



Nonpublic Department Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Union County Educational Services Commission	Nonpublic School Services	Paul Palozzola	September 1, 2025 - June 30, 2026

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	By the end of the 2028-2029 school year the department of non-public teachers & therapists will have designed, implemented, and fully populated a highly organized and easily searchable shared digital resource hub containing a minimum of 25 high-quality, relevant academic, special education and study skills resources, with 80% of teachers reporting efficient access and utilization of these resources for student support in non-public schools.	Certified Staff, Non-Certified Staff, & Administrators	<ul style="list-style-type: none"> Nonpublic teachers and therapists have expressed a need/want for more resources and materials that are useful in the nonpublic setting for what our staff provides. Nonpublic staff provide a unique and diverse service which makes finding appropriate resources difficult at times. This goal addresses a fundamental need for a centralized, accessible system for sharing resources among nonpublic department staff. The initial rationale is to solve the problem of fragmented information, thereby saving valuable staff time that can be better spent on student support. The project evolves from simply creating a space for resources to curating a comprehensive, high-quality, and sustainable digital tool. AI is transforming industries, including education. Equipping staff with foundational knowledge and practical skills in AI ensures UCESC remains current and responsive to technological advancements, preparing both educators and students for the future. The emphasis on "ethical and effective integration" is vital. As AI tools become more prevalent, it's imperative that staff understand the ethical considerations, biases, and potential pitfalls associated with their use. This proactive learning ensures AI is applied responsibly, safeguarding student data, promoting fairness, and maintaining academic integrity. Providing access to a "comprehensive library of AI resources" coupled with training on how to "access and utilize" them fosters continuous learning and self-directed professional development. This ensures that the initial training is not a one-time event, but
2	UCESC staff will acquire foundational knowledge and practical skills for the ethical and effective integration of Artificial Intelligence (AI) tools in educational settings, and will be proficient in accessing and utilizing a comprehensive library of AI resources to enhance both student learning and professional practice.	Certified Staff & Administrators	



			<ul style="list-style-type: none"> the beginning of an ongoing journey of exploration and application as AI tools continue to evolve.
3	UCESC related service providers and their evaluators will acquire the necessary knowledge and skills to effectively understand, navigate, and utilize the revised annual evaluation system, ensuring it reflects current best practices, aligning with district priorities and expectations, and actively supporting their professional growth and development.	Related Service Providers & Administrators	<ul style="list-style-type: none"> Related service providers (e.g., physical therapists, occupational therapists, speech-language pathologists, school psychologists, social workers) deliver specialized, often direct, services that are integral to a student's Individualized Education Program (IEP). An evaluation system that accurately reflects their current best practices ensures that the highest quality, evidence-based services are consistently delivered across the district, directly impacting student outcomes. The evaluation forms within Frontline currently do not contain specific indicators, and language that directly reflects current best practices for each discipline There is a need to revise professional learning beyond generic training to a targeted, data-driven approach. Staff will acquire the skills to develop and utilize these plans, staff will ensure that professional learning directly addresses the most pressing operational challenges and instructional needs unique to their students and programs, leading to relevant and impactful growth. Effective professional learning directly translates into more efficient and effective day-to-day operations and higher quality instruction. By systematically using data and adhering to established standards (like the 2022 Standards for Professional Learning implicitly), staff will learn to refine processes, implement evidence-based practices, and adapt strategies, ultimately leading to improved service delivery for students and a more effective work environment for staff.
4	UCESC school and program staff, will acquire the knowledge and skills necessary to develop, implement, and utilize standards-based and data-driven professional learning plans that effectively inform and optimize their respective operational and instructional processes	Certified Staff, Non-Certified Staff, & Administrators	<ul style="list-style-type: none"> All administrators and teaching staff members are required to participate in initial and annual refresher training in AchieveNJ regulations and in the board-approved teacher evaluation instrument (Danielson Framework). The district is responsible for implementing the state-mandated requirements for professional development for groups of educators as specified in N.J.A.C. 6A:9C (Refer to attached chart).
5	Promote the continuous growth of district staff and ensure compliance with state-mandated professional development requirements through job-embedded, collaborative PLCs.	Certified Staff, Non-Certified Staff, & Administrators	

2: Professional Learning Activities



PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● Foundation: Form a core team and select a user-friendly digital platform. ● Initial Content: Conduct a survey to identify the most-needed resources and upload the first 5 to the hub. ● Curation & Growth: Encourage staff contributions and implement a clear categorization system as the hub expands. ● Quality Control: Conduct a quality audit of all resources, adding new, high-quality content to reach the final goal. ● Sustainability: Evaluate the platform's long-term scalability and designate a permanent administrator for maintenance. 	<ul style="list-style-type: none"> ● Training & Feedback: Provide staff training on how to use the hub and establish a feedback loop to gauge early access and efficiency. ● Promotion: Actively promote new content to the team and conduct regular check-ins to monitor staff perception. ● Vetting Process: Host structured feedback sessions and formalize a documented process for approving new resources. ● Documentation: Create a comprehensive maintenance plan and develop onboarding materials for new staff. ● Final Assessment: Conduct a final survey to measure the overall impact and success of the hub against the 80% utilization goal.
2	<ul style="list-style-type: none"> ● Administer a survey to all staff to gauge their current understanding of AI, their comfort level with technology, and their perceived needs/interests regarding AI tools in education. This helps tailor subsequent training. ● Share established guidelines and board approved AI Policy widely with all staff ● Curate and organize a comprehensive, easily accessible digital library of AI resources (e.g., tutorials, articles, research, vetted tool recommendations, case studies, privacy statements for tools). 	<ul style="list-style-type: none"> ● Provide explicit instructions and demonstrations on how to access, navigate, and effectively utilize AI resource libraries. ● Regularly update the comprehensive AI resource library with new research, emerging ethical considerations, and newly vetted tools. ● Periodically reconvene the AI Committee to review and update district AI policies based on technological advancements, usage patterns, and feedback from staff. ● Provide professional learning opportunities on how to teach students about AI, its ethical implications, digital citizenship in an AI-driven world, and responsible AI tool usage. ● Support curriculum development that incorporates age-appropriate AI literacy components.
3	<ul style="list-style-type: none"> ● Establish a dedicated committee of Related Service Providers from various disciplines, their evaluators, and district representatives to review all existing evaluation documents, rubrics, form, and instructions currently utilized. This ensures diverse perspectives and expertise. ● Collect structured feedback from participants on the clarity, accuracy, supportiveness, and usability of the revised areas of evaluation and language. Identify any ambiguities or areas for further refinement. 	<ul style="list-style-type: none"> ● Begin drafting proposed new language for specific sections of the evaluation system (e.g., performance indicators, areas of focus, feedback prompts, professional growth plan sections). ● Make necessary adjustments and final edits to the language to ensure it is precise, unambiguous, and fully aligns with best practices and the needs of RSPs and evaluators. ● Present the finalized, revised language to relevant district leadership, human resources, and the school board for official approval.
4	<ul style="list-style-type: none"> ● All schools and programs will utilize the new framework and tools (e.g., planning templates) to develop their own data-driven professional learning plans for the upcoming year. 	<ul style="list-style-type: none"> ● Implement a systematic process for evaluating the effectiveness of all professional learning initiatives.



	<p>explicitly linking them to identified operational challenges and instructional needs within the Strategic Plan</p> <ul style="list-style-type: none"> Based on the developed plans, plan and deliver specific professional learning sessions that directly address the identified operational challenges and instructional needs. These sessions should be varied in format (e.g., workshops, PLCs, coaching, online modules) and incorporate evidence-based practices. 	<ul style="list-style-type: none"> Schedule regular (e.g., quarterly) meetings at the school/program and district levels to review data related to professional learning implementation and its impact. Facilitate discussions using the reflective cycle to analyze what's working, what's not, and what adjustments are needed to PL plans and strategies. Create a centralized repository for successful data-driven professional learning plans and effective strategies implemented across the district, allowing programs to learn from each other. Annually review and refine the district's overall framework for data-driven professional learning based on feedback, evaluation results, and evolving district priorities.
5	<ul style="list-style-type: none"> Superintendent will provide initial and annual refresher training on AchieveNJ and the Danielson Framework for Teaching to all newly hired and returning administrators. School Improvement Panels (SIPs) will be given training and an outline in order to conduct refresher training on Achieve NJ and the Danielson Framework for Teaching for all certified staff. Director of Curriculum and Instruction will oversee the continued implementation of the online professional development platform. District will maintain a log of all PD activities to ensure annual compliance with "Professional Development Requirements in Statute and Regulations" published by the NJDOE. 	<ul style="list-style-type: none"> Administrators will ensure compliance with the district calendar of State-mandated professional development and submit agendas and attendance rosters for all other PD activities throughout the year. School Improvement Panels (SIPs) will distribute surveys to certified and non-certified staff to determine additional professional development needs and interests and share results with the Superintendent at DEAC Meetings. School Safety Officer will provide initial and annual refresher training on District Emergency Management policies and regulations for staff, including school custodians and maintenance personnel. Director of Curriculum and Instruction will evaluate and refine existing practices for providing State-mandated PD to newly-hired and substitute staff.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> Video Tutorials: Create short, 2-3 minute videos on topics like "How to Search for Resources" and "How to Submit a Resource." Quick Start Guide: A simple, one-page PDF or a dedicated section on the hub with screenshots and clear instructions. 	



2	<ul style="list-style-type: none">● Introduction to AI for Educators: A series of workshops (in-person or virtual) that cover the basics of AI. This would include topics like "What is AI?", "Generative AI vs. other AI models," and "Common AI tools for the classroom."● Hands-on Skill-Building Sessions: Practical workshops where staff can experiment with specific, vetted AI tools. For example, a "Lesson Planning with AI" session using a tool like Magic School AI or an "AI for Differentiated Instruction" session.	
3	<ul style="list-style-type: none">● Best Practices Documents: Review documents from professional organizations for related service providers (RSPs) like the American Speech-Language-Hearing Association (ASHA). This often includes current standards of practice and ethical guidelines that can inform performance indicators.● Evaluation System Models: Analyze evaluation systems from other school districts. Look for models that are already using a growth-oriented approach with language that focuses on collaboration, data-driven practice, and professional development.	
4	<ul style="list-style-type: none">● Data Collection Tools: Utilize observational checklists or rubrics that evaluators can use during classroom walkthroughs to see if new strategies are being applied. Use student performance data (e.g., test scores, behavioral logs, attendance records) as a key indicator of professional learning effectiveness.● Review Meeting Agendas and Protocols: Create a standardized agenda for quarterly review meetings to ensure consistency. Include sections for: 1. Reviewing quantitative data from surveys and student outcomes; 2. Sharing qualitative feedback and observations.● Reflective Cycle Framework: A simple, printed handout that guides facilitators and participants through the reflective cycle.	
5	<ul style="list-style-type: none">● Roster and Sign-In Sheets: Use a digital sign-in sheet (e.g., a shared Google Sheet) or a printable roster for attendance. This ensures consistent and accurate records for every PD session.● GCN Training	



4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		
4		
5		

Signature: _____
Principal Signature

_____ Date
9/15/25