



Optional Teacher Professional Development Plan (PDP) Template and Sample PDP

This optional individual teacher PDP template is provided to assist teachers, educational services staff, and supervisors 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 sample PDP that follows the description and template is for a fictional teacher and has been provided for illustrative purposes only. To download a clean copy of the template alone, please visit <http://www.nj.gov/education/profdev/ipdp/TeacherPDPTemplate.doc>.

All active teachers, defined as staff whose positions require possession of the instructional or educational services certificates, are required to have an individual professional development plan, as specified in the TEACHNJ Act and *N.J.A.C. 6A:9-15*. Plans must be reviewed annually. If a teacher changes districts, a new PDP must be created within 30 days of the beginning of the new assignment. In addition, all active teachers must complete, at minimum, 20 professional development hours annually. However, a teacher's individual PDP goals may necessitate more than the minimum requirement of 20 hours. The 20-hour annual requirement may be pro-rated as necessary for teachers with less than a full-time assignment.

Please note that any teacher who receives a summative evaluation rating of Ineffective or Partially Effective will be placed on a Corrective Action Plan (CAP). The CAP will take the place of this PDP until the next annual summative conference, and the activities in the CAP become the priorities for that teacher's professional learning and responsibilities while the CAP is in effect. A separate, optional template for the CAP is available at www.nj.gov/education/profdev.

For more information about the PDP and CAP and the optional CAP template, please visit the Department's AchieveNJ (<http://www.nj.gov/education/AchieveNJ/>) and Professional Development (www.nj.gov/education/profdev) websites. In particular, please read the [Overview of Teacher PDP and CAP Requirements](#) document before using these resources.

Creating the Individual Teacher PDP

The teacher and supervisor should work together to develop the PDP using the [New Jersey Professional Standards for Teachers](#), [New Jersey's Definition of Professional Development](#), and the [New Jersey Standards for Professional Learning](#) to identify strengths and challenges and related professional learning goals and activities, using multiple sources of evidence to inform the plan. The PDP should include identified areas for improvement and growth, specific professional learning activities to address these areas, timelines for completion, hours accrued, and reviews of progress. The PDP must specify, at a minimum:

- one area derived from the results of the teacher's most recent annual performance evaluation;
- one area aligned to the teacher's role as a member of a professional learning team, as appropriate; and
- one area aligned with school or district improvement goals, as appropriate.

Professional learning activities such as grant writing, mentoring a pre-service or novice teacher, facilitating a collaborative team, professional service on boards or committees, teaching a course, making presentations, or developing curriculum should be considered as part of the PDP when these activities align to PDP goals. As part of the 20-hour requirement, teachers must also fulfill any requirements for professional development stipulated elsewhere in statute or regulation (e.g., training on suicide prevention and dyslexia).

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



Step I. Areas Identified for Development of Professional Practice

Identify in priority order areas for development and growth based on the teacher's most recent summative evaluation, work as part of a collaborative team, school/district priorities, and any other information/evidence examined to inform this plan. Consider opportunities for the teacher to grow professionally by using his/her strengths and/or by taking leadership roles, as appropriate. For each area, explain the rationale and related sources of evidence for its inclusion.

Step II. Professional Learning Goals and Activities

Determine specific professional learning goals to address the areas identified for development in Section I. There may be more than one learning goal identified per area; some learning goals may address multiple areas. Next, describe one or more professional learning activities to address each goal. For each learning activity, consider follow-up activities, as appropriate, that will help the teacher deepen learning and/or apply the learning to practice (e.g., additional coaching, working with collaborative team). Next, estimate the number of hours the teacher is expected to receive upon *completing both the initial and follow-up activities*. Finally, indicate the required completion date.

Step III. District and School PDP Support

In the box, summarize the supports the school district and principal will provide to enable the teacher to implement this plan (*N.J.A.C. 6A:9C-3.4(i) and 6A:9C-3.5(e)*).

Step IV. PDP Progress Summary

Describe evidence of the teacher's progress on the PDP as discussed during a minimum of one annual conference between the teacher and supervisor. The supervisor and teacher together may also review the teacher's progress toward attainment of the PDP goals *during* the school year and revise the professional learning goals and/or activities if warranted by evidence of the teacher's progress or lack of progress. Append items of evidence to the PDP as necessary to document progress in addition to the information entered into this form.

Interim Review of PDP Progress (optional)

For each area identified for development of professional practice, determine and describe the teacher's interim progress, as well as any revisions made to the PDP. In addition, enter the sources of evidence that were reviewed and the date of each review.

Summative Review of PDP Progress (required)

For each area identified for development of professional practice, indicate if PDP expectations were met or not met as well as the sources of evidence that were reviewed. Finally, enter the summative review date. A new PDP will need to be created for the next annual planning cycle.



Optional Individual Teacher Professional Development Plan (PDP) Template

District Name	School Name	Date
Teacher Name	Assignment/Department/Grade Level	Rating & Date of Most Recent Summative Evaluation
Supervisor Name	Principal Name (if different)	Plan Begin/End Dates

I. Areas Identified for Development of Professional Practice

No.	Areas Identified for Development	Rationale/Sources of Evidence
1		
2		
3		

II. Professional Learning Goals and Activities

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1					
2					
3					



IV. PDP Progress Summary

Interim Review of PDP Progress (optional)

Area No.	Demonstrated Progress	Sources of Evidence	PDP Revisions (if applicable)	Review Date
1				
2				
3				

My signature below indicates that I have reviewed the information recorded in the Interim Review of PDP Progress and that I understand its contents:

Staff Member's Signature: _____

Date: _____

Summative Review of PDP Progress (required)

Area No.	Professional Learning Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Summative Review Date
1				
2				
3				

My signature below indicates that I have reviewed the information recorded in the Summative Review of PDP Progress and that I understand its contents:

Staff Member's Signature: _____

Date: _____



Sample Individual Teacher Professional Development Plan (PDP)

Background (provided for context in this example): Ms. Stuart has been a teacher in the middle grades for 15 years and is tenured. She has been a member of a collaborative team of 8th-grade teachers for 4 years. In the 2012-13 school year, nonfiction writing was designated a school-wide, cross-curricular priority. Ms. Stuart would like to take the lead in establishing professional learning goals for nonfiction writing for grade 8 students for herself and her team. Ms. Stuart is particularly interested in developing her leadership skills through collaborative professional learning teams. Ms. Stuart and her supervisor decided that she needs to complete at least 6 hours with her team working on improving instruction and assessments in nonfiction writing. She will be attending a 3-hour workshop on improving instruction and monitoring of student peer collaboration to promote active student engagement in learning, which is a school-wide goal.

District Name	School Name	Date
Achievement School District	Achievement Middle School	6/7/14
Teacher Name	Assignment/Department/Grade Level	Rating & Date of Most Recent Summative Evaluation
Martha Stuart	Grade 8 / English Language Arts	Effective 6/7/14
Supervisor Name	Principal Name (if different)	Plan Begin/End Dates
Allyson Kuzinski	N/A	September 2014 – June 2015

I. Areas Identified for Development of Professional Practice

No.	Areas Identified for Development	Rationale/Sources of Evidence
1	Instruction and formative feedback in nonfiction writing	<ul style="list-style-type: none"> Students produce only one piece of nonfiction writing per unit of instruction, each typically 1 page in length. Students need more teacher-directed skill-building in nonfiction writing instruction. Rubrics used to provide feedback to students do not provide specific enough guidance for rewriting. Classroom observations on 10/2/13, 12/11/13, 3/22/14 Review and discussion on 12/11/13 and 3/22/14 of lesson plans and artifacts provided by Ms. Stuart (i.e., writing rubrics, students' writing samples with
2	Development of students' collaboration skills in nonfiction writing	<ul style="list-style-type: none"> Students with stronger collaboration skills tend to dominate peer interactions. Students with weaker collaboration skills are not developing as proactive learners. Classroom observations on 10/2/13, 12/11/13 Post-conference discussions: Ms. Stuart's description of approaches used when students work collaboratively



No.	Areas Identified for Development	Rationale/Sources of Evidence
3	Integrating technology into instruction	<ul style="list-style-type: none"> • During classroom observations, students spent too much time searching for digital resources and websites as they worked on assignments. • Students lack the necessary skills to identify and evaluate appropriate digital resources to support learning. • Students' use of digital resources was not always focused on the learning objectives. • Classroom observations on 10/2/13, 12/11/13, 3/22/14 • Review on 12/11/13 and 3/22/14 of lesson plans and artifacts provided by Ms.

II. Professional Learning Goals and Activities

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1	<ul style="list-style-type: none"> • Differentiate learning objectives and formative feedback in accordance with students' learning needs in nonfiction writing 	Set a common professional learning goal with cross-discipline colleagues in the grade 8 professional learning team, and work together to improve instruction and feedback in nonfiction writing and to ensure student learning objectives align with the Common Core State Standards.	<ul style="list-style-type: none"> • Use team learning protocols to work on this goal. • As a <i>team</i>, provide documentation to Ms. Kuzinski of progress made. • As an <i>individual</i>, submit to Ms. Kuzinski sample lesson plans and classroom artifacts to document progress. 	6	Ongoing <u>Team</u> : Biweekly submissions <u>Individual</u> : Post-observation conference submissions
		Invite district ELA supervisor to assist team members with lesson plans and improving feedback to students.	n/a	1	Oct. 2014
2	<ul style="list-style-type: none"> • Improve strategies (e.g., use of rubrics) to sustain students' focus on learning outcomes while they are engaged in peer collaboration • Improve students' peer collaboration skills in non-fiction writing • Improve monitoring and interventions with peer collaboration to ensure appropriate feedback 	Attend a 3-hour workshop on student peer collaboration in the classroom.	Collaborate online with colleagues to refine learning acquired in the workshop and fine-tune implementation of new strategies in the classroom.	6	Nov. 2014



Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
3	<ul style="list-style-type: none"> • Increase knowledge and awareness of digital resources that align with students' learning objectives in non-fiction writing • Develop abilities to teach students how to access, use, and evaluate digital resources to meet the learning objectives in non-fiction writing 	Work with learning team members to identify (1) digital resources that align with students' learning objectives and (2) rubrics to evaluate those resources.	N/A	2	Ongoing
		<ul style="list-style-type: none"> • Attend an announced teacher-led district workshop on the integration of technology into instruction and management of learning activities using current technologies. • Revise lesson plans to provide instruction on access, use, and evaluation of digital resources for non-fiction writing. 	N/A	3	Dec. 2014
			Invite learning team colleagues to provide feedback and continue to refine lesson plans throughout school year.	2	Ongoing

III. District and School PDP Support

District/School Administrator Support Activities

Your principal will ensure you have the necessary opportunities and resources to implement this PDP. At a minimum, Ms. Kuzinski will meet with you throughout the school year to discuss your progress through the classroom observation and post-observation conference process. You are encouraged to discuss your progress with Ms. Kuzinski at other times as needed throughout the year.

My signature below indicates that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.

Teacher Signature: _____ Date: _____

Supervisor Signature: _____ Title _____ Date: _____



IV. PDP Progress Summary

Interim Review of PDP Progress (optional)

Area No.	Demonstrated Progress	Evidence	PDP Revisions (if applicable)	Review Date
1	Students are producing more nonfiction writing. There is more specificity in the writing rubrics and there is evidence that students are improving their writing as a result of using the revised rubrics. Interim progress in this area is good, but this area should continue to be a top priority for development.	<ul style="list-style-type: none"> Classroom observations 10/20/14, 12/16/14 Review and discussion on 10/20/14 and 12/16/14 of lesson plans and artifacts provided by Ms. Stuart (e.g., writing rubrics, students' writing samples with teacher's feedback, students' writing grades over time) Expressed desire by Ms. Stuart to continue to lead the team focus in this area 	N/A	12/16/14
2	Students with weaker collaboration skills are still not developing as proactive, engaged learners. The more confident students continue to dominate conversations during peer collaboration sessions.	<ul style="list-style-type: none"> Classroom observation 12/16/14 Post-observation conference: Ms. Stuart indicated that the methods she has tried have not been successful in enabling all students to collaborate effectively and expressed a need for more assistance and practice in this area. 	<ul style="list-style-type: none"> Visit and observe a colleague using student peer collaboration and elicit ideas and instructional materials. Discuss methods that have proven successful. Closely monitor students to assess collaboration needs and adjust instruction to address these needs. <i>As an option</i>, make a video of your own class while they are using peer collaboration and provide written self-reflection on the class. 	12/16/14
3	The team has created a list of high quality digital resources and evaluation rubrics. Lesson plans have been revised to include access to and evaluation of digital resources when students are working on assignments. Some, not all, student work products reflect appropriate integration of digital resources.	<ul style="list-style-type: none"> Classroom observations 10/20/14, 12/16/14 Review and discussion on 10/20/14 and 12/16/14 of lesson plans and artifacts provided by Ms. Stuart (e.g., samples of students' digital work products, digital resource list, evaluation rubrics, teacher's self-assessment of her skill development) 	N/A	12/16/14

My signature below indicates that I have reviewed the information recorded in the Interim Review of PDP Progress and that I understand its contents:

Staff Member's Signature: _____

Date: _____



Summative Review of PDP Progress (required)

Area No.	Professional Learning Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Summative Review Date
1	<ul style="list-style-type: none"> Differentiate learning objectives and formative feedback in accordance with students' learning needs in nonfiction writing 	Y	<ul style="list-style-type: none"> Observations 10/20/14, 12/16/14, 3/19/15 Review and discussion on 10/20/14, 12/16/14, and 3/19/15 of lesson plans and artifacts provided by Ms. Stuart (e.g., revised writing rubrics, students' writing samples with teacher's feedback, students' writing grades over time) 	6/12/15
2	<ul style="list-style-type: none"> Improve strategies (e.g., use of rubrics) to sustain students' focus on expected learning outcomes Improve students' peer collaboration skills in non-fiction writing Improve monitoring and interventions while students are engaged in peer collaboration to ensure individual students receive appropriate feedback 	Y	<ul style="list-style-type: none"> Observations 12/16/14, 3/19/15 Summative conference: Ms. Stuart described changes in students' behaviors which she attributes to new methods she is implementing in this area. Self-produced video of Ms. Stuart's instruction using student peer collaboration on Feb. 13, 2015, and her written self-reflection on the class 	
3	<ul style="list-style-type: none"> Increase knowledge and awareness of digital resources that align with students' learning objectives in non-fiction writing Develop abilities to teach students' how to access, use, and evaluate digital resources to meet the learning objectives in non-fiction writing 	Y	<ul style="list-style-type: none"> Observations 10/20/14, 3/19/15 Review of lesson plans and artifacts provided by Ms. Stuart (e.g., lesson plans, samples of students' digital work products, evaluation rubrics, self-assessment of skill development) 	

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Staff Member's Signature: _____

Date: _____