



Optional Director Professional Development Plan Template

District Name	School Name
Director Name	Chief School Administrator/Designee Name

1: Professional Learning Goals

PL Goal No.	Professional Learning Goals	Relevant NJ Prof. Standard for School Leaders	Rationale/Sources of Evidence
1.	Support educators within the school/district to use lessons learned during the 2020 virtual learning environment to collaboratively create innovative solutions for driving change, nurture a climate and culture that embraces the cultural diversity within the school community, and implement culturally responsive practices that promote the academic and social-emotional success of each student.	2015 Professional Standards for Educational Leaders 3	In order to ensure that all educators are prepared to lead with a focus on equity and collaboratively confront and alter institutional biases and assumptions that could negatively impact student learning, Directors must use the lessons learned from recent national events to strengthen their knowledge and skills to become a catalyst for lead change in our systems of learning in ways that will grant all students the door to personalized and purposeful learning.
2.	Support educators within the school/ district to collaboratively create a system that supports and implements transformative change to create equitable learning environments and outcomes for the success of every student in the educational community it serves.	2015 Professional Standards for Educational Leaders 10	In order to ensure that all students within a school/district have access to a system of learning that engages learners to become adept, confident, and flexible learners, Directors must collaboratively develop and enact structures for change that empower staff, students, and families as active partners in a change process that focuses on implementing equity-based practices to support the academic and emotional needs of all learners.
3.	Support educators within the school/district to collaboratively implement and nurture a climate and culture for adults and students that thrives on shared leadership, a robust culture of learning, and culture of connections and high expectations	2015 Professional Standards for Educational Leaders 7,8	In order to ensure that all students within a school/district enjoy a positive climate and culture, Directors must leaders create and implement the conditions to foster relationships that create safety,



	that supports and celebrates staff, students, and their families.		trust, emotional stability, belonging, and respect in order to support a student's ability to engage in deep and robust learning.
4.	Support the educators within the school/district to collaboratively learn and implement culturally responsive practices across curricular and cross-curricular units of study that celebrate the uniqueness of all students and the diverse experiences they bring to learning as an integral part of the learning environment.	2015 Professional Standards for Educational Leaders 4, 10	In order to ensure that all students within a school/district have access to a curriculum that is inclusive of all students' cultural references and experiences, Directors must support staff in the development of processes and structures for the creation and implementation of a culturally responsive teaching curriculum that begins with engaging in honest conversations to surface and act on personal and institutional biases that create barriers to impact instruction.

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 2020 – July 2021
	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 and 10. The tool can be accessed at http://njpsa.org/psel-leadership-reflection-and-growth-tool/ .	August 2020 – July 2021
	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 2020 – July 2021
	C, Develop knowledge, skills and understandings of leadership principles and practices aligned to the professional learning goals by participating in one cohort of 3 NJLA Academy sessions as well as participate in optional readings, webinars and professional learning opportunities aligned to those goals.	August 2020 – July 2021
	D, Assess current level of school-wide implementation of key elements learned in NJLA 6 by analyzing data and examining instructional practices. Share results with team members to support ongoing planning and implementation	October 2020 – July 2021



	of key priorities.	
	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.	September 2020 – July 2021
	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 2020 – July 2021
	G, Practice and apply new skills and understandings by engaging in school-based leadership activities within leadership cohorts or teams.	October 2020 – July 2021
	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 2020 – July 2021
	I, Evaluate progress and performance by completing a post assessment of standards (3, 4, 5 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 2021 – July 2021

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

