



Optional District Professional Development Plan (PDP) Template

District Name	Superintendent Name	Plan Begin/End Dates
Pascack Valley Regional High School District	Mr. Dirk Phillips	08/24/2026-06/30/2027

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Build capacity of faculty to engage in continuous growth through collaborative professional learning communities.	Teachers, counselors, and principals/supervisors	- Feedback from previous years suggests that faculty prefer ongoing, job-embedded professional development - NJSCI results indicate that faculty value time and opportunities to collaborate and share best practices - Research points to collaborative professional learning as an important strategy for improving teaching and learning - This goal is aligned with district goals related to personalized learning opportunities and technology
2	Provide targeted professional growth opportunities to help faculty differentiate instruction and meet the needs of diverse learners.	Teachers, counselors, and principals/supervisors	- NJSCI data, as well as grades, attendance, and standardized test results, suggest that diverse subgroups of students would benefit from targeted support - Research suggests that targeted PD opportunities help support various subgroups of students by providing faculty with the specific knowledge and skills needed to address diverse learning needs - This goal is aligned with district goals related to personalized learning opportunities, technology, and culture and climate



3	Empower faculty to foster a school culture and climate that promotes engaging and purposeful learning, strengthens interpersonal skills, and promotes a community of mutual respect and understanding.	Teachers, counselors, and principals/supervisors	- NJSCI data suggest that school culture and climate, faculty-student relationships, and peer-to-peer interactions are an important contributor to student wellness and sense of belonging - Professional development in areas connected to culture and climate helps faculty address the non-academic factors that impact student success - This goal is aligned with district goals related to culture and climate
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2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	- The district will consult research, survey faculty, and consider other districts/schools to create a schedule with dedicated time for PLCs - The district will provide training for faculty around best practices in PLCs	- The district will provide faculty with resources to support their professional learning goals - The district will provide opportunities for faculty to share results and learn from others' PLCs
2	- The district will provide training to help faculty support students with disabilities and multi-language learners - The district will provide training to support the district goals of personalized learning, responsible technology use, and a connected school culture and climate - Training will be provided to support the I&RS process for at-risk students - The regional curriculum office will facilitate professional learning among teachers at sending districts and the high school district	- Coverages will be provided to support collaboration and peer observations - Faculty will turnkey best practices during collaborative planning time, department meetings, and/or faculty meetings - Department-specific professional development will be provided to assist faculty with pedagogical and job-specific training - Additional professional development will be offered through local and regional school and university partnerships
3	- Supervisors of instruction will provide resources and training to support classroom community building - Opportunities will be provided for faculty and students to collaborate on a day of service - Professional development time will be allocated to strengthen culture and climate for faculty	- Faculty and students will collect, analyze, and report out on school climate survey data - CPR training will be offered to all faculty and students - Collaborative planning time will be scheduled throughout the year

3: PD Required by Statute or Regulation

State-mandated PD Activities



- The annual new staff orientation provides in-depth mentoring and training to new faculty to the district. Topics of training include technology, planning, teacher evaluation, class management, and assessment, and will be facilitated by the director of curriculum.
- Training is provided to mentor teachers and their mentees (those individuals new to the profession of teacher). Intense support is put into place to allow these individuals to succeed, and time is provided for mentors and mentees to meet and plan their cycles of assistance for the school year. This training is facilitated by the director of curriculum.
- Pascack Valley Regional partners with Vector Training to provide online modules for all staff on HIB, substance abuse, school safety, and bloodborne pathogens, new staff on epilepsy and seizure disorders, select staff on right-to-know, AED, and reading disabilities/dyslexia, and new staff (and all staff as per state regulations) on suicide prevention and equality and cultural awareness.
- Pascack Valley Regional provides additional training for new staff on potentially missing, abused, or neglected children.
- Pascack Valley Regional partners with the Bergen County Superintendent of Schools to ensure new administrators receive gang awareness training.
- Ongoing professional development is offered district-wide by the director of curriculum, and departmentally by supervisors of instruction, to support implementation of state standards, including standards on climate change, equity, and career and life skills.
- An important component of the Staff Development program will be the observation/evaluation/PDP/SGO process in which every certificated staff member must take part. The observation/assessment/PDP/SGO process will continue to be highly individualized, growing out of the professional relationships between principal/teacher and/or between supervisor/teacher. During the academic year, each tenured teacher will be observed formally at least four times, each nontenured teacher will be observed formally at least six times, and a summative and mid-year assessment will be written utilizing the Marshall Rubrics. The district instructional model, developed collaboratively by teachers and administrators through the DEAC committee, provides a vision for instruction in the classroom and is the basis for the observation process for both tenured and non-tenured teachers.

4: Resources and Justification

Resources

Discretionary budget funds will be utilized to support this professional development plan. The allocation will come from a combination of state and federal funds and will be adjusted if necessary, pending board approval. This amount covers the costs of external professional developers, materials, technology, travel expenses, and subscriptions to online resources. The plan controls expenses by relying largely on in-district expertise. The school district will provide staff with three full-day professional development days, two half-day professional development days, and seven late-arrival days.

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 PDPs and SGOs, and effective data use to support teaching and learning.

Signature: _____

Superintendent Signature

Date