



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.	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, Chief School Administrators 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, Chief School Administrators 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 that supports and celebrates staff, students, and their families	2015 Professional Standards for Educational Leaders 5,7,8	In order to ensure that all students within a school/district enjoy a positive climate and culture, Chief School Administrators must leaders create and implement the conditions to foster relationships that create safety, 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, Chief School Administrators 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.
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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 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 of key priorities.	October 2020 – July 2021
	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



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