



School Professional Development Plan (PDP) Orange High School SY 2023 - 2024

This optional school PDP template is provided to assist school leaders in fulfilling New Jersey's professional development requirements. Use of this template is not 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 Township Public Schools	Orange High School	Mr. Jason Belton	September 1, 2023-June 30, 2024

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	By June 30, 2024, teachers will be supported through professional development to engage students in creative and critical thinking by using high level questions and effective questioning strategies.	OHS ELA Teachers OHS Administrators Supervisors of English ELA Coach	NJSLA: 16.7%
2	By June 30, 2024, teachers will be able to proficiently utilize data to identify critical gaps in learning for groups as well as individual students, develop action plans to specifically address the identified gaps through small group instruction, and evaluate the effectiveness of these action plans throughout implementation.	OHS Mathematics Teachers OHS Administrators Supervisors of Mathematics Mathematics Coaches	Algebra I: 19.4% Algebra II: 72.7% Geometry: 80.0%



3 By June 2024, each OHS administrator will identify 4 teachers (2 per content area), each marking cycle using the WILL/SKILL MATRIX to assess and determine the appropriate support needed for teachers. Next, a schedule will be created where PEER OBSERVATION opportunities are required for teachers who are identified. Administrators will then present findings such as Mentoring and or Coaching recommendations	OHS Teachers	Reflective questions for the teacher being observed	Reflective questions for the observer
		What happened?	What did I see?
		What was I thinking and feeling?	What did I hear?
		What did I do well?	What questions occurred to me about what I observed?
		How do I know this?	What evidence do I have?
		What could I do even better?	How does the evidence relate to the observation focus?
		What can I do to find out more about my areas for development?	What did I learn from the observation?
		What do I feel my next steps could be?	Based on the evidence, what constructive suggestions for changes could I make?

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> The ELA Supervisor, ELA Coach, and OHS Administrator will amend curriculum pacing to embed writing opportunities that promote analysis and evaluation of the focused text and develop higher order questions aligned with each teaching module. Teachers will analyze data collected in September to identify specific writing standard deficiencies for individual students. 	<ul style="list-style-type: none"> Data discussions <i>Turning Data Into Action for Teachers</i> Follow up in each CPT ELA Look-fors Assessment Data



	<ul style="list-style-type: none"> Teachers will work collaboratively to analyze student work, gather systemic misconceptions from student writing and develop action plans to address these misconceptions. 	
2	<ul style="list-style-type: none"> Examine and interpret students' performance data on all high-stake assessments taken in SY 2021-2022. Data includes: NJSLA, NJGAP, PSAT, SAT, ACT, District Benchmark Data, NWEA, etc. Conduct initial baseline mathematical practice rubric on teachers in the math department to determine teachers' proficiency on, posing purposeful questions, establishing mathematical goals focused on learning and implementing task that promotes reasoning and problem solving. 	<ul style="list-style-type: none"> Data discussions Data worksheet Follow up in each CPT Baseline rubric on mathematic practice Assessment Data
	<p>Common Planning Time will be used to:</p> <ul style="list-style-type: none"> Analyzing data to determine students' academic weakness and strengths. The use of data to create individualized intervention/enrichment based on the needs of students. Analyze students' work, creating purposeful questions, and developing activities aligned to the students' learning objective that will increase students' engagement. 	<ul style="list-style-type: none"> Data discussions Follow up in each CPT Analyzing Student Work Protocol Instructional Walkthrough Feedback
3	<ul style="list-style-type: none"> Utilize CPT and staff meetings to conduct a deep dive of high-quality instructional materials which will allow teachers to grow in their knowledge over time and spread that knowledge to their colleagues. Utilize CPT to collaborate with peers and content coaches to improve instruction planning. Afford teachers repeated cycles of learning to reflect, incorporate new learning into practice, and verify changes to instruction using analysis of student work. 	<ul style="list-style-type: none"> Data discussions Follow up in each CPT Analyzing Student Work Protocol Identify Lab Classrooms and Schedule Instructional Rounds

3: Essential Resources

PL Goal	Resources	Other Implementation Considerations
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No.		
1	Assessments Department Articulation - Questioning Resources Aligned with Curricular Depth of Knowledge Workshops Staff – Administrators, Literacy Coach, Supervisor Common Planning Time	Collaboration with Curriculum Committee, ELA Data Team Representative, Literacy Coach, and respective administrators. Scheduled time for teachers to review data results and discuss best practices.
2	Assessments District Curriculum Professional Development Common Planning Time Saturday/Afterschool Tutoring Programs Math Administrator, Supervisor, Coach	Collaboration with Math Data Team Representative, Math Coach, and respective administrators. Scheduled time for teachers to review data results and discuss best practices. Budgeting for programs
3	Professional Development Common Planning Time Supervisors, Administrators, Coaches	Collaboration with staff, coaches and supervisors to identify best practices. Budgeting for PD Scheduled time for teachers to review data results and discuss best practices.

4: Progress Summary

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

Signature: _____
Principal Signature

_____ Date

