School Professional Development Plan (PDP)

This <u>optional</u> school PDP template is provided to assist school leaders in fulfilling New Jersey's professional development requirements. Use of this template is <u>not</u> mandated by the New Jersey Department of Education. Educators may use or modify this template or create their own. The completed PDP sample is for a fictional school and has been provided for illustrative purposes only. To download a blank copy of the template alone, please visit http://www.nj.gov/education/profdev/sdpdp/OptionalSchoolPDPTemplate.doc.

All schools in New Jersey are required to create an annual school-level PDP. For purposes of planning, the school PDP implementation year is considered to run from July 1 through June 30. As of July 1, 2013, New Jersey professional development regulations have been revised, necessitating some changes to the school-level planning processes. The new regulations:

- Eliminate the requirement for a School Professional Development Committee (SPDC); and
- Assign primary responsibility for PD planning to the school principal, who has flexibility to organize the planning process but should at minimum consult with the School Improvement Panel (ScIP). The ScIP, which is comprised of the principal, assistant/vice principal, and at least one teacher, is responsible for identifying professional learning opportunities and reviewing school-level educator and student performance data in support of school-level PD planning (*N.J.A.C.* 6A:10-3.2). Additional information on the composition and role of the ScIPs is available at http://www.nj.gov/education/AchieveNJ/scip/.

The school PDP must align with New Jersey's Definition of Professional Development and Professional Standards for Teachers and the New Jersey Standards for Professional Learning. These resources provide a framework for the essential content, conditions, and attributes for effective professional learning and articulate what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce. Each district's approved evaluation practice instrument has been aligned with these standards.

An initial school PDP should be created and submitted to the district on a timely basis in order for it to be considered in the development of the district PDP. Districts are now free to determine their own planning timelines in order to meet the annual PD cycle. Moreover, the school PDP should be seen as a living document that can be revised during the year to be responsive to changing school-level needs.

Instructions for using this optional PDP template are provided below. All tables may be expanded as necessary.

Creating the School PDP

Principals are encouraged to work collaboratively with the ScIP to invite input from staff members to create this plan. The School PDP should consider professional learning goals common to all staff as well as for subgroups of staff, as appropriate. The plan should include a statement of the professional learning (PL) goals that are priorities for the year and the specific professional learning activities that will be implemented to support staff in working toward these goals. The role that collaborative teams will play in implementing the plan should be considered when determining specific professional learning activities.

Step 1: Identify Professional Learning Goals

In Table 1, enter in priority order the annual goals for staff professional development and growth. These can be derived from many sources of evidence compiled and analyzed by the principal and staff, including but not limited to: district and school improvement goals, aggregated educator evaluation and student performance data, data from collaborative learning teams, and school-level needs assessments. For each goal, indicate the staff members for which this goal is applicable. For example, some professional learning goals may be important for all staff members, but others may be unique to particular subgroups of staff, such as teachers of science or second grade teachers. In addition, for each goal, explain the rationale and related sources of evidence for its inclusion.

Step 2: Determine Professional Learning Activities to Support Each Goal

Enter specific PL activities to address each goal identified in Step 1 and describe these in Table 2. Please note: You *might identify more than one PL activity per goal; conversely, there may also be some PL activities that will address multiple goals.* In addition, enter the target dates by which these activities should be completed.

For each initial learning activity, consider follow-up activities, as appropriate, that will help deepen the learning and/or apply the learning to practice (e.g., coaching, review of formative assessment data, action research) and include these follow-up activities and timelines in the plan.

Step 3: Determine Essential Resources

Table 3 can be used to compile information on specific resources (e.g., materials, technology, time, personnel) that will be needed to support the implementation of the school-level plan. Use this table as well to enter any other special considerations related to implementing the plan.

Step 4: Track Progress

Use Table 4 for entering notes about the implementation of the plan and attainment of the identified learning goals. Feedback on the professional learning activities can be noted here as well as any evidence of impacts the PL activities have had on professional practice. Notes entered here will help identify ongoing needs, necessary revisions to the plan and ideas for future planning cycles.

School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Orange Public Schools	**Forest Street Community School**	**Dr. Yancisca Loften-Cooke**	**September 1, 2023-June 30, 2024**

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Build capacity in the area of data analysis to enable teachers to make meaningful decisions about lesson planning and instruction.	All	Using data to drive instruction must remain a focus for 2022-2023. There is evidence in lesson planning and common planning time meetings that staff are using the available data resources to drive their instruction, however this must be done with more fidelity to prepare students for academic success. • Implementation of SIOP Strategies • Review of Benchmark/Diagnostic Results SY 22-23
2	All instructional staff will demonstrate effective planning and implementation of a Multi-Tiered System of Support (MTSS) framework.	All	MTSS grouping is evident in most lesson plans and during instruction, however, the staff must continue to utilize available data sources to meet individual student needs. This requires additional professional development on effective and efficient lesson planning.

3	Build capacity in the area of Social and Emotional Learning (SEL) by focusing on the overall well-being and emotional state of staff and students	All	SEL remains a focus for our instructional staff. Throughout the year staff reflect on the importance and impact of their own social-emotional learning. When staff are in touch with their emotions, they possess the skills and mindsets needed to effectively embody, teach, model and coach SEL for students Staff members receive articles that focus on the importance of classroom SEL strategies. Our Guidance Counselor provides school based professional development for students and staff on SEL.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	- All teachers will meet weekly at CPT's - Teachers will bring artifact evidence to CPT's which must be used to support effective practice in all content areas - Teachers will participate in school-based and district-based professional development - Grade level and content area teams will prepare quarterly data to be presented to SLT to continue the conversation around meaningful data	Continue data analysis to identify individual student needs, classroom trends, and school level trends.
2	- Provide all instructional staff with training/review of MTSS - All staff will participate in school and district sponsored professional development - All staff with review the curriculum and in grade level and/or content area teams to create meaningful lessons reflected in lesson plans - Peer Reviews - Collegial Walkthroughs	Continue data analysis to identify teacher needs, individual student needs, classroom trends, and school level trends.

| 3 | • Review strategies that promote SEL
• Model during staff meetings
• Implement educator wellness experiences to emotionally sustain and support staff | • Reference guidance counselor for assistance
• Ongoing collaboration during CPT and staff meetings |

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	• Content supervisors to provide training and follow-up support. • Two teacher PD days dedicated to training and alignment work. • Dedicated time for collaborative teams to refine aligned lessons and assessments.	
2	• Professional learning materials • Staff meetings and professional development sessions dedicated to training • https://www.edutopia.org/teacher-development • https://www.pbis.org/school/mtss • https://intensiveintervention.org/	
3	• https://www.edutopia.org/teacher-development • http://www.casel.org/what-is-sel/	

4: Progress Summary

PL Goal	Notes on Plan Implementation	Notes on Goal Attainment

No.	
1	
2	
3	

Signature: _____   _____

  Principal Signature   **Date**