



## Optional School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Orange Township Board of Education	Forest Street School	Ms. Yancisca Cooke	July 1, 2016-June 30, 2017

### 1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	During the 2016-2017 school year we will building knowledge/skill base and providing focused planning to develop the instructional staffs' ability to create effective and measurable authentic assessments.	K-2, 3-5,6 &7, Resource, ESL and Specialist	<p>By June 2016, 50% of genesis grade books reflected minimal authentic assessment grades. As per the Teachscape Scoring Treemap the overall average for Domain 1f, Designing Student Assessments was a 2.79. Additionally, the annual staff professional development survey reflected a need for additional professional development in the following areas:</p> <ul style="list-style-type: none"><li>• Developing creative Plans</li><li>• Creating authentic assessments</li></ul> <p>Sources of evidence:</p> <ul style="list-style-type: none"><li>• Lesson Plans</li><li>• Gradebooks</li><li>• Overall student progress</li><li>• Teachscape Scoring Treemap</li></ul>
2	During the 2016-2017 school year we will provide professional development on assisting the students in developing critical thinking questions to promote student led discussions.	K-2, 3-5,6 &7, Resource, ESL and Specialist	<p>By June 2016, 50% of formal observations indicated that teachers were challenged in promoting student led critical thinking questioning techniques. As per the Teachscape Scoring Treemap the overall average for Domain 3b, Using Questioning and Discussion Techniques was a 2.81.</p> <p>Sources of evidence:</p> <ul style="list-style-type: none"><li>• District walkthroughs</li><li>• Collegial walkthroughs</li><li>• Formal and informal observations</li><li>• Teachscape Scoring Treemap</li></ul>



3	During the 2016-2017 school year we will provide professional development on MTSS, instructional focused recommendations, and meaningful feedback to support instructional staff with differentiated instructional strategies and methods	K-2, 3-5,6 &7, Resource, ESL and Specialist	<p>By June 2016, 65% of formal observations indicated that teachers were challenged in utilizing differentiated instructional strategies in order to meet the needs of all learners. Additionally, the annual staff professional development survey reflected a need for additional professional development.</p> <p>Sources of evidence:</p> <ul style="list-style-type: none"> <li>• Collegial walkthroughs</li> <li>• Building/District walkthroughs</li> <li>• Student achievement (unit tests, benchmarks, chapter tests,</li> </ul>
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## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> <li>• Professional development where teachers share previously used authentic assessments</li> <li>• Provide professional development on authentic assessments</li> <li>• Collaborate and develop authentic assessments</li> <li>• Share joint projects with all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly peer shares</li> <li>• Gradebook acknowledgment</li> <li>• Student displays</li> <li>• Modeling and CPT co-planning</li> <li>• Identify teachers/classrooms as model sites</li> <li>• Ability to pinpoint areas in need of focus (mini-workshops, peer visitations, and co-planning)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Collegial visits with a focus on questioning</li> <li>• Host professional development on student questioning</li> <li>• Move into asking teachers to generate questions that would prompt students to ask questions that reflect a deeper understanding</li> <li>• Include questioning within lesson plans in one content area</li> <li>• Collegial walkthroughs and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly peer shares</li> <li>• Create lesson videos on student facilitated questioning</li> <li>• Lesson plan acknowledgement</li> <li>• Modeling and CPT co-planning</li> <li>• Identify teachers/classrooms as model sites</li> <li>• Ability to pinpoint areas in need of focus (mini-workshops, peer visitations, and co-planning)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Professional development on "What do you know about differentiated instruction?"</li> <li>• Intentional planning - teachers plan together</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly peer shares</li> <li>• Create lesson videos on student facilitated questioning</li> <li>• Lesson plan acknowledgement</li> <li>• Collegial visits</li> <li>• Modeling and CPT co-planning</li> <li>• Identify teachers/classrooms as model sites</li> <li>• Ability to pinpoint areas in need of focus (mini-workshops, peer</li> </ul>



		visitations, and co-planning)
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### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> <li>Common Core State Standards</li> <li>Curriculum</li> <li>Articles about impact of authentic assessments</li> <li>Student work samples</li> <li>Master Teachers, Supervisors, administrators and peers</li> <li>PD Days</li> <li>CPT</li> </ul>	<ul style="list-style-type: none"> <li>Vertical/Horizontal articulation</li> <li>Embedded professional Development with modeling</li> <li>District PLC workshops</li> </ul>
2	<ul style="list-style-type: none"> <li>Common Core State Standards</li> <li>Curriculum</li> <li>Lesson plans</li> <li>Videos</li> <li>Blooms Taxonomy</li> <li>Master Teachers, Supervisors, administrators and peers</li> <li>PD Days</li> <li>CPT</li> </ul>	<ul style="list-style-type: none"> <li>Vertical/Horizontal articulation</li> <li>Embedded professional Development with modeling</li> <li>District PLC workshops</li> </ul>
3	<ul style="list-style-type: none"> <li>Common Core State Standards</li> <li>Curriculum</li> <li>PD Days</li> <li>Resource and ESL instructors as well as methods and strategies they use within the classrooms</li> <li>Master Teachers, Supervisors, administrators and peers</li> <li>PD Days</li> <li>CPT</li> <li>Learning centers</li> </ul>	<ul style="list-style-type: none"> <li>Vertical/Horizontal articulation</li> <li>Embedded professional Development with modeling</li> <li>District PLC workshops (content specific)</li> </ul>

### 4: Progress Summary



PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<ul style="list-style-type: none"> <li>Throughout the year supervisors, master teachers and building administration will provide individual teachers with feedback and instructional recommendation</li> <li>Quarterly collegial walkthroughs and monthly writing checks will provide building level feedback</li> <li>CPT and vertical articulation will assist with planning and implementation of best practices.</li> </ul>	<ul style="list-style-type: none"> <li>A decrease in the number of teachers in need of support</li> <li>Increase the number of authentic assessments being administered as evident in gradebook.</li> <li>As evident in 90% of lesson plans and portfolios</li> <li>90% of administrative/peer observation reflect noted authentic assessments in portfolios and displayed throughout the classrooms</li> </ul>
2	<ul style="list-style-type: none"> <li>Throughout the year supervisors, master teachers and building administration will provide individual teachers with questioning and discussion feedback and instructional recommendation</li> <li>Quarterly collegial walkthroughs feedback</li> <li>CPT planning and implementation of best practices.</li> </ul>	<ul style="list-style-type: none"> <li>A decrease in the number of teachers in need of support</li> <li>Student led classrooms with rich student discussions</li> <li>Increase in student discourse</li> <li>Student ability to solve critical thinking question</li> <li>Students generating their own critical thinking questions</li> </ul>
3	<ul style="list-style-type: none"> <li>Throughout the year supervisors, master teachers and building administration will provide individual teachers with questioning and discussion feedback and instructional recommendation</li> <li>Quarterly collegial walkthroughs feedback</li> <li>CPT planning and implementation of best practices.</li> </ul>	<ul style="list-style-type: none"> <li>A decrease in the number of teachers in need of support</li> <li>Documented plans and effective implementation of differentiated lessons</li> <li>Student ability to function effectively on their independent skill level</li> </ul>

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

Principal Signature

Date