



## Trenton Public Schools School Professional Development Plan

This school PDP template is provided to assist school leaders in fulfilling New Jersey's professional development requirements. The completed PDP sample is for a fictional school and has been provided for illustrative purposes only.

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<sup>1</sup>](#) 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

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<sup>1</sup> Updated NJ Professional Teaching Standards have been proposed to the NJ State Board of Education and are expected to be adopted in Spring, 2014. For SY 2014-15, PDPs should align with these updated standards. See [N.J.A.C. 6A:9-3](#). District evaluation practice instruments have been aligned to these revised standards.

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.



**Trenton Public Schools**  
**School Professional Development Plan**  
 Due September 30<sup>th</sup> to Chief Academic Office

School Name	Principal Name	Plan Begin/End Dates

**1. Professional Learning Goals**

No.	Goal	Identified Group	Data/Rationale/Sources of Evidence
1			
2			
3			

**2. Professional Learning Activities**

PL Goal No.	Initial Activities	Funding Sources	Timeline	Evaluation	Follow-up Activities (as appropriate)
1					

<b>2</b>					
<b>3</b>					

### 3. Essential Resources

<b>PL Goal No.</b>	<b>Resources</b>	<b>Other Implementation Considerations</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		

### 4. Progress Summary

<b>PL Goal No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
<b>1</b>		

<b>2</b>		
<b>3</b>		

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

\_\_\_\_\_  
**Date**



## Trenton Public Schools School Professional Development Plan - SAMPLE

<b>School Name</b>	<b>Principal Name</b>	<b>Plan Begin/End Dates</b>
<i>Delaware Middle School</i>	<i>George Washington</i>	<i>September 2015 – June 2016</i>

### 1. Professional Learning Goals

<b>No.</b>	<b>Goal</b>	<b>Identified Group</b>	<b>Data/Rationale/Sources of Evidence</b>
<b>1</b>	<i>Build capacity of all teachers in aligning their lesson plans and assessments with the Common Core State Standards (CCSS) and New Jersey Core Content Curriculum Standards (NJCCCS).</i>	<i>All</i>	<ul style="list-style-type: none"> <li>• <i>Improving alignment of instruction to standards is a priority goal in both the district and school improvement plans.</i></li> <li>• <i>Review of a sample of lesson plans by principal across all grades revealed that teachers need skill building in aligning lessons to standards.</i></li> </ul>
<b>2</b>	<i>Support teachers in creating and implementing high-quality Student Growth Objectives (SGOs).</i>	<i>All</i>	<ul style="list-style-type: none"> <li>• <i>SGOs are a requirement of the new evaluation initiative for all teachers.</i></li> <li>• <i>This goal aligns with the district's priority of preparing all educators for</i></li> </ul>

			<p><i>the implementation of the AchieveNJ.</i></p> <ul style="list-style-type: none"> <li>• <i>Staff scores on SGO quality using the NJDOE rubric indicated teachers need to improve their skills in this area (reported to the District Evaluation Advisory Committee (DEAC)).</i></li> </ul>
<b>3</b>	<i>Build capacity of 8<sup>th</sup>-grade teachers to increase student engagement in learning.</i>	<i>8<sup>th</sup>-grade Teachers</i>	<ul style="list-style-type: none"> <li>• <i>An analysis of SY13-14 aggregate teacher observation data indicated that teachers need professional learning in this area.</i></li> <li>• <i>Teacher survey (administered in May 2014) revealed a need for skill building in student engagement in learning by this group.</i></li> <li>• <i>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.</i></li> </ul>

## 2. Professional Learning Activities

<b>PL Goal No.</b>	<b>Initial Activities</b>	<b>Funding Sources</b>	<b>Timeline</b>	<b>Evaluation</b>	<b>Follow-up Activities (as appropriate)</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• <i>Content supervisors will provide training for all teachers in unpacking and aligning content standards.</i></li> </ul>				<ul style="list-style-type: none"> <li>• <i>Teachers will invite “critical friends” (e.g., coach, colleague, supervisor) to critique their aligned instructional units.</i></li> <li>• <i>In collaborative teams, teachers will create common assessments that align with CCSS and NJCCCS.</i></li> <li>• <i>Teachers will implement aligned lessons and</i></li> </ul>

	<ul style="list-style-type: none"> <li>• All teachers will unpack the CCSS and NJCCCS with assistance of content supervisors.</li> <li>• All teachers will align instructional units to the CCSS and NJCCCS.</li> </ul>				<p>assessments and continually refine them in their respective teams.</p> <ul style="list-style-type: none"> <li>• Content supervisors will continue to support teachers in the application of learning to practice.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Teachers will be trained in creating a common, standards-aligned high-quality assessment in each department to be used in SGOs.</li> <li>• Teachers will participate in a series of presentations and activities to increase awareness and understanding of assessment literacy.</li> <li>• Teachers will be trained in using formative assessments to track students' progress toward attainment of SGOs.</li> </ul>				<ul style="list-style-type: none"> <li>• Teams will reflect on the quality of other pre-existing assessments and revise as necessary to align with the quality of the common SGO assessment.</li> <li>• Content supervisors will provide follow-up support as needed for individual teachers and teams.</li> <li>• Teachers will analyze students' expected vs actual performance on SGO assessment in order to establish more meaningful targets.</li> </ul>
<b>3</b>	<p>8<sup>th</sup> grade teachers will:</p> <ul style="list-style-type: none"> <li>• Participate in a district-sponsored training session on student engagement.</li> </ul>				<p>8<sup>th</sup> grade teachers will:</p> <ul style="list-style-type: none"> <li>• View and discuss with colleagues videos of model lessons.</li> <li>• Visit colleagues' classes to observe model lessons that promote high student engagement in learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Study the domain/element(s) in the evaluation practice instrument relevant to the professional learning goals.</i></li> <li>• <i>Participate in a peer-led workshop(s) on developing CCSS-and NJCCCS-aligned classroom assignments that promote student engagement.</i></li> <li>• <i>Read and self-reflect on one or more recommended publications on effective student engagement.</i></li> </ul>				<ul style="list-style-type: none"> <li>• <i>Implement new strategies and collect evidence (e.g., student work products; observed student engagement) of impact.</i></li> </ul> <p><i>These optional opportunities will be available to teachers:</i></p> <ul style="list-style-type: none"> <li>• <i>Share reflections on the publication(s) teachers are reading.</i></li> <li>• <i>Participate in recommended webinars.</i></li> <li>• <i>Implement successful practices shared via teams, NJ Educator Resource Exchange (NJCore), and online communities.</i></li> </ul>
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### 3. Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
<b>1</b>	<ul style="list-style-type: none"> <li>• <i>Content supervisors to provide training and follow-up support.</i></li> <li>• <i>Two teacher PD days dedicated to training and alignment work.</i></li> <li>• <i>Dedicated time for collaborative teams to refine aligned</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Feedback loop to inform training and ongoing refinement (e.g., surveys, conversations in teams).</i></li> </ul>

	<i>lessons and assessments.</i>	
<b>2</b>	<ul style="list-style-type: none"> <li>• <i>Qualified trainer to provide SGO trainings.</i></li> <li>• <i>Time for teachers to participate in two 3-hour SGO trainings.</i></li> <li>• <i>Funding for stipends to attend training.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Availability of content supervisors to support teachers.</i></li> <li>• <i>Principals advise teachers on needed revisions to SGOs.</i></li> <li>• <i>Possible intensive interventions for struggling teachers.</i></li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• <i>Funding for substitutes while teachers attend workshops.</i></li> <li>• <i>Dedicated time for collaborative teams to reflect on readings and videos and share evidence of impact on student learning.</i></li> <li>• <i>Ensure teachers' access to videos, webinars, and online communities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Supervisors should recommend teachers to model lessons.</i></li> <li>• <i>Principals/evaluators should identify teachers who must view model lessons by colleagues.</i></li> <li>• <i>Make plan for tracking student progress to assess impact of new teaching strategies.</i></li> </ul>

#### 4. Progress Summary

<b>PL Goal No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
<b>1</b>	<i>Supervisors' feedback indicates 7<sup>th</sup>-grade teachers need refresher training and deeper support in this area (revise PDP to provide additional support).</i>	<ul style="list-style-type: none"> <li>• <i>Supervisors' feedback indicates 6<sup>th</sup>-grade teachers have met the goal.</i></li> <li>• <i>Supervisors' feedback indicates 8<sup>th</sup>-grade teachers have aligned 80% of instructional units and assessments; teachers have requested time during summer months to complete the alignment work.</i></li> <li>• <i>7<sup>th</sup>-grade teachers have not all met goal; opportunity for summer opportunity is being considered.</i></li> <li>• <i>Continue this goal for 7<sup>th</sup>-grade teachers in next year's PD plan.</i></li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• <i>Teacher surveys indicate 100% are satisfied or highly satisfied with quality of SGO trainings.</i></li> <li>• <i>Content supervisors identified teachers who need additional support.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Based on review of summative and formative assessments created this year, additional time and support are needed in establishing baselines and creating assessments</i></li> <li>• <i>In next year's PD plan, include PL goal on creating assessments of SGOs.</i></li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• <i>Teachers who viewed colleagues' model lessons reported they were highly satisfied with what was learned and their ability to transfer learning to their practice.</i></li> <li>• <i>Some teachers decided to form their own small groups to</i></li> </ul>	<i>Observation data and reports from supervisors indicated an overall improvement in this area, but certain teachers have not made enough progress – add this to their individual PDPs for next year.</i>

	<i>share reflections on the relevant publications. This seems to be a good incentive to do the reading.</i>	
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**Signature:** \_\_\_\_\_  
***Principal***

\_\_\_\_\_  
***Date***