



Optional Chief School Administrator Professional Development Plan (PDP) Template and Sample PDP

This optional Chief School Administrator (CSA) Professional Development Plan (PDP) template is provided to assist CSAs in fulfilling New Jersey's professional development requirements. Use of this template is not mandated by the New Jersey Department of Education. Educators may use or modify this template or create their own. The sample plan that follows the description and template is for a fictional CSA and has been provided for illustrative purposes only. To download a blank copy of the template alone, please visit <http://www.nj.gov/education/profdev/ipdp/OptionalCSAPDPTemplate.doc>.

As specified in *N.J.A.C. 6A:9C-3*, all active CSAs are required to create, implement and complete a PDP every three to five years, depending on the chief school administrator's contract, for review by the district board of education. The CSA's PDP must:

- Align with the [New Jersey Professional Standards for School Leaders](#) (*N.J.A.C. 6A:9-3.4*) and the [New Jersey Standards for Professional Learning](#) (*N.J.A.C. 6A:9C-3.3*);
- Derive from the results of observations, evidence, and recommendations in the principal's annual performance evaluation;
- Identify professional development goals that address specific individual, school, and/or district goals;
- Ground professional development activities in objectives related to improving teaching, learning, and student achievement and in support of the district PDP; and
- Address state requirements for professional development in ethics, law, and governance and other issues related to student safety and well-being (*N.J.S.A. 6A:9C-3.8*).

CSAs must provide the district board of education with annual evidence of progress toward the completion of the PDP as well as summative evidence of plan completion at the end of the PDP cycle. Evidence of progress towards fulfillment of the plan can include:

- A narrative account detailing plan goals and their achievement and
- Documentation of professional growth activities.

Items of evidence may be appended to the PDP as necessary to document progress in addition to the information entered into this form.

In cases where there is disagreement between a CSA and his or her district board of education regarding the plan's contents or progress toward completion, the CSA may appeal to the executive county superintendent who will have the final decision-making authority on these matters.

Instructions for using this optional PDP template are provided below. All tables may be expanded as necessary.

Creating the Chief School Administrator PDP

In addition to receiving input from the district board of education as stipulated in regulation, CSAs are encouraged to collaborate with peers in the creation of their individual plans. The PDP should include identified goals for improvement and growth, specific professional learning activities to address these goals, timelines for completion, and evidence and a summative review of progress. Instructions for using this optional PDP template are provided with each section below. All tables may be expanded as necessary.



Step 1: Identify Individual Professional Learning Goals

In the first table, identify and enter in priority order the goals for your professional development and growth this year. These can be informed by many sources but must include at least one goal *derived from your annual performance evaluation*. In identifying additional PL goals, consider school and district improvement goals in addition to individual leadership strengths and challenges. District and school improvement plans, educator performance data, student achievement results, and work with the community are examples of sources of evidence that can inform the plan. Moreover, CSAs are encouraged to specify which of the NJ Professional Standards for School Leaders is aligned with each goal. To complete this section of the plan, explain the rationale and related sources of evidence for the inclusion of each PL goal.

Step 2: Determine Specific Professional Learning Activities to Support the Goals

In the second table, describe the specific activities in which you will engage to address each PL goal and include the timeline for each activity. Activities may include, but are not limited to, participation in school/district-based learning activities, training, university coursework, action research, and study groups. Study groups may include school, district, county, and/or state associations and organizations; school and district collaborative teams; and virtual learning communities.

Step 3: Identify School Leader Training Needs Pursuant to N.J.S.A. 18A: 26-8.2

In order to meet requirements pursuant to N.J.S.A. 18A:26-8.2 and other statutory requirements related to student safety and well-being, each active CSA, including those serving on an interim basis, must complete training in the areas of: school law, ethics, governance, harassment, intimidation, and bullying. The specific training history and the needs of each individual in relation to these requirements must be reviewed annually as part of the PDP planning process. Any first-time training or follow-up refresher training needed in any of these areas should be entered into the PDP. If you are up-to-date on this training, then a note to that effect should be included in the plan.

Step 4: Document Annual and Summative Evidence of Progress toward Completion of PDP

Annual Evidence of PDP Progress

Documentation of progress on the PDP should be collected on an ongoing basis. At the end of each year, this documentation will be reviewed as part of the annual performance evaluation. During the annual review, any modifications to the PDP may be discussed and agreed upon. For this section of the plan, provide the required narrative account detailing the interim progress you've made toward meeting your learning goals. In addition, enter the sources of evidence of this progress, appending additional documentation as necessary. Finally, provide the review date of your annual progress report by the district board of education.

Summative Evidence of PDP Progress

At the end of your three- or five-year PDP cycle, provide the required narrative account detailing whether or not you have achieved your learning goals and why. Include all your documentation and sources of evidence as well as the review date of your summative progress report by the district board of education.



Optional Chief School Administrator Professional Development Plan Template

District Name	Chief School Administrator Name	Date	Plan Begin/End Dates (Contract Term)

1: Professional Learning Goals

PL Goal No.	Professional Learning Goals	Relevant NJ Prof. Standard for School Leaders	Rationale/Sources of Evidence
1.	Develop the culture of the school/district into a cohesive community of learners by building the capacity of all staff to engage in collaboration and shared leadership using a toolbox of strategies for cultivating effective PLCs focused on improving student learning and strengthening educator practice.	2015 Professional Standards for Educational Leaders 7 and 10	In order to ensure the successful learning of all students within the district, superintendents must create a culture in which all educators embrace a mindset of mutual accountability and shared responsibility to guide the work of continuous improvement through honest dialogue, job-embedded professional learning opportunities and collaborative inquiry and problem-solving.
2.	Integrate a model of shared leadership in which leaders at all levels promote and support the implementation of a coherent system of curriculum, assessment, and instruction aligned to a shared mission and vision of high expectations and a viable standards-based curriculum.	2015 Professional Standards for Educational Leaders 4 and 10	In order to ensure that all students within a district have access to a guaranteed standards aligned curriculum, superintendents must engage and support educators by providing feedback on effective practices during implementation of units of instruction and providing data protocols to use with valid formative and summative assessments to monitor and adjust instruction.
3.	Support educators within the school/district to recognize the increasing diversity of district populations and develop the knowledge, skills and attitudes to implement culturally responsive practices that promote each student’s academic success. ((2015 Professional Standards for Educational Leaders 3 and 10).	In order to ensure that all educators act with cultural competence and collaboratively confront and alter institutional biases and assumptions that could negatively impact student learning, superintendents must collaboratively develop and employ culturally sensitive practices to ensure all students are treated with respect and understanding and create an open and welcoming environment that promotes the diversity of the community and builds partnerships with all families.

2: Professional Learning Activities



PL Goal No.	Professional Learning Activities	Begin/End Dates
1,2,3	Complete the New Jersey Leadership Academy sponsored by NJPSA, NJASA and the NJDOE, which includes the following activities that address the role of the instructional leader for each goal area:	Aug. '17 – July '18
	A, Pre-assess current level of knowledge, skills and understandings of leadership principles by completing a self-assessment of the 2015 Professional Standards for Educational Leaders for that support educators in building professional community within the organization, strengthening shared instructional leadership and sustaining equitable educational opportunities. Participants will use the PSEL Leadership Reflection and Growth Tool for Standards 3, 4, 7 and 10. The tool can be accessed at http://njpsa.org/psel-leadership-reflection-and-growth-tool/ .	Aug. '17 – July '18
	B, Use the PSEL Leadership Reflection and Growth Tool as an ongoing reflection tool to support the continuous strengthening of leadership skills and practices.	Aug. '17 – July '18
	C, Develop knowledge, skills and understandings of leadership principles and practices by participating in 3 required NJLA Academy sessions as well as participate in optional readings, webinars and professional learning opportunities aligned to the learning goals.	Aug. '17 – July '18
	D, Assess current level of school-wide implementation of key elements of chosen topics by analyzing data and examining instructional practices and share results with team members to support ongoing planning and implementation of key priorities.	Aug. '17 – July '18
	E, Identify obstacles and opportunities to improve implementation of key priorities related to student and adult learning by completing an “asset audit” and pose possible solutions and strategies to leadership teams.	Sep '17 – July '18
	F, Analyze and share resources to support implementation and best practices by evaluating 1 or more resource(s) provided through the Academy sessions or other professional learning activities.	Aug. '17 – July '18
	G, Practice and apply new skills and understandings by engaging in school-based leadership activities within leadership cohorts or teams	Sep '17 – July '18
	H, Deepen and broaden skills and understandings by participating in bimonthly online PLCs, bimonthly small group coaching sessions, leadership PLCs within district, or a book club.	Sep '17 – July '18
	I, Evaluate progress and performance by completing a post assessment of standards 3, 4, 7 and 10 of the 2015 Professional Standards for Educational Leaders using the PSEL Leadership Reflection and Growth Tool and maintaining a journal or creating a professional portfolio of leadership artifacts to share with the supervisor and develop the next PDP.	Apr '18 – July '18



Sample Chief School Administrator Professional Development Plan

District Name	Chief School Administrator Name	Date	Plan Begin/End Dates (Contract Term)
Hope School District	Jane Bolden	July 2014	July 2014 – June 2017

1. Professional Learning Goals

PL Goal No.	Professional Learning Goals	Relevant NJ Prof. Standard for School Leaders	Rationale/Sources of Evidence
1	Analyze and improve my time management skills to improve communications about key reform initiatives with my administrative staff.	Std 1	<ul style="list-style-type: none"> Staff survey data reviewed as part of my annual performance review suggest my communications with my administrative staff could be improved. Principals need to be kept up to date on plans to implement our new curriculum and assessments, details of the evaluation system and our emerging technology plans; more opportunities for two-way dialogue are needed.
2	Enhance my knowledge and skills for effective community outreach.	Std 4	<ul style="list-style-type: none"> A 2013 parent survey indicated that parents wanted more opportunities to provide input on the district’s programs and services. The faculty have completed a study of block scheduling and have proposed that we adopt it for the high school. I want to build community input, understanding, and support for the scheduling change before implementing it.
3	Increase my knowledge of effective, standards-based professional learning and strategies for scaling up and supporting successful professional learning communities (PLCs).	Std 2	<ul style="list-style-type: none"> According to feedback from recent focus groups with principals and teachers, a district PLC goal has had uneven implementation across the district. I want to support principals in providing necessary leadership for collaborative professional learning in schools. Language Arts proficiency rates have improved but remain a district focus in the strategic plan. I want to use professional learning communities focused on reading and writing across the curriculum as a strategy to improve Language Arts instruction.



2: Professional Learning Activities

PL Goal No.	Professional Learning Activities	Begin/End Dates
1	<ul style="list-style-type: none"> • Research options and attend a national or state workshop and/or webinars that deal with time management strategies to increase administrator time to focus on instructional leadership and change management. • Maintain a reflective log of my time to analyze time spent on various leadership tasks. • Network with other superintendents at monthly round table meetings to learn and share strategies for optimizing dialogue with principals. • Develop a procedure for sharing information from NJDOE and other outside sources with principals and for getting feedback from principals. • Attend meetings of the District Evaluation Advisory Committee (DEAC). 	July 2014 - June 2015
2	<ul style="list-style-type: none"> • Research options and attend state/national professional association workshops on community outreach and public relations. • Research options and attend a professional development workshop on current web-based technologies and their use in community outreach. • Read professional publications on partnering with families and mobilizing community resources. • Review district procedures for handling communications with parents/community members; draft new procedures if necessary. • Implement revised procedures and get feedback from staff. • Apply strategies learned to the management of staff responsible for the district's community outreach. 	Jan. 2015 – Jan. 2016
3	<ul style="list-style-type: none"> • Research options and attend at least one national conference on professional development. • Study current research on effective professional learning as part of a study group provided through NJASA, • Lead and be a participant in an ongoing district-based professional development team comprising district senior staff and selected school leaders. Lead the team to study current research and best practices on effective professional learning and to develop strategies for scaling up and supporting effective PLCs in our schools. • Visit schools in my district that have implemented PLCs effectively and interview the principal and teacher leaders. • Include a goal in the district PDP to address the needs of principals in leading PLCs. 	Sept. 2015- June 2017

3: School Leader Training Needs Pursuant to N.J.S.A. 18A: 26-8.2

Topics in School Law, Ethics and Governance; Harassment, Intimidation and Bullying
Update knowledge of special education regulations.



4: PDP Progress Summary

School Year	Annual PDP Progress Report (Narrative)	Sources of Evidence/Documentation	Review Date
2014-15	During the past school year I was able to complete the PL activities for Goal No. 1 and two of the PL activities for Goal No. 2 (participating in a webinar on Web-based technologies and their use in community outreach and doing professional reading). I haven't yet found a conference or workshop on community outreach directed to CSAs, but I will continue to search for one that I can attend during the 2015-16 school year. Based on what I've learned so far about time management, I've decided to include a workshop on time management for my administrative staff in the 2015-16 district PD plan.	<p><u>PL Goal 1:</u></p> <ul style="list-style-type: none"> • Registration from national conference on administrator time management sponsored by the Wallace Foundation • Conference packet and session notes • Time use log • Dates of networking meetings and notes from peers • DEAC minutes and notes • Draft personal schedule and plan for daily, weekly and monthly communications with principals <p><u>PL Goal 2:</u></p> <ul style="list-style-type: none"> • Copy of the PPT used in the webinar • Notes from the webinar 	June 25, 2015

Signatures: _____

CSA Signature

District Board of Education Signature

Date

School Year	Summative PDP Progress Report (Narrative)	Sources of Evidence/Documentation	Review Date
	<i>Note: Because the PDP plan covers three years, this section has been intentionally left blank.</i>		

Signatures: _____

CSA Signature

District Board of Education Signature

Date