



Orange Preparatory Academy Professional Development Plan (PDP)

| District Name | School Name | Principal Name | Plan Begin/End Dates |
|------------------------------------|----------------------------|------------------|----------------------|
| Orange Township Board of Education | Orange Preparatory Academy | Aretha D. Malloy | July 1, 2015 |

1: Professional Learning Goals

| No. | Goal | Identified Group | Rationale/Sources of Evidence |
|-----|--|----------------------------|--|
| 1 | Beginning in September 2015, teaching staff members will engage in professional development and begin designing lessons that are differentiated to accommodate leveled learners in the classroom . | All teaching staff members | <ul style="list-style-type: none">• Teachscape evaluation scores; reports, and observation trees.• Lesson Plan Reviews• Teachscape walkthrough Data |
| 2 | Beginning in September 2015, ALL teaching staff members will engage in professional development geared toward planning and implementing questioning and discussion techniques increase higher order and critical thinking. | All staff members | <ul style="list-style-type: none">• Teachscape Observation tree reports, walkthrough data, and teacher surveys and lesson plans.• Lesson Plan Reviews• Walkthrough Data (As evidenced in Domain 3) |
| 3 | Beginning in September 2015, teaching staff members will engage in professional development that allows teachers to analyze formative and summative assessment data to drive instruction and increase student achievement. | All staff members | <ul style="list-style-type: none">• Teachscape Observation tree reports, walkthrough data, and teacher surveys and lesson plans.• Teachscape evaluation scores; reports, and observation trees.• Lesson Plan Reviews• TeachScape walkthrough Data |
| | | | |



2: Professional Learning Activities

| PL Goal No. | Initial Activities | Follow-up Activities (as appropriate) |
|-------------|---|--|
| 1 | Teacher Leaders from each content will participate in professional development opportunities in the areas of differentiation | The teacher leaders who attend will turnkey effective strategies of differentiation to their colleagues during CPT and faculty meetings. |
| | Teachers will engage in peer visitation where effective teachers will model video review of the Teachscape learn modules in the areas domain 1. | Teachers will complete a feedback form after the visitation/ lesson labs. |
| | | |
| 2 | All staff members will engage in professional development workshops facilitated by consultants, and district administrators, in the areas of questioning and discussion techniques. | Monthly professional development trainings with vendors. |
| | Workshops will be provided on DOL's | Follow-up workshops will occur bi-monthly |
| | Teachers will engage in video review of the Teachscape learn modules in the areas domain 1. | |
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| 3 | Teachers will work with Supervisors and building administration during CPT to analyze student assessment data and to plan for targeted instructional outcomes. | Teachers will consistently analyze their assessments and student performance. They will also use data obtained from Do Now's, and exit tickets to drive instruction accordingly. |
| | | |
| 5. | | |



3: Essential Resources

| PL Goal No. | Resources | Other Implementation Considerations |
|-------------|--|--|
| 1 | Differentiation Conference/Workshop | District Supervisors and Coaches provide on-going embedded PD where best practices are modeled and follow-up observations conducted. |
| 2 | District Supervisors and Content Consultants | Teachers will be given opportunities to observe best practices lesson labs, and peer visitations. |
| 3 | Supervisors and building administration. | |

4: Progress Summary

| PL Goal No. | Notes on Plan Implementation | Notes on Goal Attainment |
|-------------|------------------------------|--------------------------|
| 1 | | |
| 2 | | |
| 3 | | |

Signature: _____
Principal Signature

Date