tracy Handerhan	July 1, 2025- June 30, 2026

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Continue to build the capacity of teachers and administrators to design and deliver high-quality, standards-based instruction and assessment, including differentiated learning opportunities to meet the needs of all learners.	Teachers, Assistant Principals, Supervisors, Principals, Directors	<ul style="list-style-type: none"> ● A state mandate requires alignment of curriculum to New Jersey Student Learning Standards. ● Analysis of curriculum and student achievement data continues to indicate further need for vertical and horizontal articulation to identify instructional gaps, and develop standards based assessments.
2	Support administrators and teachers with the district's goal to institute a comprehensive and coordinated system of services to address students' academic, social, emotional, and health needs within the general education program.	Teachers, Counselors, Assistant Principals, Supervisors, Principals, Directors	<ul style="list-style-type: none"> ● Administrators and teachers indicate a need for professional development in understanding, developing, and executing high quality Tier I interventions in the classroom, with both academic and behavioral interventions.
3	Continue to support the WTPS school community's wellness by implementing a research based program; 7-Mindsets.	Teachers, Counselors, Assistant Principals, Supervisors, Principals, Directors	<ul style="list-style-type: none"> ● Mental health services for students and staff continues to be an important topic in education. We need to ensure we continue to provide research based strategies and resources to address our students' needs.

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● Supervisors will continue to analyze curriculum in all content areas for alignment to standards and to identify curricular gaps. ● Support administrators and teachers with the implementation of new research based math instructional materials (grades 4-11), Magnetic Reading, Sheltered Instruction, iReady, iXL, and LinkIT! ● Provide administrators and teachers with professional development on identified areas of need during Curriculum Development (CD) periods and faculty meetings to enhance student outcomes. 	<ul style="list-style-type: none"> ● Monthly meetings for supervisors and administrators will include periodic status reports regarding the work of the data committees.
2	<ul style="list-style-type: none"> ● Communicate to all stakeholders the district philosophy of intervention via the Multi-Tiered System of Support manual. ● Continue to implement school-based Intervention and Referral Teams to meet the academic, social, emotional, and health needs of at-risk general education students. ● Continue to implement best practices in Tier 1, Tier 2, and Tier 3 interventions across all schools to ensure equity in the delivery of services. 	<ul style="list-style-type: none"> ● Review and determine the necessary steps for an effective district-wide MTSS process.
3	<ul style="list-style-type: none"> ● Train administrators and staff monthly about the 7-Mindsets. ● Provide explicit student, staff, parent, and community instruction in grades K-9 on the 7 Mindsets Course 1 and 2 through elementary morning meeting and Wellness Wednesdays at the intermediate level. ● Train administration and staff on BASE Apply concepts, resources, and extension activities to 	<ul style="list-style-type: none"> ● Teacher, student, and parent pre and post surveys to gather perceptual data regarding the impact of SEL supports.

	support students needing behavioral, social, and emotional interventions.	
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3: PD Required by Statute or Regulation

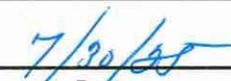
State-mandated PD Activities
The district is in compliance with the core state regulations for professional development in accordance with N.J.A.C. 6A:9-15, through in- and out-of-district professional development opportunities for both administrators, teachers, and other professional staff. Additional PD requirements in statute and regulation that are promulgated separately for designated educators and according to particular timelines, are managed through planned in- and out-of-district professional development, as well as through Vector Solutions Online Training.

4: Resources and Justification

Resources
To meet the professional learning needs of the districts' schools per this plan, Title IIA, Title IV, ESSER and district funds have been allocated for this purpose. The budgeted monies will cover costs associated with presenters, substitute coverage, materials, technology, travel expenses, memberships, subscriptions, and stipends as per the CBA. The CBA stipulates three (3) in service days dedicated to professional learning. Additionally, the district will provide further opportunities for staff to attend in-district and out-of-district professional development that is aligned with teacher Professional Growth Plans and administrator goals.
Justification
An analysis of the current curriculum, stakeholder surveys, and the work of the district's strategic planning process, has identified priority areas related to instruction and assessment to ensure quality teacher practices and high levels of student learning. Emphasis will be placed on promoting collaborative experiences for administrators and teachers as reflective practitioners to develop standards-aligned curriculum, to develop and implement multi-tiered interventions to support struggling learners, to create rigorous SGOs, and effective data analysis to drive instruction at the student, class and district levels.

Signature: 

 Superintendent Signature



 Date