



Individual Professional Development Plans and Corrective Action Plans for Teachers (N.J.A.C. 6A:9C-3.4 and 6A:10-2.5)

Background

[Revised professional development regulations](#) effective July 1, 2013 require that (1) all teachers must complete at least 20 hours of professional development (PD) annually and (2) the content of that PD must be specified in a teacher's individual professional development plan (PDP). Teachers receiving a summative rating of Ineffective or Partially Effective on the annual performance review are placed on a Corrective Action Plan (CAP), which is implemented in lieu of the PDP for these teachers.

The move to a yearly requirement ensures that teachers' plans are revisited each year and are aligned with teachers' needs identified through the evaluation as well as other district, school, or collaborative team goals. The teacher and supervisor should work together to develop the teacher's PDP or CAP using the [New Jersey Professional Standards for Teachers](#), [New Jersey's Definition of Professional Development](#), and the [New Jersey Standards for Professional Learning](#). Teachers and supervisors should distinguish between learning goals teachers create for their *students* (e.g., Student Growth Objectives) and PDP or CAP learning goals, which are designed for *teachers'* growth and improvement.

The PDP and CAP requirements apply to:

- All active teachers whose positions require possession of the New Jersey instructional or education services certificate;
- All district boards of education; and
- Those nonpublic schools choosing to adopt these regulations whose teachers require the instructional or education services certificates.

In addition, the PDP requirements apply to charter schools.

New Annual Hourly Requirement

A new requirement for teachers to complete a minimum of 20 PD hours per year replaces the former requirement to complete 100 hours over 5 years. Going forward, the professional development cycle will extend from July 1 through June 30 each year. As before, this requirement may be prorated in a given year, depending on individual circumstances such as a prolonged leave or a part-time teaching assignment. For example, if a teacher works only three quarters of the school year, s/he is required to complete a minimum of 15 hours in that particular academic year (three-quarters of the annual requirement of 20 hours). A teacher's individual PDP or CAP goals may necessitate more than the minimum requirements. Additional hours of qualifying activities may be required for teachers in low-performing schools, as determined by the Commissioner.

Developing the PDP

- The teacher's PDP, now effective for one year, must incorporate goals related to:
 1. One area derived from the results of observations and evidence in the teacher's annual performance evaluation;
 2. Additional areas, as appropriate, aligned to (a) the teacher's role as a member of a collaborative professional learning team and (b) any school and/or district improvement goals; and
 3. Any requirements for professional development stipulated elsewhere in statute or regulation.
- For teachers new to a district, a PDP must be created within 30 instructional days of the teacher's assignment. This time period has been shortened from the 60-day requirement in prior regulations.



- Effective and Highly Effective teachers and their supervisors should consider professional learning that engages teachers in leadership roles such as grant writing, mentoring a pre-service or novice teacher, professional service on boards or committees, teaching a course or making presentations, and developing curriculum.
- Teachers who have set multi-year professional learning goals under the previous 5-year cycle requirement (e.g., completion of an advanced degree program) may continue to pursue these goals; however, they must meet the new 20-hour annual requirement and revise their PDPs to reflect annual goals.
- At the end of the school year, most teachers will create the PDP for the subsequent year as part of the evaluation conference with their supervisor. The goals linked to evaluation results should be based on the evaluation data available at that time for each individual. Teachers in tested areas who receive a Student Growth Percentile (SGP) may not have that data at the end of the academic year. Whenever the SGP data are received and the summative evaluation determined, the teacher and supervisor should review that additional information and determine if the PDP should be revised. In general, PDPs should be viewed as “living” documents subject to review and discussion throughout the academic year and which may be adjusted to support the teacher’s progress and respond to student learning needs.

Developing the CAP

- Teachers required to develop a CAP will work with their supervisors to create a plan focused on meeting the needs identified through the performance evaluation process. The CAP must include specific goals for improvement and timelines for meeting those goals and must delineate the responsibilities of both teachers and administrators in implementing the plan.
- The CAP does not preclude any other plans for improvement determined to be necessary by the supervisor. Any PD requirements stipulated in statute or regulation must also be fulfilled. The CAP remains effective until the next annual performance review.
- If the teacher’s summative evaluation rating is finalized *by the end of the school year* and a CAP is warranted, then the CAP must be developed prior to September 15th of the following school year. The teacher and supervisor may elect to develop the CAP as part of the annual evaluation conference at the end of the year.
- If a PDP has been developed but the subsequent addition of SGP data changes the teacher’s summative evaluation rating to Partially Effective or Ineffective, then a CAP must be created to replace the PDP within 15 working days following receipt of the rating. Supervisors should communicate this important contingency to all teachers who might be affected by a delayed summative evaluation rating.

Monitoring and Support for Meeting PDP and CAP Goals

The teacher’s supervisor, supported by the school district administrator and district board of education, is responsible for ensuring all teachers receive the necessary opportunities, support, and resources to engage in ongoing professional learning and to meet the goals of their PDPs and/or CAPs.

The progress of each teacher in meeting the goals of the PDP must be discussed during a minimum of one annual conference between the teacher and supervisor. The teacher must provide evidence of



progress toward meeting the goals of the PDP and the evidence must be discussed and reviewed with the supervisor as part of each annual conference.

Teachers with a CAP must receive a mid-year evaluation. The progress of each teacher in meeting the goals of the CAP must be discussed during each post-observation conference. Further, the teacher's progress in meeting the goals of the CAP, together with data and evidence about that progress collected by the supervisor and teacher, must be documented in the teacher's personnel file. The data and evidence are reviewed during the annual summary conference or the mid-year evaluation, as appropriate.

For More Information

- View professional standards, guidance materials, and optional PDP and CAP plan templates and examples at <http://www.nj.gov/education/profdev/ipdp/>.
- Access AchieveNJ resources on professional development and support at <http://www.nj.gov/education/AchieveNJ/scip/>.
- To share questions or comments, please email TeachPD@doe.state.nj.us.