



## Overview of Revised Professional Development Regulations

Revised regulations for professional development were adopted by the State Board of Education on June 5, 2013. These regulations reflect the recommendations of the [Governor's 2012 Education Transformation Task Force Report](#), which called for more streamlined structures for professional development planning at the local level, and align with the [TEACHNJ](#) legislation.

### New Definition of Professional Development and Revised Standards for Professional Learning

- The [new definition of professional development](#) identifies a clear focus on teacher and school leader effectiveness and provides guidelines for related professional learning strategies and activities.
- New Jersey's revised [Standards for Professional Learning](#) focus on connecting educator learning to student learning, describing elements of high-quality professional development that lead to effective teaching practice and supportive leadership practice.

### New State Committee on Professional Learning

A 16-member State Committee on Professional Learning, comprised of educators and education stakeholders, will be appointed to advise the Commissioner on professional development policy and implementation for teachers and school leaders. This committee will replace the Professional Teaching Standards Board and the Professional Development Advisory Committee for School Leaders, with the goal of creating complementary and aligned policies and practices for teachers and leaders.

### Individual Professional Development Requirements

- Each **teacher** must develop an individualized professional development plan (PDP) in consultation with his/her supervisor; this is typically done at the end of each school year, and must be done **within the first 30 days of employment** for those new to a district.
- Each teacher must complete **at least 20 hours of professional development each school year** (replacing previous requirement of 100 hours over 5 years).
  - The move to a yearly hourly requirement ensures that PDPs are revisited each year and are aligned with the teacher's evaluation results as well as any learning related to school, team, or district priorities.
- **School and district leaders** must develop an annual professional development plan that derives from the results of their annual evaluation and identifies professional goals aligned to individual, school, and/or district goals.
  - **School leaders** whose positions require a principal or supervisor's endorsement will **develop their plans in consultation with their superintendent** (chief school administrator) or designee.
  - **Superintendents** will develop their plans for review by their local board of education.All school leaders will be required to provide evidence of progress towards fulfillment of their plans.

### School and District Professional Development Planning Processes

Starting in SY13-14, schools and districts transitioned to new, streamlined governance structures for professional development plans. District-level professional development plans have been expanded to address school leaders as well as teachers and educational services personnel.



### **School Professional Development Planning and Implementation**

The principal or school leader will be responsible for developing and implementing the SY14-15 school professional development plan in consultation with other staff and the [School Improvement Panel \(ScIP\)](#). The ScIP was established through the TEACHNJ Act to conduct evaluations, lead mentoring, and identify professional development opportunities, and must be comprised of the principal, the assistant principal or vice principal, and at least one teacher. In planning for school-level professional development, the principal has the flexibility to:

- Use the ScIP in place of the former school professional development committee (SPDC); or
- Maintain the SPDC to support the ScIP or to maintain the SPDC and appoint qualified members to serve on the ScIP.

The superintendent will review all school-level plans and include a narrative description in the district professional development plan.

### **District Professional Development Planning and Implementation**

The superintendent will be responsible for developing the district professional development plan in consultation with staff, and will have the flexibility to determine a planning process that meets the needs of the district.

- The superintendent can create new structures to oversee professional development at the district level, repurpose the District Evaluation Advisory Committee (DEAC), or continue to work with the local professional development committee.
- The financial elements of the district plan must be approved by the local board of education; after such approval district plans will be maintained at the district level.
- The superintendent will implement the plan with assistance from other staff and in collaboration with the ScIP at the school level.
- The superintendent will also be responsible for developing the district's mentoring plan.

### **For More Information**

For more information on the new professional development requirements, please view the following resources:

- [Revised Regulations Adopted June 5, 2013](#)
- [Individual Professional Development Planning](#)
- [School/District Professional Development Planning](#)
- [AchieveNJ School Improvement Panel Guidance](#)

To share questions or comments, please email [teachpd@doe.state.nj.us](mailto:teachpd@doe.state.nj.us) or call 609-292-9556.