**Chief School Administrator Professional Development Plan (PDP) Guidance 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 (PD) 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. A downloadable blank copy of the template can be found [here](https://www.nj.gov/education/profdev/pdp/ipdp/).

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](https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf) (*N.J.A.C.* 6A:9-3.4) and the [New Jersey Standards for Professional Learning](https://www.state.nj.us/education/code/current/title6a/chap9c.pdf) (*N.J.A.C.* 6A:9C-3.3);
* Derive from the results of observations, evidence, and recommendations in the CSA’s annual performance evaluation.
* Identify PD goals that address specific individual, school, and/or district goals.
* Ground PD activities in objectives related to improving teaching, learning, and student achievement and in support of the district PDP; and
* Address state requirements for PD 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 give the district board of education annual evidence of progress toward the completion of the PDP and 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.

**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 PD 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 professional learning (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**

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

**1: Professional Learning Goals**

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| --- | --- | --- | --- |
| **PL**  **Goal**  **No.** | **Professional Learning Goals** | **Relevant NJ Prof. Standard for School Leaders** | **Rationale/Sources of Evidence** |
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|  |  |  |  |

**2: Professional Learning Activities**

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| --- | --- | --- |
| PL  Goal  No. | Professional Learning Activities | Begin/End Dates |
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|  |  |  |
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**3: School Leader Training Needs Pursuant to N.J.S.A. 18A: 26-8.2**

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| --- |
| Topics in School Law, Ethics and Governance; Harassment, Intimidation and Bullying |
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**4: PDP Progress Summary**

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

**Sample Chief School Administrator Professional Development Plan Goals Exemplar**

Background: Provided as context for this example. The following hypothetical goals and corresponding professional learning activities are for a new Superintendent entering a small district with a rapidly diversifying local community. Each of the two goals are aligned to relevant [New Jersey Standards for School Leaders](https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf) as well as the following [New Jersey Standards of Professional Learning](https://www.state.nj.us/education/code/current/title6a/chap9c.pdf):

1. Curriculum, Assessment, and Instruction (Goal 2)
2. Evidence (Goals 1 and 2)
3. Learning Designs (Goal 2)
4. Implementation (Goals 1 and 2)
5. Equity Foundations (Goal 1)
6. Culture of Collaborative Inquiry (Goals 1 and 2)
7. Leadership (Goals 1 and 2)
8. Resources (Goals 1 and 2)

**1. Professional Learning Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| PL  Goal  No. | Professional Learning Goals | Relevant NJ Prof. Standard for School Leaders | Rationale/Sources of Evidence |
| 1 | Enhance my knowledge and skills for effective community outreach. | Std 8 | * A spring parent survey indicated that parents wanted more opportunities to provide input on the district’s programs and services. * The demographics of the district have greatly shifted over the past five years. |
| 2 | Increase my knowledge of effective, standards-based professional learning and strategies for scaling up and supporting successful professional learning communities (PLCs). | Std 7 | * According to feedback from recent focus groups with principals and teachers, a district Professional learning community (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**

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| --- | --- | --- |
| PL  Goal  No. | Professional Learning Activities | Begin/End Dates |
| 1 | * Research options and attend state/national professional association workshops on community outreach and public relations. * Research options on trainings related to increasing equity and inclusion in diverse school communities. * Read professional publications on increasing equity and inclusion in diverse school communities. * 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. |  |
| 2 | * Research options and attend at least one national conference on PD. * Study current research on effective PD. * 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 with neighboring districts who have implemented PLCs effectively. * Include a goal in the district PDP to address the needs of principals in leading PLCs. |  |