Optional Principal Professional Development Plan Template

District Name	School Name	Date
Orange Board Of Education	Oakwood Avenue Community School	June 15, 2015
Principal Name	**Chief School Administrator/Designee Name**	**Plan Begin/End Dates**
Robert J. Pettit	Ronald C. Lee	July 1, 2015 – June 30, 2016

1: Professional Learning Goals

PL Goal No.	Professional Learning Goals	Rationale/Sources of Evidence
1	To build capacity and develop a common language in K-7 staff in the area of *Engaging Students in Learning.* This will increase student communication, engagement, and instructional rigor, in the learning environment and ultimately prepare students for academic success on the PARCC Assessments.	• Analysis of teacher observation(s) indicates that 25% of teachers need to raise student engagement and rigor in the learning environment through active questioning and discussion techniques. • Results and feedback of administrative/district walk-throughs produced evidence and confirmed the need for professional development in this area.
2	Support teachers in creating and implementing high-quality Student Growth Objectives (SGOs).	• SGOs are a requirement of AchieveNJ. • Staff average score of 3.5 on SGOs using the NJDOE rubric indicated teachers need to maintain/exceed their skills in this area (reported to the District Evaluation Advisory Committee (DEAC).
3	To effective implement all aspects of the Balanced Literacy Program, not limited to but including, the effective use of leveled readers with a focus on Informational Text, and Readers/Writers workshop (Units of Study).	• This goal aligns with the district's priority of implementing its newly adopted literacy initiatives. This goal will be measured by a 'sustained and marked' increase in the following performance indicators as compared to 2015 end of year summative evaluation results and as documented in 2016 end of year summative evaluation results: 1a: Demonstrating Knowledge of Content and Pedagogy, 1e: Designing Coherent Instruction,

		3b: Using Questioning and Discussion Techniques,
		3c: Engaging Students in Learning
		3d: Using Assessment in Instruction
4	By June 1, 2016 All Math teaching staff will increase the degree to which their 'enacted curriculum' (the daily curricular experience of students within the instructional setting exemplified by the actual curricular content that students engage in within the classroom) is reflective of standards-based teaching and learning; whereby (a) learning is made social through collaboration, discussion, and discourse, (b) students are engaged in sense- and meaning-making, and (c) students are encouraged to employ alternative approaches to mathematical problem solving.	This goal will be measured by a 'sustained and marked' increase in the following performance indicators as compared to 2015 end of year summative evaluation results and as documented in 2016 end of year summative evaluation results: 1a: Demonstrating Knowledge of Content and Pedagogy, 1e: Designing Coherent Instruction, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning 3d: Using Assessment in Instruction

2: Professional Learning Activities

PL Goal No.	Professional Learning Activities	Begin/End Dates
1	• All teachers will complete and implement the iLearn TeachScape Module for using Questioning and Discussion Techniques • Teachers will routinely bring artifact evidence to staff and common planning meeting, which must support the critical attributes for effective practice in this area. • District Departmental Professional Development. • Working coaching sessions	July 1, 2015 – June 30, 2016
2	• Teachers will be trained by district directors/supervisors in collaboration with school-based administration. in creating high-quality achievable and attainable SGOs • Teachers will participate in a series of working session to increase awareness and understanding of assessment results and trends. These working sessions facilitated by school-based administration and	July 1, 2015 – February 2016

	district directors/supervisors. • Teachers will be trained by district directors/supervisors in collaboration with school-based administration in using formative assessments to track students' progress toward attainment of SGOs.	
3	• Teachers will bring artifacts and evidence to staff and common planning meeting, which must support the critical attributes for effective practice in this area. • District Departmental Professional Development, and Summer PLC's. • Working coaching sessions	July 1, 2015 – June 30, 2016
4	• All teachers will complete and implement the iLearn TeachScape Module for Designing Coherent Instruction • Teachers will bring artifact evidence to staff and common planning meeting, which must support the critical attributes for effective practice in this area. • District Departmental Professional Development, Summer PLC's. • Working coaching sessions	July 1, 2015 – June 30, 2016

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	• Administration to provide training and follow-up support. • Staff meetings and District PD dedicated to training and alignment work. • Staff meetings and Common Planning Time for collaborative teams to refine aligned lessons and assessments. • Designated time for administrators to collaborate and share solutions to meet goals of PDP.	• Feedback loop to inform training and ongoing refinement (e.g., surveys, conversations in teams).
2	• Qualified trainer to provide SGO trainings. • Time for teachers to participate in SGO trainings	• Availability of content supervisors to support teachers. • Principals advise teachers on needed revisions to SGOs. • Possible intensive interventions for struggling teachers.

| 3 | • Focused common planning meetings for collaborative teams to reflect on artifact evidence of effective practice and share successes of impact on student learning.
• Ensure teachers' access to videos, webinars, and online communities via the What Works ClearingHouse (WWCH).
• Leverage/utilize Model classrooms within the building to support goals | • Administration to recommend teachers to model lessons.
• Principals/evaluators should identify teachers who must view model lessons by colleagues.
• Make plan for tracking student progress to assess impact of new teaching strategies. |
| 4 | • Focused common planning meetings for collaborative teams to reflect on artifact evidence of effective practice and share successes of impact on student learning.
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• Principals/evaluators should identify teachers who must view model lessons by colleagues.
• Make plan for tracking student progress to assess impact of new teaching strategies. |

4: PDP Progress Summary

PL Goal No.	Mid-year PDP Progress Report	Sources of Evidence	Review Date
1			
2			
3			

Signatures: _____   _____   _____

        Principal Signature   **CSA/Designee Signature**   **Date**