**School Professional Development Plan (PDP) Guidance and Sample School PDP**

This optional school PDP template is provided to assist school leaders in fulfilling New Jersey’s professional development (PD) 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. A downloadable blank copy of the template can be found [here](https://www.nj.gov/education/profdev/pdp/sdpdp/).

The school PDP must align with [New Jersey’s Definition of Professional Development](https://www.state.nj.us/education/code/current/title6a/chap9c.pdf), the [Professional Standards for Teachers](https://www.state.nj.us/education/code/current/title6a/chap9.pdf) and the [New Jersey Standards for Professional Learning](https://www.state.nj.us/education/code/current/title6a/chap9c.pdf) (NJSPL). 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 for it to be considered in the development of the district PDP. Districts are free to determine their own planning timelines in meeting the annual PD cycle. Moreover, the school PDP should be approached 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.

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| --- |
| **Step 1: Identify Professional Learning Goals** |

In Table 1, enter in priority order the annual goals for staff PD 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 the 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.

**Optional School Professional Development Plan (PDP) Template**

|  |  |  |  |
| --- | --- | --- | --- |
| **District Name** | **School Name** | **Principal Name** | **Plan Begin/End Dates** |
|  |  |  |  |

**1: Professional Learning Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Goal** | **Identified****Group** | **Rationale/Sources of Evidence** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

**2: Professional Learning Activities**

|  |  |  |
| --- | --- | --- |
| **PL Goal****No.** | **Initial Activities** | **Follow-up Activities****(****as appropriate)** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |

**3: Essential Resources**

|  |  |  |
| --- | --- | --- |
| **PL Goal****No.** | **Resources** |  **Other Implementation Considerations** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |

 **4: Progress Summary**

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

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Principal Signature Date**

**Sample School Professional Development Plan Exemplar Goals**

Background: Provided as context for this example. The following hypothetical goals and corresponding professional learning activities and resource examples are for a school who is looking to do work primarily in areas of curriculum and staff development. Both goals align to larger district goals aimed at improvement in curriculum, instruction, and assessment districtwide. Each of the two goals are aligned to relevant to [New Jersey’s definition of professional development](https://www.state.nj.us/education/code/current/title6a/chap9c.pdf), the [professional standards for teachers](https://www.state.nj.us/education/code/current/title6a/chap9.pdf) as well as the following [New Jersey Standards of Professional Learning](https://www.state.nj.us/education/code/current/title6a/chap9c.pdf):

1. Curriculum, Assessment, and Instruction (Goals 1 and 2)
2. Professional Expertise (Goals 1 and 2)
3. Evidence (Goals 1 and 2)
4. Learning Designs (Goals 1 and 2)
5. Implementation (Goals 1 and 2)
6. Culture of Collaborative Inquiry (Goals 1 and 2)
7. Leadership (Goals 1 and 2)
8. Resources (Goals 1 and 2)

**1: Professional Learning Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Goal** | **Identified****Group** | **Rationale/Sources of Evidence** |
| 1 | The school will ensure that its faculty are able to consistently implement curriculum, instruction, and assessment guided by the principles of the backwards design framework.  | All | * Adherence to the backwards design framework causes teachers to plan strategically for desired student outcomes.
* Maintaining a building-wide commitment to its principles will contribute to a shared vision for highly effective instruction.
 |
| 2 | Build capacity of 7th grade teachers to increase studentengagement in learning. | 7th grade teachers | * An analysis of the most recent aggregate teacher observation data indicated that teachers need professional learning in this area.
* Teacher survey (administered in April) revealed a need for skill building in student engagement in learning by this group.
* Content supervisors conducted classroom walk-throughs and participated periodically in school-based collaborative teams. Evidence collected by supervisors confirmed a need for professional learning in this area.
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**2: Professional Learning (PL) Activities**

|  |  |  |
| --- | --- | --- |
| **PL Goals****(list all that apply)** | **Initial Activities** | **Follow-up Activities****(as appropriate)** |
| 1 | * Content supervisors will provide training for all teachers in understanding the backwards design framework.
* With support of content supervisors in teams all teachers will align curriculum and assessments, as well as design a learning plan.

  | * Teachers will collaborate across grade levels.
* Content supervisors will provide follow-up support as needed for individual teachers and teams.
 |
| 2. | 7th grade teachers will:* Participate in a district-sponsored training session on student engagement.
* Study and discuss the domain/element(s) in the evaluation practice instrument relevant to the professional learning goals.
 | 7th grade teachers will: * View and discuss with colleagues videos of model lessons.
* Visit colleagues’ classes to observe model lessons that promote high student engagement in learning.
* Implement new strategies and collect evidence (e.g., student work products; observed student engagement) of impact.
 |

**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.
 | * Feedback loop to inform training and ongoing refinement (e.g., surveys, conversations in teams).
 |
| 2 | * Funding for substitutes while teachers attend workshops.
* Dedicated time for collaborative teams to reflect on readings and videos and share evidence of impact on student learning.
* Ensure teachers’ access to videos, webinars, and online communities
 | * Supervisors 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.
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