

Sample CSA Professional Development Plan



Residents

We wanted to thank you for your work this past year. As you plan for the start of the new school year, we thought it would be helpful to share a template of a PDP you could use as you begin the new year. You have a number of goals you need to pursue as you continue your journey as a CSA and we thought it might be helpful for you to have this template for you to personalize.

NJASA would also like to remind you that with your membership you have access to all of the [One Day Seminars](#) (at no cost – included in your membership dues) Also included in your membership is registration for the [Spring Leadership Conference](#) scheduled for Wednesday, May 17- Friday, May 19.

NJASA provides a number of other professional development opportunities throughout the year that may be found on our website NJERF Professional Development. Several of our programs are done in conjunction with NJPSA/FEA and offer opportunities for administrative teams to learn together.

Please also remember that we are always here to help: mstanwood@njasa.net, fborelli@njasa.net and jrattner@njasa.net.



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.	Support leaders within the school/district to use lessons learned during the 2020 -22 hybrid learning environments to collaboratively create innovative solutions for ensuring that schools build an inclusive culture to support all stakeholders, provide the structures that strengthen a collaborative environment, and support the development of collaborative processes so that all students have access and opportunity to master grade level standards.	2015 PSEL 3	In order to ensure that all leaders are prepared to maintain a focus on equity and model key strategies and procedures to positively impact student success, Chief School Administrators must challenge all educators to nurture a climate and culture that innovates instruction based on student needs; fosters a sense of belonging, collaboration, acceptance and safety for all; and empowers stakeholders in sustaining healthy inclusive school communities
2.	Support leaders in collaboratively creating, supporting and sustaining inclusive school communities in which all stakeholders are engaged in the learning process; are respected for their values and beliefs; and feel a strong sense of belonging as evidenced through the positive interactions, behaviors and interventions across the school community.	2015 PSEL 3 and 5	In order to ensure that all students and their families within the school/district are able to thrive in a culture of high expectations, Chief School Administrators must model and lead the implementation of structures and supports that enrich a culture in which staff, students, and families have voice and agency in the learning process.
3.	Support leaders in strengthening and sustaining a shared leadership model that fosters stakeholder commitment to ongoing collaboration, mutual accountability and collective action for student success as evidenced by strong decision-making processes that lead to student agency and opportunity for deep learning.	2015 PSEL 3 and 7	In order to promote a collaborative environment in which all staff have a strong voice in the development and implementation of teaching and learning processes, Chief School Administrators will promote a culture in which stakeholders approach student learning decisions through the mindsets of flexibility, inquiry, courage and commitment to purpose.



4.	Support educators within the school/district to collaboratively develop, implement, and reflect on units of study in which student learning is scaffolded based on student needs to meet grade level standards as evidenced by collaborative analysis of assessment data to understand and act on student understanding and engagement of the content.	2015 PSEL 3 and 4	In order to ensure that all students within a school/district have access to a system high quality of curriculum, assessment and instruction that engages learners to become adept and confident in using the content they are learning, Chief School Administrators must provide the structures and protocols for staff to engage students in active and relevant learning using materials and resources that are standards-aligned and representative of the students and the community they serve.
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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 and NJASA, which includes the following activities that address the role of the instructional leader for each goal area:	August 2022 – July 2023
	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 that support educators in building professional community within the organization focused on curriculum, assessment, and instruction, embedding social and emotional learning in daily learning, and sustaining equitable educational opportunities. Participants will use the PSEL Leadership Reflection and Growth Tool for Standards 3, 4, 5, 7 and 10. The tool can be accessed at http://njpsa.org/pSEL-leadership-reflection-and-growth-tool/ .	August 2022 – July 2023
	B, Use the PSEL Leadership Reflection and Growth Tool as an ongoing reflection tool to support the continuous strengthening of leadership skills and practices.	August 2022 – July 2023
	C, Develop knowledge, skills and understandings of leadership principles and practices aligned to the professional learning goals by participating in 3 NJLA Academy sessions as well as participate in optional readings, webinars and professional learning opportunities aligned to those goals.	August 2022 – July 2023
	D, Assess current level of school-wide implementation of key elements learned in NJLA 9 by analyzing data and examining instructional practices. Share results with team members to support ongoing planning and implementation of key priorities.	October 2022 – July 2023
	E, Identify opportunities and obstacles 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.	August 2022 – July 2023



	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.	October 2022 – July 2023
	G, Practice and apply new skills and understandings by engaging in school-based leadership activities within leadership cohorts or teams.	October 2022 – July 2023
	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.	August 2022 – July 2023
	I, Evaluate progress and performance by completing a post assessment of standards (3, 4, 5, 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.	March 2023 – July 2023

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

Topics in School Law, Ethics and Governance; Harassment, Intimidation and Bullying
<i>TOPICS & TRAINING SESSIONS ARE TO BE SELECTED BY PARTICIPANTS. TRAINING SESSIONS ARE AVAILABLE THROUGH NJPSA/FEA AND NJASA.</i>

4: PDP Progress Summary

School Year	Annual PDP Progress Report (Narrative)	Sources of Evidence/Documentation	Review Date



Signatures:

CSA Signature

District Board of Education Signature

Date

School Year	Summative PDP Progress Report (Narrative)	Sources of Evidence/Documentation	Review Date

Signatures:

CSA Signature

District Board of Education Signature

Date