**Teacher Professional Development Plan (PDP) Guidance 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 (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 sample PDP that follows the description and template is for a fictional teacher 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/ipdp/).

All active teachers, defined as staff whose positions require possession of the instructional or educational services certificates, are required to have an individual PDP, 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 25 days of the beginning of the new assignment. In addition, all active teachers must complete, at minimum, 20 PD 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 can be found [here](https://www.nj.gov/education/profdev/pdp/ipdp/).

**Creating the Individual Teacher PDP**

The teacher and supervisor should work together to develop the PDP using the [New Jersey Professional Standards for Teachers](https://www.state.nj.us/education/code/current/title6a/chap9.pdf), [New Jersey’s Definition of Professional Development](https://www.state.nj.us/education/code/current/title6a/chap9c.pdf), and the [New Jersey Standards for Professional Learning](https://www.state.nj.us/education/code/current/title6a/chap9c.pdf) 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 for development of professional practice derived from the results of observations and evidence accumulated through the teacher’s annual performance evaluation; and
* One area for development of professional practice derived from individual, collaborative team, school, or school district improvement goals.

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 PD 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** |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**III. District and School PDP Support**

|  |
| --- |
| **District/School Administrator Support Activities** |
|  |

***My signature below indicates that I have received a copy of this PDP 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** | **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)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AreaNo.** | **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) Goal Exemplars**

Background: Provided as context for this example. The following hypothetical goals and corresponding professional learning activities are for a non-tenured 5th grade teacher. The following areas are identified for improvement was derived from the results of observations and evidence accumulated through their annual performance evaluation. The second is aligned to a larger districtwide goal shared by all in this district. Each of the two goals are aligned to [New Jersey Professional Standards for Teachers](https://www.state.nj.us/education/code/current/title6a/chap9.pdf), [New Jersey’s Definition of Professional Development](https://www.state.nj.us/education/code/current/title6a/chap9c.pdf) as well as the following [New Jersey Standards of Professional Learning](https://www.state.nj.us/education/code/current/title6a/chap9c.pdf):

1. Equity Practices (Goal 2)
2. Curriculum, Assessment, and Instruction (Goal 1)
3. Professional Expertise (Goals 1 and 2)
4. Equity Drivers (Goal 2)
5. Evidence (Goals 1 and 2)
6. Learning Designs (Goal 1)
7. Implementation (Goals 1 and 2)
8. Equity Foundations (Goal 2)
9. Culture of Collaborative Inquiry (Goals 1 and 2)
10. Leadership (Goals 1 and 2)
11. Resources (Goals 1 and 2)

**I. Areas Identified for Development of Professional Practice**

|  |  |  |
| --- | --- | --- |
| **No.** | **Areas Identified for Development** | **Rationale/Sources of Evidence** |
| 1 | Incorporate higher order thinking, questioning and discussions techniques between students in the classroom.  | * Classroom observations on 10/26, 12/12, 3/22
* Review and discussion during post observation conferences of lesson plans and artifacts provided by the teacher.
* Benchmark assessment data displayed a need for student growth in the area of higher order thinking skills.
 |
| 2 | Foster stronger relationships within the general school community. | * Recent parent survey displaying concern on the school’s connection to the general community.
* The district wide equity committee recently cited this as an actionable step towards strengthening each individual educators’ ability to support students and their families.
 |

**II. Professional Learning Goals and Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Area****No.** | **Professional Learning Goals** | **Initial Activities** | **Follow-up Activities** **(as appropriate)** | **Estimated Hours** | **Completion Date** |
| 1 | * Increase student engagement in my classroom by focusing on improving questioning and discussion techniques.
 | * Work with instructional coaches on best practices
* Seek out PD trainings
* Design activities and learning experiences that engage students in creative thinking, critical thinking and problem solving with peers
 | * Consult professional literature on best practices in this area
* Observe other educator’s classrooms
 | 10 | Ongoing |
| 2 | * Increase communication with my students’ families.
 | * Attend district trainings on fostering relationships with the general community.
* Collaborate with the 5th grade team on strategies to promote more inclusive classrooms.
 | * Survey my student’s parents.
* Follow up with the 5th grade team on implementation strategies
 | 6 | Ongoing |

**III. District and School PDP Support**

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| --- |
| **District/School Administrator Support Activities** |
| Your principal will ensure you have the necessary opportunities and resources to implement this PDP. At a minimum, they will meet with you throughout the school year to discuss your progress through the classroom observation and post-observation conference process, as well as during team meetings. You are encouraged to discuss your progress with them at other times as needed throughout the year. |