



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

This optional district PDP template is provided to assist districts in fulfilling New Jersey's professional development requirements. Use of this template is not mandated by the New Jersey Department of Education. Districts may use or modify this template or create their own. The sample PDP that follows the description and template is for a fictional district 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/OptionalDistrictPDPTemplate.doc>.

As of July 1, 2013, New Jersey [professional development regulations](#) have been revised necessitating some changes to district professional development planning processes. The new regulations streamlined planning and approval responsibilities as follows:

- The chief school administrator now has primary responsibility for creating and implementing the plan and complete flexibility for organizing such processes.
- The Local Professional Development Committee (LPDC) and County Professional Development Board are no longer required to convene or to approve the plan.
- The role of the local board of education has changed from approval of the full plan to approval of the fiscal impacts of the plan.
- Sending districts may now form a regional consortium and use a single plan. Those who do must develop a unified district-wide plan based on the sending schools' plans.

Additionally, the revised professional development regulations included the following modifications to the plan's content:

- The plan must include the resources allocated for school and district professional development opportunities and a justification for the expenditures.
- The plan must explicitly include the development needs of school leaders.
- The plan must include any professional development required by statute or regulation not already specified under *N.J.A.C. 6A:9C-3.3* (e.g., suicide prevention training).

The district professional development plan must align with [New Jersey's Definition of Professional Development](#) and the [New Jersey Standards for Professional Learning](#). The district PDP must be completed annually, but it should be seen as a living document that can be revised whenever educator practice and/or student achievement data indicate the need.

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

Creating the District PDP

Although superintendents are responsible for the development and implementation of the district PDP, they are encouraged to work collaboratively with their staff members to create this plan. The district 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 use of in-district expertise and the role that collaborative teams can play in supporting PDP implementation should be considered when determining specific professional learning activities.



Step 1: Identify Professional Learning Goals

Identify the professional learning needs of educators in the district (teachers, education services staff, administrators) by examining such sources of information as educator evaluation data, school- and district-level student performance data, district improvement plans and priorities and the contents of all school-level PDPs. For each professional learning goal, identify the group or subgroup of educators to which it applies, and explain the rationale and related sources of evidence for its inclusion.

Step 2: Determine Professional Learning Activities to Support Each Goal

As you think about the professional learning activities you will implement to support each goal, consider the initial training or activities you will put in place as well as any follow-up activities that will help deepen the learning and/or apply the learning to practice (e.g., additional coaching, study groups, peer networking). Consider, as well, that there is often a learning component for school leaders related to learning goals identified for teachers.

Step 3: Determine Your Plan for Implementing Professional Development Activities Required in Statute or Regulation

The core state regulations for professional development are found in N.J.A.C. 6A:9-15, but there are numerous other PD requirements in statute and regulation that have been promulgated separately (e.g., training on suicide prevention). These requirements stipulate training on certain topics for designated groups of educators, often according to a particular timeline. Districts are responsible for ensuring that these requirements are met. For this requirement, please append the district's plan to meet the state-mandated PD requirements. The plan should include the topics that need to be addressed in this year's plan; how the topics will be addressed (e.g., at the district or school level, by presenter or through online training modules); the individual(s) responsible for organizing and documenting the training; and the timeline for the activities.

Step 4: Describe the Resources to Be Allocated for the PDP and a Justification for Expenditures

Provide an initial description of the resources that will be needed to implement the district PDP and attach more detailed documentation as the plan is implemented. Also provide a justification for the resources you have recommended.



Optional District Professional Development Plan (PDP) Template

| District Name | Superintendent Name | Plan Begin/End Dates |
|---------------|---------------------|----------------------|
| | | |

1: Professional Learning (PL) Goals

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

2: Professional Learning Activities

| PL Goal No | Initial Activities | Follow-up Activities (as appropriate) |
|------------|--------------------|---------------------------------------|
| | | |
| | | |
| | | |

3: PD Required by Statute or Regulation

| State-mandated PD Activities |
|------------------------------|
| |

4: Resources and Justification

| Resources |
|-----------|
| |



Justification

Signature:

_____ **Superintendent Signature**

_____ **Date**



Sample District Professional Development Plan (PDP)

| District Name | Superintendent Name | Plan Begin/End Dates |
|-------------------------|---------------------|-----------------------|
| Lansing School District | Arlene Sullivan | July 2014 – June 2015 |

1: Professional Learning (PL) Goals

| PL Goal No. | Goals | Identified Group | Rationale/Sources of Evidence |
|-------------|--|-------------------------------------|--|
| 1 | Build capacity of all teachers to align instruction and assessment with the Common Core State Standards (CCSS). | Teachers and principals/supervisors | <ul style="list-style-type: none"> A state mandate requires alignment of curriculum to New Jersey’s content standards. Analysis of 2013-14 district benchmark assessment data designed to identify readiness for PARCC assessments indicated weak student performance in critical and creative thinking skills. Analysis of aggregated 2013-14 teacher evaluation data revealed on average 59% of teachers across the district were rated low on skills in the instruction domain related to this goal. |
| 2 | Continue to build capacity to implement AchieveNJ in accordance with state regulations and district strategic goals. | Teachers and principals/supervisors | <ul style="list-style-type: none"> State requirements are in place for implementing the evaluation system based on the TEACHNJ Act. In the past 5 years the district lost on average 20% of new teachers, representing a substantial loss of financial and human investments to address through improved evaluation and professional learning for teachers. The district strategic plan and all school plans include PL goals in this area. |



| PL Goal No. | Goals | Identified Group | Rationale/Sources of Evidence |
|-------------|--|-------------------------------------|--|
| 3 | Build capacity of teachers to engage in continuous growth by using job-embedded, collaborative PL practices | Teachers and principals/supervisors | <ul style="list-style-type: none"> • 2014 teacher evaluation results, disaggregated by school, show there is more effective instruction occurring in schools with job-embedded collaborative PL. • A 2013-14 survey of school administrators and teachers indicates that job-embedded PL structures are implemented inconsistently across schools and lack support for sustainability. • A growing body of research points to job-embedded, collaborative professional learning as an important strategy for improving teacher effectiveness. |
| 4 | Build capacity of elementary school (ES) teachers to use the district's online data analysis tool to track student results | ES Teachers | <ul style="list-style-type: none"> • In 2013-14 the district implemented a powerful data-analysis tool which provides teachers with direct access to students' formative assessment results. • Because of inclement weather, ES teachers were not able to receive the intended training on the new system. |

2: Professional Learning Activities

| PL Goal No. | Initial Activities | Follow-up Activities (as appropriate) |
|-------------|--|--|
| 1 | <ul style="list-style-type: none"> • Teachers will be offered three days of summer training in unpacking the standards and aligning teaching strategies to the instructional shifts entailed by the CCSS. • Building-level administrators will attend district trainings on the CCSS and participate in webinars offered by high quality providers identified by the district on CCSS alignment. | Principals and content supervisors will provide time and support for school-based collaborative teams to develop aligned instructional units and assessments; the timeline for implementing Partnership for the Assessment of Readiness for College and Career (PARCC) assessments in specific subject areas will inform the scheduling of follow-up supports. |
| 2 | <ul style="list-style-type: none"> • Teachers will receive training, including refresher training when needed, in the teacher evaluation instrument and development of Student Growth Objectives (SGOs). • Building-level administrators will participate in district-sponsored training on supporting teachers in developing SGOs. • Building-level administrators will engage in calibration exercises sponsored by one or more of the districts and reflect on the accuracy of observation ratings/feedback. | <ul style="list-style-type: none"> • Teachers and school-based collaborative teams will view and reflect on videos of exemplary practice. • Building-level administrators will explore effective evaluation implementation strategies by engaging in face-to-face and virtual discussions with colleagues via the Consortium Leadership Network. |



| PL Goal No. | Initial Activities | Follow-up Activities (as appropriate) |
|-------------|--|---|
| 3 | <ul style="list-style-type: none"> Principals will provide teachers with support as outlined in each respective school's PDP. All school PDPs include a goal and school-wide professional learning activities aligned with this goal. Principals will gather input from peers, staff, and other districts/schools to create a schedule with dedicated time for PLCs and student intervention and enrichment. | <ul style="list-style-type: none"> Teachers will work with their respective school leaders and colleagues to implement and/or refine job-embedded, collaborative PL practices. Teachers of CCSS content areas will work with their collaborative teams to conduct action research with a cadre of students and share their findings with faculty members. As appropriate, the research findings may inform PL decisions for individual teachers and/or teams. A lead teacher in each content area will select related articles in educational publications; teachers in small groups will discuss the material with school or district colleagues, including administrators at their discretion. |
| 4 | ES teachers will be offered two days of summer training to make up the workshops they missed in the previous year on the use of the new data-analysis tool. | ES teachers will work within their collaborative teams to practice using the tool to examine subsets of student achievement results and develop a plan for using this new source of information to help them adjust their instruction. |

3: PD Required by Statute or Regulation

| State-mandated PD Activities |
|------------------------------|
| Attachment to be provided. |

4: Resources and Justification

| Resources |
|---|
| <p>To meet the PL needs of the districts' schools per this plan, the initial recommendation is to allocate 3% of the district budget for this purpose. The allocation will come from a combination of state and federal funds and will be adjusted if necessary, pending board approval. This amount covers costs for external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends. The plan controls expenses by relying largely on in-district expertise to provide the specified activities. The employee contract stipulates that 3 full days during the school year will be dedicated for teacher-directed PL activities. PL activities involving work by collaborative teams will be implemented through the team structures and procedures in place at each school.</p> |
| Justification |
| <p>2013-14 data analysis has identified priority areas related to the supervision of instruction to ensure consistent and successful implementation of the CCSS and AchieveNJ. High quality professional learning experiences are necessary to support these initiatives and improve educators' practice. Emphasis will be placed on the development of PLCs, promoting teachers and administrators as reflective practitioners, support for the development of quality SGOs, and effective data use to drive instruction at the student, class, school, and district levels.</p> |

Signature: _____
Superintendent Signature

Date