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

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

The district PDP must align with [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) (NJSPL). 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. The sample provided in this document highlights many of the New Jersey Standards of Professional Learning.

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**

In identifying the professional learning needs of educators in the district (teachers, education services staff, administrators), leadership must start 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 PD 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 address 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**

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| **District Name** | **Superintendent Name** | **Plan Begin/End Dates** |
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**1: Professional Learning (PL) Goals**

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| --- | --- | --- | --- |
| **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)** |
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**3: PD Required by Statute or Regulation**

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| **State-mandated PD Activities** |
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**4: Resources and Justification**

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| **Resources** |
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| **Justification** |
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**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Superintendent Signature Date**

**Sample District Professional Development Plan Goals Exemplar**

Background: Provided as context for this example. The following hypothetical goals and corresponding professional learning activities are for a preK-12 district who is looking to revamp work in leveraging data as well as Professional Learning Communities (PLCs). 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) 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 (Goal 2)
3. Evidence (Goals 1 and 2)
4. Learning Designs (Goal 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 (PL) Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **PL****Goal****No.** | **Goals** | **Identified****Group** | **Rationale/Sources of Evidence** |
| 1 | To improve the academic success of all students through data monitoring that empowers leadership and staff to make informed decisions regarding academic programming and support. | Teachers and principals/supervisors | * The district currently lacks a central data monitoring system.
* District staff survey identified this as a top district priority for supporting student success.
 |
| 2 | Build capacity of teachers to engage in continuous growth by using job-embedded, collaborative PLC practices. | Teachers and principals/supervisors | * The most recent teacher evaluation results, disaggregated by school, show there is more effective instruction occurring in schools with job-embedded collaborative professional learning.
* A 2023 survey of school administrators and teachers indicates that job-embedded PL structures are implemented inconsistently across schools and lack support for sustainability.
* Research points to job-embedded, collaborative professional learning as an important strategy for improving teacher effectiveness.
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**2: Professional Learning Activities**

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| --- | --- | --- |
| **PL****Goal****No.** | **Initial Activities** | **Follow-up Activities (as appropriate)** |
| 1 | * Each school will have an identified set of academic metrics that are used to monitor the progress, which will be shared with the Board by the administration.
* The district will implement the use of a data warehousing platform to track current assessment results and historical data that might be available.
 | * Building-based and departmental meeting agendas will include information regarding how academic performance data is being used to inform decision-making processes for students.
* The Superintendent will present information regarding progress made on this goal at a public meeting of the Board of Education in Spring 2024.
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| **2** | * Principals and teacher-leaders will work with experts in PLCs.
* 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.
 | * Teacher leaders will work with their respective school leaders and colleagues to implement and/or refine job-embedded, collaborative PLC practices.
* Teachers of 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.
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**3: PD Required by Statute or Regulation**

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

**4: Resources and Justification**

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| **Resources** |
| To meet the needs of the districts’ schools per this plan, the initial recommendation is to allocate discretionary budget funds 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. |
| **Justification** |
| Data analysis has identified priority areas related to the supervision of instruction. 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. |