

NEW JERSEY
PROFESSIONAL LEARNING GUIDE
FOR SCHOOL LEADERS

April 2008

New Jersey Department of Education

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EXECUTIVE SUMMARY

Recent research about effective schools reveals that when focus is placed upon teaching and learning, school leaders play a pivotal role in improving student achievement. Over the last several years, New Jersey has been involved in strengthening school leadership policies to support this role across the continuum of practice. The state has been supported in these efforts by a grant from The State Action for Education Leadership Project (SAELP) funded and administered by the Wallace Foundation. The New Jersey SAELP Consortium, whose members represent key stakeholders including the professional associations for teachers and school leaders, institutions of higher education, school boards, the business community, and the New Jersey Department of Education, developed recommendations to strengthen state policies around the recruitment, preparation, licensure, induction and ongoing professional learning of school leaders. These recommendations were realized in the revised licensing regulations that the State Board of Education adopted in December 2003. The platform on which the array of recommendations rests is the adoption of the *New Jersey Professional Standards for School Leaders*, which outlines what school leaders must know and be able to do in order to operate as effective leaders of instruction and school improvement.

A professional development requirement was one key recommendation of the SAELP consortium. New Jersey's professional development initiative has been codified and is a collaborative model that offers school leaders the chance to enhance their knowledge and skills while attending to authentic school and district needs. In an era of accountability for all students' learning and achievement, it is no longer sufficient for principals and superintendents to simply manage the operational elements involved in running schools and districts. Principals and superintendents must practice learner-centered leadership deeply embedded in the ideals of democratic community and social justice. This new vision of school leadership demands ongoing professional learning that is collaborative, sustained and job-embedded. In this context, professional development is not something "extra" that leaders do, but rather a means of continually reflecting on and enhancing their own professional practice.

This document, the *NJ Guide to Professional Development for School Leaders*, presents a research-based model for collaborative professional learning and growth that was developed in concert with the professional associations for school leaders in New Jersey and with input from the state-level Professional Development for School Leaders Advisory Committee. The advisory committee comprises chief school administrators, principals and supervisors, as well as teachers, school board and higher education representatives. The committee advises the Commissioner of Education on the School Leader Professional Development Initiative (PDI).

This guide offers support for designing and implementing a Professional Growth Plan. The design and implementation is outlined in a nine-step process that is carried out in three phases.

Phase 1: Contemplation

School leaders reflect individually on their own knowledge and skills in relation to the *New Jersey Professional Standards for School Leaders*. They use a self-assessment process to formulate professional development goals that align their own learning with school and/or district needs. Principals and supervisors consult with their chief school administrators or designees on their professional goals. School leaders then draft Professional Growth Plans that:

- articulate their individual goals and the relationship to their school/district needs;
- outline activities that will accomplish those goals over a multi-year period; and
- establish evidence to benchmark and measure the accomplishment of their goals.

Phase 2: Collaboration (Phase 2 is different in respect to the position under which a school leader is working and the length of the school leader’s contract.)

Principals and supervisors: Principals and supervisors collaborate with self-selected Peer Review Committees to help them ensure that their plans are rigorous, attainable and aligned with the professional standards for school leaders. The purpose of Peer Review Committees is to provide “critical friend” support for the development and implementation of their plans. Generally, a Peer Review Committee will meet at the beginning of a cycle to consult on the establishment of a Professional Growth Plan and again throughout the cycle to provide support and feedback to the school leader. At the end of the cycle, they will meet to review how the plan has been successfully implemented.

The Professional Growth Plan cycle for principals and supervisors is three years.

Superintendents and Chief School Administrators: Superintendents and chief school administrators consult with either self-selected Peer Review Committees or with a regional committee organized by the New Jersey Association of School Administrators (NJASA) on their professional goals and collaborate with their committee on their Professional Growth Plans. The Peer Review Committees help leaders ensure that their plans are aligned with the professional standards for school leaders and support the school leaders in the development and implementation of their goals.

The Professional Growth Plan cycle for superintendents is three to five years, depending on the length of the contract.

Phase 3: Implementation

School leaders carry out their Professional Growth Plans and, in that process, assemble the evidence (artifacts, work samples, meeting minutes, memos, etc.) that illustrates progress toward their goals. Completed plans are reviewed by the Peer Review Committee and completion is certified by the district superintendent or designee for principals and supervisors, or by the NJ Association of School Administrators (NJASA) for superintendents and/or chief school administrators. The plan certification process involves presenting the evidence and a brief summative report detailing the plan goals, completion process, and outcomes. The final step in the implementation phase is to reflect on the work done under the plan and use it in shaping the goals and activities for the next Professional Growth Plan.

The Commissioner established the 2004-2005 school year as a developmental year for this initiative during which the Department of Education, the New Jersey Principals and Supervisors Association (NJPSA), the New Jersey Association of School Administrators (NJASA), and the Foundation of Educational Administration (FEA) offered orientation and training, solicited feedback, and provided implementation guidance and technical assistance as the state moved toward full implementation of this initiative. The Professional Development Advisory Committee addresses key issues that arise during the implementation of the initiative. The first Professional Growth Plans, which are the framework for navigating this process of continuous improvement, were implemented during the 2005 – 2006 school year.

Under this professional development initiative, all staff practicing under principal, supervisor or school administrator certifications (including interim administrators) must participate in ongoing professional learning. School business officials are exempt from these regulations as their role is not one of instructional leadership.

This professional development initiative offers a fresh opportunity to support school leaders’ learning in New Jersey. Professional development is a powerful means to support school leaders’ growth as instructional leaders, ensuring that they have the tools to enhance teaching, learning and growth in student achievement in their schools and districts.

PROFESSIONAL LEARNING FOR NEW JERSEY'S SCHOOL LEADERS: OVERVIEW OF STATE-REGULATIONS

In accordance with *N.J.A.C. 16-6A:9-16.1-6*, all school leaders whose position requires certification as school administrator, principal or supervisor must complete a standards-based professional development program, which includes the creation, implementation and completion of an individualized Professional Growth Plan over a three-to-five year professional development cycle. The main points of the applicable Code are summarized in *Appendix A*.

Professional Growth Plan (PGP)

The state-required Professional Growth Plan **MUST** address professional growth goals that are:

- Aligned with *NJ Standards for School Leaders* (see *Appendix B*); and
- Explicitly linked to specific district and/or school objectives to improve the quality of teaching and learning and increase student achievement.

The Peer Review Process

Each school leader selects a Peer Review Committee (PRC), which works as a collaborative group which will:

- Provide ongoing support and constructive feedback regarding the specific activities planned to achieve his/her professional development goals;
- Assure that the PGP complies with *NJ Standards for School Leaders*; and
- Provide constructive feedback related to progress in plan implementation and goal attainment.

Each school leader will:

- Select a Peer Review Committee, which is composed of three or more peers who may be from within and/or outside his/her district;
- Identify one or more professional development goals in consultation with his/her superintendent for those in positions requiring principal or supervisor certification, or in consultation with his/her Peer Review Committee for superintendents or chief school administrators;
- Submit drafts of his/her professional development goals and Professional Growth Plan to his/her Peer Review Committee for review, constructive feedback, and subsequent modification, as appropriate;

Providing Evidence of PGP Fulfillment

Evidence of PGP fulfillment includes a narrative account detailing plan goals and their achievement, and documentation related to professional growth activities (e.g. participation in professional development activities and completion of job-embedded learning opportunities, such as action research and study groups).

To provide evidence of Professional Growth Plan fulfillment:

- Each school leader in positions requiring principal and supervisor certification must
 - 1) submit evidence to the superintendent at the end of a three-year cycle; and
 - 2) receive certification of Professional Growth Plan fulfillment from the superintendent.
- Each school leader in the position of superintendent or chief school administrator must
 - 1) submit evidence to a self-selected Peer Review Committee coordinated by the New Jersey Association of School Administrators (NJASA) at the end of a three-to-five year cycle, depending on the length of the employment contract;
 - 2) receive a recommendation for certification of Professional Growth Plan completion from the Peer Review Committee to NJASA, which then certifies plan completion to the NJDOE and local board of education.

SECTION I INTRODUCTION

National and State Support for School Leaders

Over the past several decades, efforts to improve schools and enhance student learning have been focused on rigorous student standards, strengthened assessments, accountability systems for student results, and improved teacher quality. Recent research on effective schools reveals that when their focus is on teaching and learning, school leaders play a pivotal role in improving student achievement. Recognizing the importance of this issue, the DeWitt-Wallace Foundation sponsored a national grant program to encourage states to develop policies to improve school leadership. In 2000, New Jersey was selected as one of fifteen states to receive a State Action for Educational Leadership Project (SAELP) grant to engage state policy reform to improve school leadership at state, district, and school levels.

A state-level NJ SAELP Consortium comprising key stakeholders from government, higher education, professional associations, and the business community deliberated and reached consensus on key policy reforms to strengthen the preparation, recruitment and development of school leaders in support of school improvement and teaching and learning. By the end of 2003, the New Jersey SAELP Consortium proposed a range of policy recommendations to improve school leadership in New Jersey, including legislative and/or regulatory action. These recommendations led to changes in the *New Jersey Administrative Code*. In December 2003, the New Jersey State Board of Education adopted the *New Jersey Professional Standards for School Leaders*. The standards are based on national standards developed by the Interstate School Leader Licensure Consortium (ISLLC), a standards-based licensure system for school leaders that aligns preparation, licensure, induction, and continuing professional development. Continued funding from the Wallace Foundation for NJ SAELP II (2004-2007) will support systematic statewide implementation of these state initiatives and will facilitate the study of their impact on improving school leadership practice and student achievement in New Jersey.

Professional Development for School Leaders

The role of the school leader has changed significantly over recent years and is extremely challenging. It requires that school leaders' knowledge, skills, and practice keep pace with an ever-changing and ever-increasing knowledge base, and that school leaders continually renew themselves through lifelong learning. School leaders need to continue their professional development in support of instructional leadership that will improve schools, teaching, and student achievement. To that end, the New Jersey State Board of Education adopted a research-based professional development requirement that engages all school leaders in the state in individualized, standards-based, collaborative, and job-embedded professional learning experiences that are linked to improving teaching and learning.

Effective September 2004, in accordance with *N.J.S.A. 6A:9-16.1-6* (See Appendix A), all school leaders in public and charter as well as non-public schools whose position requires certification as school administrator, principal, or supervisor must complete an individualized program of professional development, which includes creation, implementation and completion of an individualized Professional Growth Plan over a multi-year professional development cycle. The state's professional development requirement is differentiated for positions that require school administrator certification (i.e. superintendents and chief school administrators) and positions that require principal and supervisor certification (i.e. principal, director, and supervisor). Differences in the process for each group center primarily on the length of the professional development cycle, consultation on the development and implementation of the Professional Growth Plan, the peer review process, and certification of Professional Growth Plan completion. An overview of the professional development process for all school leaders is presented in Section VII, *The New Jersey Professional Learning 9-Step Process for School Leaders*.

SECTION II

HOW TO USE THIS PROFESSIONAL LEARNING GUIDE FOR SCHOOL LEADERS

The *New Jersey Professional Learning Guide for School Leaders* is intended to support thoughtful implementation of New Jersey’s standards-based professional development requirement for all school leaders at the state, district, and school level. The professional learning guide is designed to provide districts with the information and resources needed to successfully implement standards-based professional development for school leaders that not only meets state requirements but also addresses the unique context and needs of each district and school, as well as its staff and students.

The Professional Learning Guide may be used by school districts to:

- Systematically examine existing district policies and structures, and district readiness to effectively implement standards-based professional development for school leaders;
- Develop and implement a professional development strategic plan that systematically addresses and supports standards-based professional development for school leaders as required by the state;
- Develop, implement, and sustain research-based professional development opportunities for school leaders that are directly linked to enhancing leadership practices and improving schools, programs, teaching, and learning;
- Assist individual school leaders in focusing their specific professional growth goals on outcomes related to improving schools, programs, teaching and learning;
- Engage individual school leaders in a collaborative professional development process that is designed to enhance their professional growth and leadership practice, and to improve programs, schools, teaching, and learning; and
- Evaluate and modify existing district professional development plans to determine their effectiveness and impact on school leaders’ professional growth and outcomes related to improving programs, schools, teaching, and learning.

The NJ Professional Learning Guide for School Leaders is formatted to provide district and school leaders with essential information and resources needed to:

- Understand state professional development requirements for school leaders;
- Align their district and school professional development plans with New Jersey Professional Standards for School Leaders and research-based professional development;
- Align school leaders’ individualized Professional Growth Plans with state professional development requirements and the New Jersey Professional Standards for School Leaders;
- Implement and sustain a standards-based collaborative process of individualized professional development for school leaders that meets state requirements.

While the *NJ Professional Learning Guide for School Leaders* provides a detailed description of a systematic standards-based collaborative professional development process that addresses state requirements, it is not intended to be a set of prescriptions to be strictly followed. The

Professional Learning Guide should be considered a flexible framework for examining existing professional development practices. It should be used as a tool to: (1) stimulate dialogue regarding standards-driven school leadership practice and professional development for school leaders; and (2) plan and develop professional development opportunities for school leaders that strengthen leadership, teaching and learning.

SECTION III
NEW JERSEY PROFESSIONAL STANDARDS FOR SCHOOL LEADERS

In December 2003, the State Board of Education adopted the *Interstate School Leader Licensure Consortium (ISLLC) Standards for School Leaders* as the *New Jersey Professional Standards for School Leaders*. New Jersey is currently engaged in embedding these standards in state policies and regulations to guide the preparation, licensure, and professional development of school leaders as a continuum of school leadership practice at state, district and school levels. The state's standards-based continuum of school leadership practice contributes to the overall standards-based educational reform agenda in New Jersey and is intended to assure that school leaders have the requisite knowledge, skills, and dispositions to lead continuous improvement in teaching, learning, and student achievement in their schools and school districts. (Visit <http://www.nj.gov/njded/profdev/profstand/standards.pdf> for details)

The New Jersey Professional Standards for School Leaders

A school administrator is an educational leader who promotes the success of all students by:

- Standard #1** Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
- Standard #2** Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- Standard #3** Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
- Standard #4** Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
- Standard #5** Acting with integrity, fairness, and in an ethical manner; and
- Standard #6** Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

SECTION IV

STANDARDS-BASED PROFESSIONAL LEARNING FOR SCHOOL LEADERS

In addition to the *New Jersey Professional Standards for School Leaders*, the state's professional development process is grounded in core understandings and national standards for quality professional development, which formed the basis for the state's professional learning process presented in detail in Section VII of the Guide.

Quality Professional Development: Core Understandings

1. Establishes effective teaching and learning and the improvement of student achievement as the central goals of the district and schools and the core responsibility of school leaders.
2. Engages all school leaders in thoughtfully planned, continuing professional development that is integrated with district and school goals, Professional Growth Plans, and plans to improve teaching and student achievement.
3. Promotes collegiality and a process for collaboration with other professionals, especially peers, to achieve organizational goals while meeting individual professional growth needs.
4. Models effective practices and processes for adult learning that lead to and highlight outcomes related to continuing professional growth, i.e. the acquisition of new knowledge, continuous self-assessment and reflection, the use of meaningful feedback from colleagues, and risk-taking and development of improvement strategies and products.
5. Incorporates measures of performance and accountability that are reflected in the *New Jersey Professional Standards for School Leaders* and emphasize the important challenges faced by school leaders as valued professional development outcomes.

Professional Learning for School Leaders: Design Principles

The design principles for *New Jersey's Professional Learning for School Leaders Process* are based on the previously described core understandings. These design principles require:

1. A focus on continuous professional growth to enhance knowledge, skills, dispositions, and performance based on the *New Jersey Professional Standards for School Leaders*. **The process is not intended to contribute to or be a part of school leaders' performance evaluations.**
2. School leaders to be lifelong learners who take personal responsibility for their continuing professional development and recognize that this is integral to meeting the larger goal of continuous improvement of teaching and student achievement.
3. An emphasis on professional development as a collaborative process.
4. Sustained professional development.
5. Adaptation to the unique contexts and educational settings of the schools and districts and the needs of individual school leaders.
6. A process that is appropriate for all school leaders (i.e. new and experienced, principals and superintendents) and encourages adaptations to address unique needs.

7. Integration of professional development and performance of day-to-day responsibilities with district/school goals and improvement plans.
8. An environment of trust in which school leaders feel comfortable in taking risks, exploring new ideas, and implementing innovative practices that enhance their continuing professional growth and promote continual improvement of schools, teaching, and learning.
9. An emphasis on accountability throughout the process through periodic peer reviews and documentation of the fulfillment of Professional Growth Plans, including professional development goals and intended outcomes.
10. The professional development process be widely supported at state, district, and school levels with relevant policies, technical assistance, and resources.

Professional Development Standards for School Leaders (NSDC)

The professional development standards developed by the National Staff Development Council (NSDC) define quality professional development for school leaders and guide the development and implementation of the New Jersey Professional Learning process for school leaders at the state and local level. (For more information on these standards and for current articles about each of these standards, visit the NSDC site at <http://www.nsd.org/standards/learningcommunities.cfm>)

THE NSDC STANDARDS

I. LEARNING COMMUNITIES

Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

II. LEADERSHIP

Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

III. RESOURCES

Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

IV. DATA-DRIVEN

Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

V. EVALUATION

Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

VI. RESEARCH-BASED

Staff development that improves the learning of all students prepares educators to apply research to decision making.

VII. DESIGNS AND STRATEGIES

Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

VIII. LEARNING

Staff development that improves the learning of all students applies knowledge about human learning and change.

IX. COLLABORATION SKILLS

Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

X. EQUITY

Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.

XI. QUALITY TEACHING

Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

XII. FAMILY INVOLVEMENT

Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

SECTION V
PROFESSIONAL LEARNING FOR SCHOOL LEADERS: STATEWIDE IMPLEMENTATION

Training to Support Professional Learning

Training sessions are conducted on a regular basis at regional sites to support district implementation of the *New Jersey's Professional Learning for School Leaders Process* (see www.featraining.org). These sessions are provided by facilitators who will be trained by FEA and NJASA.

Training sessions for targeted groups focus on, but are not limited to:

1. Developing depth and breadth of understanding of the *New Jersey Professional Standards for School Leaders* and the *New Jersey Professional Development Standards*;
2. Creating district strategic plans and school improvement plans that focus on improving schools, teaching, and student achievement based on the *New Jersey Core Curriculum Content Standards*;
3. Developing individualized standards-based Professional Growth Plans that are linked to improving schools, teaching, learning, and student achievement;
4. Collecting, organizing, and presenting artifacts and data that provide evidence of Professional Growth Plan fulfillment and outcomes related to professional growth and improvement of schools, teaching, and learning;
5. Developing collaboration skills and collegial support through collaborative learning, professional discourse, peer review, feedback, and group reflection;
6. Developing reflective practice for continuing professional growth (e.g. self-assessment and reflective processes);
7. Understanding strategies for standards-based professional development (i.e. action research, study groups, inter-/intra-district visitations, using technology to access resources).

Resources and Implementation Tools

The *NJ Professional Learning Guide* references numerous resources and “tools” that are intended to guide and support district and school leaders as they implement New Jersey’s professional development requirement for school leaders at district and school levels.

Resources are intended to provide information and research that will be helpful to district and school leaders as they implement the *NJ Professional Learning for School Leaders Process* (i.e. books, professional organizations, publications, and Web sites). Resources are included in Section VIII and the Appendices of the *NJ Professional Learning Guide*.

Implementation Tools (i.e. templates, how-to sheets, exemplars, and scenarios) are designed for use with the guide to facilitate implementation of the *NJ Professional Learning for School Leaders Process*. Implementation tools are presented in Appendix D of the guide.

SECTION VI
**PROFESSIONAL LEARNING FOR SCHOOL LEADERS:
DISTRICT IMPLEMENTATION**

The *NJ Professional Learning for School Leaders Process* is designed to respond to the unique needs of individual districts, schools, and school leaders. To this end, recommendations are made to guide districts to assess, build upon, and align their existing professional development programs with state requirements and standards. It is essential for the school district to assess its readiness to effectively implement collaborative professional learning for school leaders and routinely evaluate implementation of the process and its impact on teaching and learning.

A Five-Step Process for School Districts

The following are essential steps for districts to take as they plan and implement the *NJ Professional Learning for School Leaders* process:

- Step One: Affirm systemic commitment of board of education and district leaders to establish a culture that supports high-quality, standards-based professional development for school leaders (e.g. readiness for professional collaboration, level of trust, and openness to feedback).
- Step Two: Conduct an assessment of district readiness (i.e. resources, structures, policies, contractual agreements) to implement and support high-quality, standards-based professional development for school leaders.
- Step Three: Establish district policies, resources, structures, contractual agreements, and quality assurances needed to successfully implement, monitor, evaluate, and sustain high-quality, standards-based professional development for school leaders. For a listing of resources to use with each standard, visit the National Staff Development Council's (NSDC) Web site at: <http://www.nsd.org/standards/resources.cfm>
- Step Four: Develop a district plan designed to evaluate, both formatively and summatively, the implementation and the results of the *New Jersey Professional Learning for School Leaders* process with administrators within the district.
- Step Five: Revise district and school professional development plans as needed to ensure effective alignment and implementation of the *New Jersey Professional Learning for School Leaders* process.

SECTION VII
***The NJ PROFESSIONAL LEARNING FOR SCHOOL LEADERS PROCESS:
A NINE-STEP METHOD FOR IMPLEMENTATION***

Collaborative Professional Learning For School Leaders

The standards-based, job-embedded, collaborative *NJ Professional Learning Process* described in this section applies to school leaders whose positions require certification as a school administrator, principal or supervisor. The process is intended to guide and nurture collegial support and collaboration among school leaders to achieve individual professional development goals that have the potential for positive impact on district and school goals for improving the quality of teaching and learning and increasing student achievement.

The requirement for individualized Professional Growth Plans (PGPs), unlike goal-setting procedures used for evaluation, is NOT designed to focus on basic minimum competency (i.e. “*satisfactory*” or “*needs improvement*” job performance) but rather to support all school leaders to meet the *New Jersey Professional Standards for School Leaders* with a distinct focus on increasing their capacity to effectively function as instructional leaders who continuously improve teaching and learning.

Individualized Professional Growth Plans are intended to reflect a high degree of collaboration within districts between the superintendent and school leaders, as well as among peer groups. The goal of this collaboration is to promote joint action and support for achieving both individual professional development goals and district and school goals for improving the quality of teaching and learning and increasing student achievement.

The nine-step collaborative process described in this section is designed for three purposes:

- to build upon and supplement existing professional development activities in which school leaders are currently engaged;
- to focus job-embedded professional development of school leaders on enhancing their leadership practice and their ability to effectively perform their day to day responsibilities; and
- to address the specific needs and tasks related to improving the teaching and learning in the administrator’s district and/or school.

Navigating The Professional Learning “Nine-Step” Process

The New Jersey Professional Learning for School Leaders “Nine-Step” Process is designed to provide a comprehensive and detailed, step-by-step approach for school districts and individuals that will help them to effectively implement the state’s professional development requirements for school leaders. *The New Jersey Professional Learning Nine-Step Process is intended to be used as a guide -- not a set of prescriptive steps.*

Each of the Nine Steps is presented separately. An ***Overview*** of the process for each step with key activities in bold print begins each section. ***Tips*** and ***Guiding Questions*** are also included to stimulate reflective practice and to serve as a springboard for discussion with the Peer Review Committee and with the administrator’s supervisor(s). Each step’s section also provides references to ***Key Resources*** that are applicable to the specific steps for information and continued support (i.e. Web sites, professional organizations, journals, and books). School leaders are highly encouraged to use these resources in their pursuit of personal and professional development goals.

The NJ PROFESSIONAL LEARNING FOR SCHOOL LEADERS PROCESS

THE NINE-STEPS

- STEP ONE:** *Getting Focused:* Assessing your individual professional development needs, readiness, and commitment
- STEP TWO:** *Assessing District/School/Department Needs:* Linking professional development to improvement goals
- STEP THREE:** *Developing Your Professional Growth Plan (PGP)*
- STEP FOUR:** *Consulting With Your Superintendent*
- STEP FIVE:** *Selecting Your Peer Review Committee (PRC)*
- STEP SIX:** 1) *Convening and Structuring Your Peer Review Committee*
 2) *The Roles and Responsibilities of Your Peer Review Committee*
- STEP SEVEN:** 1) *Collecting and Organizing Evidence for the Professional Growth Plan*
 2) *Completion of Professional Growth Plan and Certification*
- STEP EIGHT:** *Presenting Evidence of Professional Growth*
- STEP NINE:** *Preparing for Your Next Professional Development Cycle*

STEP #1
GETTING FOCUSED:
ASSESSING YOUR INDIVIDUAL PROFESSIONAL DEVELOPMENT NEEDS, READINESS, and COMMITMENT

Overview

The first step in the preparation of your individualized Professional Growth Plan is the **determination of your professional development needs**. In determining those needs it is important to self assess and reflect upon your current level of skills and knowledge and your capacity to effectively perform in your role as a school leader based on the *New Jersey Professional Standards for School Leaders*.

It is crucial that you **thoroughly review the standards** to acquire a sound understanding of their implications for your continuing professional leadership development.

It will be helpful to **complete a self-assessment** aligned with the *New Jersey Professional Standards for School Leaders*. You may want to supplement the results of any self-assessment with feedback you may have received formally or informally from colleagues and others in your school/district community. You may also want to **complete other self-assessments of strengths and leadership capacities** (see *Resources* below).

After **analyzing your self-assessment(s)**, you will need to determine priority areas for professional development.

In consultation with your superintendent or your Peer Review Committee, you will want to **select one or more professional development goals**. It would be helpful for you to **prioritize your list of professional growth areas** based on those that will have the greatest potential to enhance your leadership practice and ability to improve the quality of teaching and learning and ultimately increase student achievement in your department, school, or district.

Guiding Questions

For Self-Analysis and Prioritizing Professional Development Needs

- How do my knowledge, skills, dispositions, and performances measure up against the *NJ Professional Standards for School Leaders*?
- What sources are available to me that provide further insights related to my knowledge, skills, dispositions and performances, and the priority areas to focus my professional development (see *Resources* list)?
- Where do I need to grow professionally in order to optimize my effectiveness as a school leader?
- What areas for professional growth will have the greatest potential to improve the quality of teaching and learning in my department, school, and/or district?
- Where could I spend more time to grow professionally to improve 1) my department, school and/or district, 2) the quality of teaching and learning, and 3) student achievement?

Key Resources

Buckingham, M., & Clifton, D. *Now Discover Your Strengths* (<https://www.strengthsfinder.com/>) –self assessment of personal strengths and weaknesses related to leadership and personal skills development

enGauge Proficiencies for Educators and Administrators (<http://engauge.ncrel.org>) – self assessment of leadership proficiencies

FEA - Foundation for Educational Administration (www.featraining.org)

ISLLC - Interstate School Leaders Licensure Consortium - School Leaders Self Inventory. (www.principalmentor.com/2.ISLLC.Self.Inventory.pdf) - This **self inventory** is designed to provide a personal profile of your school leadership assets based on the **ISLLC Standards for School Leaders**. – see *Appendix B* for a description of the NJ Standards which are based on the ISLLC Standards

ISTE – National Education Technology Standards (www.iste.org) – see *Appendix C* for description of standards

Kouzes, J. & Posner, B. (2003). *Leadership practices inventory*. (3rd Ed.). San Francisco: Pfeiffer – self assessment of leadership behaviors.

McREL (Mid-Continent Research in Education Laboratory) – assessment of 21 leadership responsibilities linked to student learning (www.mcrel.org)

NPBEA - National Policy Board for Educational Administration (www.npbea.org) – contains a detailed description of performance indicators for each leadership standard as well lists of “evidences” of mastery of that standard

NJASA - New Jersey Association for School Administrators (www.njasa.net)

Tips

- Supplement the results of your self-assessment with feedback that you may have received formally and informally from colleagues, community members, parents, students, or others who may be a part of your school community.

The following sample is the training template for Self-Reflection.

NJ PROFESSIONAL STANDARDS FOR SCHOOL LEADERS

Self-Reflection Worksheet: *Training Sample*

Directions: Carefully read each indicator listed. Decide your level of agreement with each proficiency statement. Enter a brief description of your understanding of each indicator in the box you selected. Enter additional reflective comments relating to standard #1 at the end of this section.

Definition of Rating Levels:

- 1 Only minimal, if any, understanding or experience with the indicator.
- 2 A moderate understanding and experience with the indicator.
- 3 An excellent working knowledge and successful experiences with the indicator.

EXAMPLE:

Standard #1

<i>Indicator</i>	<i>Rating</i>	<i>Notes/Evidence</i>
I understand what is meant by systems theory.	<i>1</i>	<i>I know a little bit about systems analysis and theory and I have heard of Peter Senge and his book, <u>The Fifth Discipline</u>, but I have not read it. I have not worked with systems thinking nor am I sure of what it would do to help me be a better leader.</i>

Standard #2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

<i>Indicator</i>	<i>Rating</i>	<i>Notes/Evidence</i>
I value and am committed to the premise that all students can learn and be contributing members of our society.	2	<i>Homogeneous grouping and ability-based pull-outs reflect an underlying belief that students have different potentials for learning.</i>
I have a clear understanding of the principles of curriculum development, assessment/evaluation and effective instruction.	2	<i>While somewhat knowledgeable, I am ambivalent and unsure about how best to provide effective instruction to diverse students.</i>
I am able to facilitate a well articulated professional development program that is meaningful, job embedded, and includes multiple opportunities.	1	<i>We have only two in-service days a year with single “drive-by” workshops. We are not currently involving our teachers in any form of embedded professional development. I need to learn how to do this.</i>
I am able to access, analyze and use data from a variety of sources to make informed decisions pertaining to instruction, evaluation, and both student and teacher performance.	3	<i>We have had extensive administrative training in this area along with years of experience with collecting and analyzing multiple sources of data. Teachers are deeply engaged in examining student work and test-data analysis.</i>
I am able to nurture and sustain an environment that is fair, maintains high expectations and fosters life long learning among the entire learning community.	2	<i>We have created a supportive culture for our students and our expectations are high. However I need to learn how to more effectively encourage life-long learning for the entire school community.</i>

A blank template follows for your responses.

**New Jersey Professional Learning for
School Leaders**

Standard #1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

<i>Indicator</i>	<i>Rating</i>	<i>Notes/Evidence</i>
I am committed to the inclusion of a school vision that incorporates high standards of learning and continuous school improvement.		
I understand what is meant by systems theory and data-analysis strategies.		
I am aware of the various components of consensus building and negotiation.		
I am able to facilitate the development of a shared vision through effective communication with all stakeholders of the school community.		
I am able to facilitate the implementation and monitoring of a shared school vision using appropriate strategies and evaluative resources.		

Standard #2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

<i>Indicator</i>	<i>Rating</i>	<i>Notes/Evidence</i>
I value and am committed to the premise that all students can learn and be contributing members of our society.		
I have a clear understanding of the principles of curriculum development, assessment/evaluation and effective instruction.		
I am able to facilitate a well articulated professional development program that is meaningful, job embedded, and includes multiple opportunities.		
I am able to access, analyze and use data from a variety of sources to make informed decisions pertaining to instruction, evaluation, and both student and teacher performance.		
I am able to nurture and sustain an environment that is fair, maintains high expectations and fosters life long learning among the entire learning community.		

Standard #3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

<i>Indicator</i>	<i>Rating</i>	<i>Notes/Evidence</i>
I accept the responsibility for a true teaching and learning environment within a collaborative and safe framework with high expectations and performance.		
I understand the principles of school operations and management as it pertains to safety, finance, human resources, technology and school law.		
I am able to ensure that appropriate organizational and operational procedures are in place to maximize time and opportunities for meaningful instruction.		
I am able to ensure that the school plant is equipped and maintained in a safe, efficient and aesthetically pleasing manner.		
I am able to ensure that effective technological systems are in place to meet facility reporting mandates, maintain confidentiality, manage student data, demographics, curriculum and learning outcomes.		

Standard #4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, by responding to diverse community interests and needs and mobilizing community resources.

<i>Indicator</i>	<i>Rating</i>	<i>Notes/Evidence</i>
I am committed to the proposition that a true learning community involves the collaborative efforts of all of the stakeholder groups within and outside of the school itself.		
I am committed to making the family and community partners in student learning.		
I am very much aware and have a clear understanding of successful family, business, community, government and higher education partnerships.		
I am very visible and highly engaged with community, business, governmental and higher education leaders.		

Standard #5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Indicator	Rating	Notes/Evidence
I believe in and value the right of every student to a free and equal education and model a respect for the Bill of Rights and ethical principles in my decision making process.		
I have a clear understanding of the principles of education and the role of school leaders in a diverse society		
I am able to effectively demonstrate and model a personal and professional code of ethics.		
I am able to explain and enforce school law fairly, wisely and considerately.		
I am able to facilitate a positive approach that effectively gathers data from a diverse school community.		

Standard #6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

<i>Indicator</i>	<i>Rating</i>	<i>Notes/Evidence</i>
I am committed to the ongoing involvement and communication within a political and cultural context.		
I am very much aware of the various political, social, cultural and economic processes that have an impact on the school.		
I am able to open up the lines of communication with decision makers outside of the immediate school community.		
I am able to facilitate the creation of a school environment that is influenced and supported by the school and local community.		
I am able to ensure that there exists an ongoing dialogue with representatives of diverse community groups.		



STEP #2

ASSESSING DISTRICT/SCHOOL/DEPARTMENT NEEDS: *LINKING PROFESSIONAL DEVELOPMENT TO IMPROVEMENT GOALS*

Overview

In determining your professional development goals and preparing your Professional Growth Plan (PGP), it is important to consider the needs and goals of your department, school and/or district to improve teaching and learning, and to increase student achievement. To determine those needs, you may want to **consider district and/or school-level goals**, district strategic plans adopted by the board of education, school improvement plans, state or federally mandated goal-setting requirements (i.e. the Quality Assurance Annual Report or NJQSAC, Multi-year Equity Plan, the School Report Card, or *NCLB* and *IDEA* application goals).

If needed, you should **collect and analyze additional data** related to school, program, and teaching effectiveness and increased student learning.

You may also want to **engage in discussions with others in your department, school, and/or district** (i.e. staff, parents, students, and other school leaders) related to district/school needs and expectations for improving programs, schools, teaching and learning.

It may also be helpful to **survey your colleagues** to determine how they are approaching their professional development goal-setting, and to consider how your individual professional development goals might complement those of other school leaders with whom you work. This may lead to opportunities to collaborate and support each other as you develop and implement your Professional Growth Plan (PGP). (ie: elementary, middle or high school principals collaborate on a common goal)

After collecting and analyzing this data, it will be helpful to **identify one or more important areas for program, school and/or district improvement** that have the potential to be positively impacted by your continuing professional growth. Examine your list carefully and, if necessary, add to the list of your prioritized professional development needs from Step #1.

Then **re-examine and re-prioritize your professional development needs, if necessary, to determine the closest alignment with district and school needs and goals** for improving the quality of teaching and learning and increasing student achievement.

When this alignment is assured, **prepare a draft of your professional development goals** (knowledge, skills, and dispositions) stated as personal outcomes for professional growth.

Finally, **prepare a brief rationale** for the goal(s), stating how they may result in improved teaching and learning and increased student achievement.

GUIDING QUESTIONS

For selection of professional development goals aligned to school needs

- Which of my personal goals are most directly related to improving the district, school, or department's quality of teaching and learning?
- Are my professional development goals aligned with the goals I have identified as program, school, and/or district improvement goals?

- For which of these goals can I identify reasonable outcomes, artifacts, measures, or products that will serve as evidence of my professional growth?
- Do these goals complement the professional development goals of other school leaders in the district (or other districts) to invite opportunities for collaboration and collegial support?

KEY RESOURCES

See Resources listed under Step One as well as:

FEA - Foundation for Educational Administration (www.featraining.org)

NSDC - National Staff Development Council (www.nsd.org)

NJASA - New Jersey Association for School Administrators (www.njasa.net)

TIPS

Possible Sources for Assessing Department/School/District Needs

- Program/school/district goals in strategic plans adopted by the board of education
- School improvement plans
- Annual state-mandated goals required in district reports (i.e. QAAR or NJQSAC, Multi-Year Equity plan, Five-Year Facility plan, audit reports)
- Annual federally mandated goal setting required as part of federal funding applications (i.e. NCLB, IDEA)
- State or federally mandated review processes, monitoring or audits resulting in recommendations or corrective actions
- Elective accreditation processes resulting in specific recommendations for improvement (i.e. Middle States, NSSE Study Evaluations, award applications)

STEP #3 DEVELOPING YOUR PROFESSIONAL GROWTH PLAN (PGP)

Overview

The next step in the process is to **develop a draft of your Professional Growth Plan (PGP)**.

To do this, you must **decide on the format of the plan** by:

- using a template recommended by the *Professional Learning Guide*
- using a template developed by your district,
- designing your own format to accommodate your plan that is acceptable to your district

The PGP should include:

- 1) your professional development **goals**;
- 2) an explanation of **how your goals relate to the New Jersey Standards for School Leaders**;
- 3) an explanation of **how your goals relate to program, school, and/or district needs**;
- 4) proposed **activities** to address your goals;
- 5) **anticipated resources** to complete your PGP;
- 6) **a tentative timeline** for each of the years of your professional development cycle;
- 7) possible **challenges and/or obstacles** to be addressed in order to complete your PGP and attain goals;
- 7) **a preliminary list of “evidence types”** (i.e. artifacts, work samples, products, documents, data) that will indicate progress toward achieving your professional development goals;
- 8) **benchmarks**, if any, that might be used to measure progress toward multi-year goals.

Guiding Questions

For Developing Your Preliminary PGP and Evidence Types

- What activities will achieve my goals?
- What are the initial steps to begin?
- What short-term (1 year or less) and long-term (2-3 years) activities should be included to achieve the goals?
- What district and school resources will be needed?
- What evidence will need to be collected (short- and long-term) to demonstrate fulfillment of my plan and achievement of professional development goals?
- How will evidence be organized?
- What is the timeline for professional development activities and outcomes (short- and long-term) over the 3-year cycle?

Key Resources

Foundation for Educational Administration (www.featraining.org)

New Jersey Association for School Administrators (www.njasa.net)

The following template is provided for your use.

New Jersey Professional Learning for School Leaders

Draft Professional Growth Plan Template

The Draft Professional Growth Plan (PGP) is for discussion purposes only. The draft should include information to be shared with the superintendent and/or the peer review committee (PRC). Minimally the draft PGP should include the standard(s) the PGP will address, linkages to district/school/departmental improvement, specific goals and intended outcomes, possible evidence, proposed activities, timelines and resources.

Part 1 Selecting a Standard or Standards

Guiding Questions

When engaging in the process of self-assessment the following guiding questions are recommended to help focus your self-reflection.

- How do my knowledge, skills, dispositions, and performances measure up against the NJ Standards for School Leaders?
- What sources are available to me that provide further insights related to my knowledge, skills, dispositions, and performances, and priority areas to focus my professional development?
- Where do I need to grow professionally in order to optimize my effectiveness?
- What areas for professional growth will have the greatest potential to improve the quality of teaching and learning in my department, school, or district?

Based on a self-assessment against the New Jersey Standards for School Leaders and other sources the following standard(s) or specific areas within the following standard(s) have been selected as the focus of my PGP:

Part 2 District/School/Department Linkages

Guiding Questions

When aligning your personal goals with the known needs of your department, school or district the following guiding questions are recommended to assist you in your analysis.

- Which of my personal goals are most directly related to improving the quality of teaching and learning and increasing student achievement?
- How are my personal goals aligned with the goals I have identified as program, school, and/or district improvement objectives?
- For which of these goals can I identify reasonable outcomes, measures or products that will serve as evidence of my professional growth?
- How will these goals be supplementary or complementary to the professional growth plans of other school leaders in the district?

Enhancing my knowledge and skills, dispositions and performance relative to these standards relates to district/school/departmental improvement needs in the following ways:

Part 3 Specific Goals and Intended Outcomes

Guiding Questions

For the purpose of developing your preliminary draft PGP the following guiding questions are provided to assist you in the planning process.

- What am I going to do to achieve my goals?
- What are the initial steps to begin my plan?
- What short-term (1 year or less) and long-term (2-3 years) activities should I plan to achieve each of my goals?
- What district and school resources will I need?
- How will I make the time to do what I plan?
- What evidence will I collect (short- and long-term) to demonstrate fulfillment of my plan and achievement of my professional development goals?
- How will I organize my evidence?
- What are my timelines for professional development activities and outcomes (short- and long-term) over the 3-year cycle?

The specific goals of my PGP and intended outcomes can be summarized briefly as follows:

A. Activities

I will engage in the following activities and detail how each activity enhanced the achievement of my goal.

B. Evidence

I will document my progress in enhancing my skills and knowledge, dispositions and performance with the following artifacts and/or outcomes:

C. Timeline and Benchmarks

Implementation of my PGP will be in accordance with the following 3-5 year activity plan and applicable benchmarks:

D. Resources

The following resources may be necessary for the full implementation of my PGP:

The following is a sample of a completed template.

New Jersey Professional Development for School Leaders

Sample Professional Growth Plan (PGP) Template

Training
Exercise

This Sample Professional Growth Plan (PGP) is for discussion and training purposes only. Your own PGP should include information to be shared with your superintendent and/or peer review committee (PRC). Minimally your PGP should include the professional standard(s) which the PGP will address; individual goal(s); connection from individual goals to district/school/ departmental improvement; proposed activities; intended outcomes; potential evidence; timelines; and resources.

Part 1 Selecting a Standard or Standards

Guiding Questions

When engaging in the process of self-assessment the following guiding questions are recommended to help focus your self-reflection.

- How do my knowledge, skills, dispositions, and performances measure up against the NJ Standards for School Leaders?
- What sources are available to me that provide further insights related to my knowledge, skills, dispositions, and performances, and priority areas to focus my professional development?
- Where do I need to grow professionally in order to optimize my effectiveness?
- What areas for professional growth will have the greatest potential to improve the quality of teaching and learning in my department, school, or district?

Based on a self-assessment against the New Jersey Standards for School Leaders and other sources the following standard(s) or specific areas within the following standard(s) have been selected as the focus of my PGP:

Based on my self-assessment and reflection, I have chosen to work on Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth. In particular, I want to focus on professional development in the school (or district or department).

Part 2 District/School/Department Linkages

Guiding Questions

When aligning your personal goals with the known needs of your department, school or district the following guiding questions are recommended to assist you in your analysis.

- Which of my personal goals are most directly related to improving the quality of teaching and learning and increasing student achievement?
- How are my personal goals aligned with the goals I have identified as program, school, and/or district improvement objectives?
- For which of these goals can I identify reasonable outcomes, measures or products that will serve as evidence of my professional growth?
- How will these goals be supplementary or complementary to the professional growth plans of other school leaders in the district?

Enhancing my knowledge and skills, dispositions and performance relative to these standards relates to district/school/departmental improvement needs in the following ways:

- Based on our professional development needs assessment survey, there are not enough professional development opportunities in our school and virtually no job embedded learning experiences.
- My classroom observations don't reflect effective implementation of what professional development already existing or of best practices research.
- School leaders have not had ample opportunity to participate in their own learning.
- Parent attendance at workshops designed for them are minimally attended.

Part 3 Specific Goals and Intended Outcomes

Guiding Questions

For the purpose of developing your preliminary draft PGP the following guiding questions are provided to assist you in the planning process.

- What am I going to do to achieve my goals?
- What are the initial steps to begin my plan?
- What short-term (1 year or less) and long-term (2-3 years) activities should I plan to achieve each of my goals?
- What district and school resources will I need?
- How will I make the time to do what I plan?
- What evidence will I collect (short- and long-term) to demonstrate fulfillment of my plan and achievement of my professional development goals?
- How will I organize my evidence?
- What are my timelines for professional development activities and outcomes (short- and long-term) over the 3-year cycle?

The specific goals of my PGP and intended outcomes can be summarized briefly as follows:

I will facilitate a well articulated professional development program that is meaningful, job embedded, and includes multiple opportunities for learning.

Part 4 Evidence, Timeline and Resources

A. Activities

I will engage in the following activities and detail how each activity enhances the achievement of my goal.

- Learn and study the NJ Professional Development Standards
- Join and participate in National Staff Development Council (NSDC) activities.
- Research and read about exemplary professional development practices (books, internet, videos, etc.).
- Identify and visit schools with exemplary professional development programs.
- Identify and interview experts in the field.
- Keep a journal of experiences and learning.
- Share my experiences and learning with the staff and work with them to develop a vision and action plan for a new professional development program that meets the requirements of my goal.
- Develop an assessment tool that includes attitudinal, observational, and performance data.
- Provide for the resources necessary to meet the goal.
- Facilitate implementation of the goal.
- Measure/observe impact of the project.

B. Evidence

I will document my progress in enhancing my skills and knowledge, dispositions and performance with the following artifacts and/or outcomes:

- My notes about the NJ Professional Development Standards
- Records of my membership and participation in National Staff Development Council (NSDC) events
- Listing of research sources and notes from my reading and viewing
- List of and notes from visited schools and workshops
- Record of interviews
- My learning/reflection journal
- Agenda and minutes from faculty, team, and committee meetings where
- We discussed embedded professional development and worked on plans.
- The actual plan and notes/reflections on implementation.
- Our assessment of the project impact.

C. Timeline and Benchmarks

Implementation of my PGP will be in accordance with the following 3-5 year activity plan and applicable benchmarks:

Year 1:

Activities 1, 2, 3, 4, 5, and 6

Year 2:

Continue and extend Year 1 activities, add Activity 7 and 9 (for year 3)

Year 3:

Activity 9, 10, and 11

D. Resources

The following resources may be necessary for the full implementation of my PGP:

- Access to the NJ Professional Development Standards (No cost)
- Funds for joining and participating in NSDC events (\$500)
- Time to attend NSDC events (3 days)
- Time for visitations to exemplary schools (5 days)
- Funds for purchasing books and videos (\$200)
- Funds for a small recorder and tapes to use during interviews (\$60)
- Duplication of materials for staff (No additional cost)
- Consultant services to assist with plan and assessment (\$500)
- Materials for communications (\$50)

STEP #4
CONSULTING WITH YOUR SUPERINTENDENT
(For Those in Positions Requiring Principal or Supervisor Certification)

Overview

If you hold a position that requires principal or supervisor certification, your professional development goals and Professional Growth Plan (PGP) are to be developed in consultation with your superintendent and in accordance with state regulations and applicable district policies and procedures.

The purpose of the meeting(s) between you and your superintendent is to review your professional development goals and PGP, and to determine the potential for those goals to enhance your leadership practice and positively impact teaching and learning and student achievement in your program, school or district.

It is important that both you and your superintendent enter these discussions with open minds, a spirit of collegiality and collaboration, and with adequate preparation. Arriving at meaningful consensus on your professional development goals and PGP is critically important to the success of the process.

Prepare the draft of your professional development goals and PGP for consultation with your superintendent. It is intended that you and your superintendent **reach consensus on your goals and PGP**.

Once you and your superintendent have reached consensus on your goals, you will then also **submit your professional development goals and PGP to your self-selected Peer Review Committee (PRC)**, which will:

- 1) provide additional feedback and ongoing support related to the development and implementation of your PGP;
- 2) review your progress toward attainment of your professional development goals; and
- 3) determine compliance with state standards and established guidelines (see Step #5 and Step #6 of this *guide*).

Key Resources

Foundation for Educational Administration (www.featraining.org)

New Jersey Association for School Administrators (www.njasa.net)

TIPS FOR PREPARATION FOR CONSULTATION ON GOALS

For Principals and Supervisors

- Prepare a draft of your professional development goals and PGP.
- Consider how your professional development goals are connected to district/school/program goals to improve the quality of teaching and learning and student achievement.
- Prepare notes in advance to keep you focused on the key points of the presentation of your draft PGP.
- Anticipate questions that your superintendent might ask.
- Identify any supplemental information to bring with you, if needed.
- Be prepared to present specific activities and timelines for accomplishing your goals.
- Be ready to describe the types of evidence that you plan to collect and present to demonstrate your professional growth.
- Develop a list of resources and types of support that may be required to achieve your goals.
- Describe the type and nature of feedback and support you will request from your Peer Review Committee (PRC).
- Be ready to provide responses to questions and solutions to problems.

For Superintendents/Chief School Administrators

- Provide sufficient time for each meeting and schedule them in advance so that the school leader can adequately prepare for the consultation.
- The agenda for the consultation meeting should provide for a discussion of the school leader's goals and their importance to the professional development for the individual, AND their potential impact on enhancing his/her leadership practice that addresses the achievement of district, school, and/or program goals to improve teaching and learning and increase student achievement.
- Anticipate questions and concerns that the school leader may have about the process.
- Review district/school/program goals in advance and consider how they might be linked to the professional development goals of each school leader.
- Be prepared to assess how specific activities and timelines might be structured to achieve these goals.
- Consider the types and nature of evidence that you would collect as indicators of progress toward or attainment of goals.
- Be prepared to discuss the nature and scope of resources and support that the district might provide.
- Suggest items that the school leader should discuss with his/her Peer Review Committee.

TIPS FOR THE CONSULTATION TO MAKE IT COLLEGIAL & COLLABORATIVE

For Principals and Supervisors

- Explain the process used to select your professional development goals and how they relate to school, district, and/or program improvement goals.
- Emphasize how you will collect and present evidence of your progress toward goal attainment.
- Note items discussed and the areas of agreement.

For Superintendents

- Review district/school/program goals and the ways in which you would like the school leader to use his/her individualized PGP to support these goals.
- Note items discussed and the areas of agreement.
- Respond to all questions clearly and succinctly.

Note: At the conclusion of the consultation, both parties should summarize their understanding of what has been agreed upon and the actions that each will take regarding modifications to the PGP and the final certification of the PGP's development and successful completion. The superintendent should provide documentation of the consultation and the mutual agreement in accordance with district policies and procedures.

STEP #5 SELECTING YOUR PEER REVIEW COMMITTEE (PRC)

Overview

All school leaders in positions that require school administrator, principal, or supervisor certification will **utilize a collaborative peer review process to support the creation, implementation, and certification of their Professional Growth Plans (PGPs)**. In all cases, the role of the Peer Review Committee (PRC) is to provide ongoing support and feedback related to the development and implementation of your PGP and progress toward attainment of your professional development goals.

In general, you should **carefully consider the overall composition of your Peer Review Committee (PRC)** based on the kinds of expertise and experience that will provide you with the greatest amount of guidance and support.

The quality of the individuals you select to comprise your PRC is a critical factor. The PRC can have an impact on the effectiveness of the peer review process, the quality of the collaborative experience, and the collegial support you will receive throughout the process. Thus, care should be taken in selecting your PRC members to ensure that the PRC can effectively provide the guidance and support you may need.

Key Resources

Foundation for Educational Administration (www.featraining.org)

New Jersey Association for School Administrators (www.njasa.net)

Tips for developing a PRC

- Think about the role of your PRC and how it can be most helpful to you.
- Consider the overall composition of your PRC based on what will provide you with the greatest amount of guidance and support.
- The quality of the individuals you select for your PRC is critical to the quality of the collaborative experience and the collegial support you will need throughout the process, so select your PRC members carefully keeping in mind the qualities of effective collaborators and team members.

Tips to consider for the overall composition of the PRC

- When selecting members for your PRC, consider choosing individuals who represent different leadership positions from your own and/or have specific areas of expertise relevant to your professional development goals (i.e. specific content areas, technology).
- When selecting members for your PRC, consider choosing individuals who demonstrate the knowledge, skills, and dispositions that are necessary for collaboration, effective teamwork, constructive feedback, and collegial support.
- An in-district PRC can have the advantage of common understanding of the district context and goals.
- Involvement of individuals from outside the district on the PRC may introduce new thinking and strategies that may not be considered in the familiar culture of your district.
- The size of your PRC should be large enough to provide the range of expertise you need for effective feedback, yet it should be small enough to stimulate and maintain an active, collegial working group that engages **ALL** individuals in the collaborative process.
- Practical considerations (i.e. availability for meetings, time, and travel) may limit the pool of candidates for your PRC.

Tips for selecting PRC Members

Effective PRC Members:

- Understand effective leadership practice and have educational leadership experience;
- Understand and are committed to the *NJ Professional Standards for School Leaders* and the importance of placing teaching and learning at the core of the school leaders' work;
- Understand and are committed to the collaborative peer-review process as a valuable tool in continuing professional development;
- Can effectively provide constructive feedback, creative ideas, and guidance as you work to achieve your professional goals;
- Have your trust so that you can candidly express opinions about professional and school-related problems, issues, and concerns;
- Are committed to continuing professional development for school leaders;
- Will devote the necessary time to the collaborative process and will actively serve on your PRC as supportive colleagues and "critical friends";
- Will review problems from different perspectives;
- Have expertise in specific areas of the knowledge and skills required for effective educational leadership;
- Can critique your plan and provide constructive feedback that is focused on your goals;
- Can effectively interact with you and other members of the PRC so that all are committed to the process, work collaboratively and constructively, and maintain confidentiality.

STEP #6

CONVENING and STRUCTURING YOUR PEER REVIEW COMMITTEE (PRC)

Overview

At your initial Peer Review Committee (PRC) meeting, it will be important that you and your PRC members begin to **develop a common understanding of the collaborative peer review process** and the nature and types of support that you need and will expect from them. As with any important meeting, be prepared to **provide a brief outline of the topics you plan to discuss**, including a discussion of the types of feedback, assistance, and recommendations that you would like from your PRC. In addition, be sure to consider discussion on the key points related to structure and organization of the committee meetings.

Use your first PRC meeting to **review your professional development goals and your preliminary Professional Growth Plan (PGP)**, and to solicit feedback regarding how your PGP may be improved and implemented. It is at this meeting that you should **begin to develop a common understanding of critical areas of need** with your PRC members.

At this meeting, you should also **present a list of the types of evidence that may be collected** for subsequent review of your progress toward completion of your PGP and attainment of your goals.

After this initial meeting, based on PRC feedback, **modify your preliminary goals and PGP** as needed for further discussion with your superintendent or Peer Review Committee, as applicable.

The PRC must meet at least once to review and provide feedback on your PGP. You and your PRC may decide to meet and/or communicate on a regular basis to provide ongoing support and feedback regarding implementation of your PGP and progress toward attainment of your professional development goals.

The extent to which your PRC is actively engaged in working with you on your PGP will vary based on your personal needs, district policies and procedures, and practical considerations. In any event, you are encouraged to engage in ongoing communication with your PRC using a variety of methods.

Several important differences in the peer review process for each group should be noted:

For Superintendents/Chief School Administrators:

- Professional Growth Plans **MUST** be developed in consultation with a self-selected PRC consisting of three or more peers;
- The PRC will be responsible for reviewing implementation of the PGP and progress toward goal attainment;
- At the end of the three to five year professional development cycle, the PRC will recommend certification of PGP completion to the NJASA, which is responsible for coordinating the peer review process and certifying successful completion of the PGP.

For individuals in positions requiring PRINCIPAL AND SUPERVISOR certification:

- Professional development goals will be identified in consultation with the superintendent;
- Professional Growth Plans will be submitted to a self-selected PRC comprised of three or more peers for feedback and reviews to assure compliance with the *New Jersey Professional Standards for School Leaders* and state professional development requirements.

Key Resources

Bloom, G., Castagna, C., Moir, E., & Warren, B. (2005). Thousand Oaks, CA: Corwin Press.

Crane, Thomas. (2002). *The Heart of Coaching*. San Diego, CA: FTA Press.

Foundation for Educational Administration (www.featraining.org)

New Jersey Association for School Administrators (www.njasa.net)

Whitmore, J. (2002). *Coaching for Performance*. London: Nicholas Brealey Publishing.

Tips to consider for PRC Structure and Organization

- Roles and responsibilities of PRC members;
- Meeting schedules and logistics;
- Use of electronic and other forms of communication;
- Format and guidelines for meetings, reviews and debriefings, feedback; sharing information; meeting notes;
- General format, focus, and content of Professional Growth Plans; and
- Types of evidence and feedback that will support completion of the Professional Growth Plan and achievement of professional development goals.

Critical areas to develop a common understanding among PRC members

- New Jersey's professional development requirement for school leaders;
- *The NJ Professional Standards for School Leaders*;
- The context of the school district and community, and of your school/program within that context;
- Your district/school/program goals for improving teaching and learning; and
- Relevant issues, challenges, and obstacles that may impede completion of your PGP and attainment of your goals

Tips for PRC members

- Ask clarifying questions.
- Focus on progress toward the leader's professional development goals.
- Carefully read, review and analyze the evidence presented.
- Provide feedback that is framed by the professional development goals and the indicators identified by the *NJ Professional Standards for School Leaders*.
- Provide balanced feedback that identifies and reinforces what the leader is doing well, and also identifies and explores areas that may need to be addressed further.
- Provide recommendations for modifications to the leader's professional development goals, Professional Growth Plan, and his/her continuing professional development activities.

Tips for working with your PRC

- Focus your PRC members on the specific feedback that you feel would be most helpful to you.
- Ask clarifying questions of your PRC members so that you fully understand their feedback and recommendations.

- Monitor the balance of feedback with your PRC members, which requires that everyone: (1) is candid yet supportive in an atmosphere of mutual respect; (2) encourages openness and risk-taking; (3) raises difficult issues; and (4) asks difficult questions.
- Maintain focus on progress toward completion of the plan and attainment of goals.

TIPS for the PRC review of your plan

At your first PRC meeting, present a draft of your professional development goals and Professional Growth Plan for review and feedback. The following are examples of guiding questions that PRC members could use in the review of your plan:

- Are professional development goals described in terms of outcomes for your professional growth, yet clearly linked to goals for improving your district/school/program, teaching, and learning?
- Are professional development goals and plan meaningful?
- Are professional development goals attainable?
- Is sufficient detail provided?
- Is your PGP clearly framed by the NJ Professional Standards for School Leaders?
- Will products and other evidence be collected as part of your PGP?
- Is the plan manageable?

Tips for ongoing meetings with your PRC (as appropriate and necessary)

- Briefly review the norms and procedures for PRC meetings at the beginning of each meeting.
- Review responsibilities of the PRC.
- Present evidence of progress toward completion of your PGP and goal attainment to your PRC.
- Explain how the evidence and the related actions on your part address your professional development goals, and describe your progress toward these goals.
- At the end of each meeting, summarize the meeting and the actions you or other PRC members will take or consider as a result.

GUIDING QUESTIONS for PRC Debriefing

You and your PRC members should take some time to debrief on the meeting process to ensure that you are optimizing PRC time and the support and guidance provided.

Did we:

- Stay on topic?
- Make effective use of time?
- Follow our rules?
- Stay focused on professional development?
- Address appropriate indicators in the *New Jersey Professional Standards for School Leaders*?
- Provide helpful feedback?
- Hear from everyone in the discussion?
- Document feedback and recommendations?
- Determine how to continuously improve our process?

Note: After each meeting, you may want to think about:

- 1) a brief written summary of the meeting;
- 2) the evidence presented and reviewed;
- 3) a reflection for your records that includes what you learned from the meeting; and
- 4) changes you may make to your evidence, professional development goals and plan.

STEP #7

COLLECTING and ORGANIZING EVIDENCE of PROFESSIONAL GROWTH PLAN COMPLETION

Overview

Note: If you are in a position that requires principal and supervisor certification, your Professional Growth Plans (PGPs) and evidence of their implementation must be periodically reviewed with your superintendent and/or your Peer Review Committees (PRCs).

Note: If you are a superintendent or chief school administrator, periodic reviews will be conducted by your PRC and will be coordinated by the New Jersey Association of School Administrators (NJASA).

You should consider at what points in the implementation of your PGP it would be most helpful to have **periodic reviews of your professional development goals and PGP**. These periodic reviews will provide an opportunity for you to present, discuss and obtain feedback related to:

- Evidence you present related to progress toward completion of your PGP and goal attainment; and
- Revisions to your PGP that reflect new information related to your professional development goals, changing job circumstances, or emerging school or district needs.

The first and second steps in the periodic review of your PGP are the **identification and collection of evidence in support of your PGP completion and goal attainment**. “Evidence” of Professional Growth Plan fulfillment refers to artifacts, products, documents, and data that illustrate the work that you are doing, the outcomes of your professional development, and progress toward achievement of your professional development goals. Regarding evidence that you may collect, consider the following questions related to your professional growth and the impact on improving teaching and learning:

- What evidence will best demonstrate progress toward completion of your PGP and achievement of your goals?
- What will be the outcomes from the activities included in your PGP?
- What evidence will best demonstrate those outcomes and their impact on district, school or program goals for improving teaching and learning, and increasing student achievement?
- What evidence will best demonstrate the knowledge, skills, and dispositions indicated in the *New Jersey Professional Standards for School Leaders*?

Tips for identifying evidence

Evidence Should:

- Reflect the knowledge, skills, dispositions, and performances that you have identified in your professional development goals as indicated by the *NJ Professional Standards for School Leaders*;
- Serve as a basis for self-reflection on your professional growth and continuing professional development and feedback from your PRC;
- Be directly relevant to your professional development goals and substantive enough to stimulate discussion and feedback from your PRC;
- Include “end products” of completed work that illustrate results/outcomes of continuing professional growth; and
- Be viewed as “works in progress” since they are primarily intended to illustrate how you are continually working toward professional development goals, and how your professional growth is enhancing your ability to address issues and challenges related to improving 1) schools, 2) teaching and learning, and 3) student achievement.

Examples of Evidence

- Documentation related to professional development activities and relevant job-embedded experiences;
- Documentation of meetings and presentations and their outcomes;
- Videotapes of you “in action” and “on-the-job”;
- Memoranda and reports demonstrating how you successfully addressed difficult situations.

Tips for Collecting Evidence

KEEP IT MANAGEABLE!

- There is no need to polish evidence for the PRC. Write when it focuses your thinking and enhances the quality of your reflection and clarity of your evidence;
- Keep in mind that your evidence is considered “work in progress”, so any products you develop for purposes of review by your PRC should be viewed as drafts or samples of documents where it is understood that you may make reflections or changes as marginal notes and continually improve on the evidence presented;
- Include existing documents that exemplify progress toward your professional development goals (e.g. memoranda, meeting agenda);
- Collect only evidence that is needed to support progress toward or achievement of your professional development goals.

FOCUS ON WHAT'S IMPORTANT AND RELEVANT!

- Select specific artifacts for each PRC meeting with brief personal reflections to help focus the discussion on areas that you feel are important, and
- Use bulleted lists for reflections and discussion points.

TAKE TIME TO REFLECT!

- Create written reflections on your evidence and their connections to completion of your PGP and achievement of your professional development goals, and
- Take time to reflect on how effective your PRC has been in reviewing progress and providing constructive feedback.

The **third step in the periodic review of your PGP is the organization of the collected evidence.**

Guiding questions for organizing evidence

- How will evidence be organized? (folders, binders, electronic format, portfolio, etc.)
- How can evidence best be organized for presentation to your PRC for periodic reviews and feedback?
- How can evidence best be organized for presentation to your superintendent **OR** PRC, as applicable, for review and certification of fulfillment of your PGP?
- Are artifacts and reflective commentaries included to serve as a basis for your PRC meeting?
- Do the selected artifacts and commentaries illustrate ways in which you have grown professionally with respect to your professional development goals?
- Are the artifacts and commentaries substantive in order for the PRC to review and provide constructive feedback?

KEY RESOURCES

Foundation for Educational Administration (www.featraining.org)

New Jersey Association for School Administrators (www.njasa.net)

STEP #8 PRESENTING EVIDENCE of PROFESSIONAL GROWTH

Overview

State regulations require documentation of professional development activities and the creation of a narrative account at the end of a professional development cycle summarizing the attainment of professional development goals. Thus, **written evidence** of completion of your Professional Growth Plan (PGP) and progress toward attainment of your professional development goals are required. This evidence should be in the form of a narrative account summarizing your activities toward the completion of your PGP and this account is necessary for certification of PGP completion. The process for certification of PGP completion varies according to the type of certification:

- *For Superintendents/Chief School Administrators: you are required to provide evidence of completion of your PGPs to your Peer Review Committee at the end of a three to five year cycle, depending upon the individual's contract with the district board of education. The New Jersey Association of School Administrators (NJASA) is responsible for certifying completion of the PGP to both the New Jersey Department of Education and the leader's local board of education.*
- *For those in positions requiring principal and supervisor certification: your PGP will be certified by your superintendent to the New Jersey Department of Education at the conclusion of each three-year professional development cycle.*

The first part of this step is to reflect upon your professional growth cycle and consider a summative account which will be presented as part of the evidence of PGP completion. During this part, consider the following questions:

- How were your professional development goals selected?
- How do your professional development goals relate to district/school/program improvement goals?
- How were your goals and Professional Growth Plan affected by peer review and/or feedback from your superintendent?
- How effective were your professional development and implementation activities in achieving your outcomes?
- What evidence do you have to support completion of your PGP, your outcomes, and attainment of your goals?
- Are you satisfied overall with the progress made toward attaining your professional development goals?
- What next steps will you take as you plan for your next professional development cycle?

The second part of this step is to prepare for the development of your summative account. The following steps are recommended:

- At ongoing meetings and communications with your PRC, present your evidence and obtain thoughtful critical analysis and feedback of your progress.
- Focus each interaction with the PRC on your professional development as you engage in efforts to improve teaching and learning.
- At the end of each PRC meeting, document the discussions and results in a written report by including:
 - a description of the evidence and activities in response to your professional development goals;
 - important notes related to your PRC's review of your PGP; and
 - a description of modifications made as a result of the PRC feedback.

Tips for writing a narrative account

The narrative account should:

- Be based on the *NJ Professional Standards for School Leaders* and its related indicators;
- Focus on what you have accomplished during this professional development cycle and how your knowledge, skills, dispositions, and performance have been enhanced;
- Document the critique of the evidence by the PRC, minimally including an analysis of what you believe is necessary to strengthen your professional development as a result of the PRC's feedback;
- Include a summary of next steps.

The third part of this step is to present your narrative account to the superintendent or your PRC, as applicable, giving examples from collected evidence to illustrate how you have grown professionally.

Tips for presenting evidence of your growth to the Superintendent or PRC

- **Organize and present evidence of your professional growth:** Organization will help to maximize the PRC's focus, meeting time and communication;
- **Focus the PRC analysis:** on the presentation of evidence;
- **Establish objectives, outcomes and timelines with your PRC;**
- **Frame your presentation:** The *NJ Professional Standards for School Leaders* must be the lens through which the PRC reviews and critiques your work. Therefore, presentation of artifacts should be framed in terms of state standards and the specific indicators highlighted in your Professional Growth Plan;
- **Stay on topic:** The structures and process for the PRC's review and feedback should be reinforced to ensure that the PRC's time and process remain focused on your evidence and professional development goals, the *NJ Professional Standards for School Leaders* and indicators, and the desired outcome of the meeting;
- **Stay focused on the desired outcome:** At the beginning of each PRC meeting, a clear outcome for the meeting should be identified related to the critical analysis of your evidence of professional growth, and progress toward that outcome maintained throughout the meeting;
- **Plan to keep it meaningful:** Written artifacts and reflections are at the heart of the process; select, prepare, and plan for presentation of the evidence and reflections that you want to review and discuss at your meetings;
- **Encourage quality feedback:** The PRC should provide constructive feedback, commend good work, suggest new or alternate directions, and identify potential problems that you may encounter;
- **Examine critical issues:** Use the PRC to help you examine critical issues and challenges that are connected to your goal;
- **Solicit help:** Invite the PRC to assist in identifying ways to further your professional development and overcome challenges to achieving your goals; and
- **Problem-solve:** Present a problem, if encountering one, and ask the PRC to help think through a plan of action.

Note:

For those in positions requiring principal and supervisor certification: the certification of the completion of your Professional Growth Plans is made by the Superintendent to the NJ Department of Education.

For superintendents/chief school administrators: the certification of the completion of your Professional Growth Plans is made by your PRC to NJASA and your board of education.

STEP #9 PREPARING for YOUR NEXT PROFESSIONAL DEVELOPMENT CYCLE

Overview

Professional growth is a continuous process. The completion of your Professional Growth Plan is not an end in itself but a beginning that provides more opportunities to address new, continuing, or revised goals. As the knowledge base for the education profession and educational leadership continues to expand and as the responsibilities of being a school leader continually evolve to meet ever-changing environmental conditions, each professional development cycle brings new opportunities to enhance your leadership practice.

It is important to assess your professional growth, and to re-assess your Professional Growth Plan (PGP) at the end of each professional development cycle in order to identify and celebrate progress toward and/or attainment of personal and program, school, or district goals. It is equally important to review those goals that are not fully attained to determine the reasons and to decide if they should continue to be included in the next professional development cycle in the same or modified form.

It is also important that you consider what you have learned from completion of your PGP and determine how the school or district has been positively impacted by your professional growth. You will want to build upon your successes in the next professional development cycle.

With each professional development cycle, you will feel more comfortable with the process of individualized professional goal-setting and planning, collaborating with peers, and aligning individual professional development goals with district and school goals for improving the quality of teaching and learning and increasing student achievement.

The following actions are recommended during this ninth step of the Professional Development Process:

- At the end of your professional development cycle, **conduct a post self-assessment(s)** and compare it to your pre self-assessment(s).
- **Reassess priority areas** and reflect upon a focus for your professional development goals and next PGP.
- Use reflections to revisit your professional development goals and to **establish revised/new goals** for the next professional development cycle.
- **Prepare a draft of revised professional development goals** and PGP.
- **Consult** with the Superintendent or PRC regarding your revised goals and PGP.
- **Modify** goals and PGP based on the superintendent's or PRC's recommendations.
- **Continue the collaborative process** during the next professional development cycle.

Guiding questions for reflecting on evidence of growth

- To what extent does the evidence support my professional growth?
- Is this growth leading to improvement of my department, school, or district, and the improvement of the quality of teaching and learning?
- How did the PRC respond to the evidence presented related to my professional growth?
- What is my reaction to the PRC response?
- What revisions can be made to the PGP during the last professional development cycle; what revisions might be necessary for the next professional development cycle?
- What were my successes in terms of goals within the framework of the NJ Professional

Standards for School Leaders and indicators?

- Where may I have fallen short of my goals? What did I learn?
- Did my professional development result in the improvement of department, school or district, and/or in the improvement of teaching and learning?

Tips for reflection

Reflect on the compiled collection of evidence related to your professional growth, focusing on progress toward achieving your professional development goals and the effect of your professional growth on improving the quality of teaching and learning in your department, school, or district.

Key Resources

Foundation for Educational Administration (www.featraining.org)

New Jersey Association for School Administrators (www.njasa.net)

SECTION VIII **RESOURCES**

WEBSITES OF INTEREST TO SCHOOL LEADERS

Accelerated Schools: <http://www.acceleratedschools.net/>

American Educational Research Association (AERA): website contains information about a variety of educational topics and current research linking instruction to student achievement: <http://www.aera.net/>

Association for Supervision and Curriculum Development (ASCD) – publishes a daily “*SMART BRIEF*” with current news in a variety of education topics: <http://www.ascd.org>

Center for Comprehensive School Reform and Improvement: <http://www.centerforsri.org/>

Coalition of Essential Schools: <http://www.essentialschools.org/>

Distributed leadership research by James Spillane and colleagues

<http://www.northwestern.edu/ipr/people/spillane.html> and <http://dls.sesp.northwestern.edu/>

George Lucas Foundation (GLEF)– website, “*Edutopia*,” contains lots of information about educational topics such as: assessment, community partnerships, parent involvement, emotional intelligence, project-based learning, mentoring, technology integration, etc.: <http://www.edutopia.org/>

Institute for Educational Leadership (IEL) – website contains relevant publications and programs. IEL produces a free, bi-monthly electronic-newsletter, *IELeadership Connections*, to provide a forum for important educational issues and discussions, the exchange of ideas, and the examination of what worked and what didn't. <http://www.iel.org/>

Interstate School Leaders Licensure Consortium (ISLLC) – Leadership standards developed by this consortium are used for licensure requirements in over 40 states – commissioned by the Council of Chief State School Officers (CCSSO): <http://www.ccsso.org/content/pdfs/isllcstd.pdf>

National Association of Elementary School Principals (NAESP) – publishes numerous documents concerning leadership in middle and elementary schools: <http://www.naesp.org>

National Association of Secondary School Principals (NASSP)- publishes the NASSP Bulletin with a review of current topics in educational leadership and secondary schools: <http://www.nassp.org>

National Policy Board for Educational Administration (NPBEA): website contains detailed description of the standards for school leaders as well as examples of evidences that school leaders have “mastered” each standard: <http://www.npbea.org/>

National Staff Development Council (NSDC): website contains valuable information for school leaders on most major educational topics as well as a link to a professional development survey that can be administered to staff: <http://www.nsd.org/>

No Child Left Behind Act of 2001 (NCLB): <http://www.nclb.gov>

University Council for Educational Administration (UCEA): The University Council for Educational Administration is a consortium of major research universities with doctoral programs in educational leadership and policy. The dual mission of UCEA is to improve the preparation of educational leaders and promote the development of professional knowledge in school improvement and administration. <http://www.ucea.org/>

SUGGESTED READINGS ON LEADERSHIP SKILLS AND STUDENT ACHIEVEMENT:

- Adams & Copland (2005). *When Learning Counts: Rethinking Licenses for School Leaders* (available from the Wallace Foundation online at <http://www.wallacefoundation.org/WF/>).
- Cotton, K. (2003). *Principals and Student Achievement: What the Research Says*. (available from ASCD).
- Davis, Hammond, LaPointe, & Meyerson (2005). *School Leadership Study: Developing Successful Principals*. (available from the Wallace Foundation online at <http://www.wallacefoundation.org/WF/>).
- Lambert, L. (2003). *Leadership Capacity for Lasting School Improvement*. (available from ASCD online at <http://www.ascd.org/portal/site/ascd>).
- Marzano, Waters, & McNulty. (2005). *School Leadership That Works: From Research to Results*. (available online from <http://www.mcrel.org> or from ASCD).
- Murphy (2003). *Reculturing Educational Leadership: The ISLLC Standards Ten Years Out*. (available from NPBEA at <http://www.npbea.org>)
- National Association of Elementary School Principals (2003). *Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do*. (available from NAESP at <http://www.naesp.org>)

SUGGESTED READINGS ON AUTHENTIC LEADERSHIP WHICH INVOLVES:

- Creating a compelling purpose
- Being the lead learner and lead teacher
- Modeling the beliefs/values/principles

Literature:

- Ambrose (2003). *Leadership: The Journey Inward*.
- Buckingham (2005). *The One Thing You Need to Know*.
- Collins (2002). *Good to Great*.
- Covey (2004). *The 8th Habit*.
- Gardner, John. (1990). *On Leadership*.
- Gardner, Csikszentmihalyi, & Damon. (2001). *Good Work*.
- Goleman (1999). *Working with Emotional Intelligence*.
- Senge (1990). *The Fifth Discipline*.

SUGGESTED READINGS ON VISIONARY LEADERSHIP WHICH INVOLVES:

- Defining a preferred future
- Consistently employing a client focus
- Expanding organizational Options

Literature:

- Bennis (1985). *Leaders: The Strategies for Taking Charge*.
- Blankstein (2004). *Failure is Not an Option*.
- Bossidy & Charan (2004). *Confronting Reality*.
- Dell (1999). *Direct from Dell*.
- The Drucker Foundation (2002). *On Leading Change*.
- Friedman (2000). *The Lexus and the Olive Tree*.
- Friedman (2005). *The World is Flat*.
- Fullan (2005). *Leadership and Sustainability: System Thinkers in Action*.
- Gladwell (2000). *The Tipping Point: How Little Things Can Make a Big Difference*.
- Hamel & Prahalad (1994). *Competing for the Future*.
- Peters (2003). *Re-Imagine*.
- Pink (2005). *A Whole New Mind*.

SUGGESTED READINGS ON CULTURAL LEADERSHIP WHICH INVOLVES:

- Involving everyone in the change process
- Creating a change-friendly culture
- Creating meaning for everyone

Literature:

Christensen, Anthony, & Roth (2004). *Seeing What's Next*.

Deal & Kennedy (1999). *The New Corporate Cultures*.

Frankl (1984). *Man's Search for Meaning*.

Gittel (2003). *The Southwest Airlines Way*.

Fullan, (2001). *Leading in a Culture of Change*

Harari, "Open Doors: Colin Powell's Seven Laws of Power," *Modern Maturity* (January-February 2002): 49-50.

Kotter (1996). *Leading Change*.

Kotter (2002). *The Heart of Change*.

Oliver (2004). *What is Transparency?*

O'Toole (1995). *Leading Change*.

Pink (2001). *Free Agent Nation*.

Schein (1999). *The Corporate Culture Survival Guide*.

Schultz & Yang (1997). *Pour Your Heart into it: How Starbucks Built a Company One Cup at a Time*.

Tucker & Codding (2002). *The Principal Challenge: Leading and Managing Schools in an Era of Accountability*.

SUGGESTED READINGS ON QUALITY LEADERSHIP

- Developing and empowering everyone
- Creating and using feedback loops
- Improving organizational performance

Literature:

Block (1987). *The Empowered Manager*.

Buckingham (2001). *Now, Discover Your Strengths*.

Kaplan & Norton (1996). *The Balanced Scorecard*.

Kouzes & Posner (1995) *The Leadership Challenge: How to keep getting extraordinary things done in organizations*.

Peters (1997). *The Circle of Innovation*.

Russo & Schoemaker (1990). *Decision Traps: Top Ten Barriers to Decision-Making and How To Overcome Them*

Scott (2002). *Fierce Conversations*.

Senge (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*

Smith (1996). *Taking Charge of Change*.

Walton (1996). *The Deming Management Method*.

SUGGESTED READINGS ON SERVICE LEADERSHIP WHICH INVOLVES:

- Managing the organization's vision
- Restructuring to achieve results
- Rewarding positive contributions

Literature:

Bossidy & Charan (2002). *Execution*.

Bridges (1980). *Managing Transitions*.

Clarke & Crossland (2002). *The Leader's Voice*.
Fullan (2003). *The Moral Imperative of School Leadership*
Greenleaf (1991). *Servant Leadership*.
Jaworski (1996). *Synchronicity*.
Labovitz & Rosansky (1997). *The Power of Alignment*.
Nelson (1994). *1001 Ways to Reward Employees*.
Sergiovanni (1992). *Moral Leadership: Getting to the Heart of School Improvement*.
Stigler & Hiebert (1999). *The Teaching Gap*. New York: The Free Press
Stone, Patton, & Heen (1999). *Difficult Conversations*.

SUGGESTED READINGS FOR ADDRESSING EACH OF THE ISLLC STANDARDS FOR SCHOOL LEADERS:

STANDARD ONE: *(A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, and stewardship of a vision of learning that is shared and supported by the school community).*

- Cohen, D. S. (2005). *The heart of change field guide: Tools and tactics for leading change in your organization*. Boston, MA: Harvard Business School Press.
- DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree.
- Isaacs, W., (2002) *Dialogue: The Art of Thinking Together*, San Francisco: Jossey-Bass
- Kouzes, J. M., & Posner, B. Z. (2002). *The leadership challenge, 3rd Edition*. San Francisco: Jossey-Bass.
- Senge, P., Lucas T., et al. (2001). *Schools That Learn*, New York, NY: Doubleday Inc
- Spillane, J. P. (2006). *Distributed leadership*. San Francisco: Jossey-Bass.

STANDARD TWO: *(A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth).*

- Bernhardt, V. (2001) *Data Analysis for Continuous School Improvement*. Alexandria, VA: ASCD
- Bernhardt, V. (2003) *The School Portfolio*. Alexandria, VA: ASCD.
- Blankstein, A. M. (2004). *Failure is NOT an option: Six principles that guide student achievement in high-performing schools*. Thousand Oaks, CA: Corwin Press.
- Cohen, D. S. (2005). *The heart of change field guide: Tools and tactics for leading change in your organization*. Boston, MA: Harvard Business School Press.
- Conzemius, A., & O'Neill, J. (2006). *The power of SMART goals: Using goals to improve student learning*. Bloomington, IN: Solution Tree.
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STANDARD THREE: *(A school administrator is an educational leader who promotes the success of all students by ensuring the management of the organization, operations, and resources for a safe, efficient, and effective learning environment).*

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- Gladwell, M. (2005). *Blink: The power of thinking without thinking*. New York: Little, Brown, & Company.
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STANDARD FOUR: *(A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources).*

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STANDARD FIVE: *(A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner)*

- Freeman, A., & DeWolf, R. (1992). *10 Dumbest mistakes smart people make and how to avoid them: Simple and sure techniques for gaining greater control of your life*. New York: HarperCollins.
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STANDARD SIX: *(A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context).*

Fullan, M. (2005). *Leadership and sustainability: Systems thinkers in action*. Thousand Oaks, CA: Corwin Press.

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APPENDIX A:

Summary of N.J.A.C. 6A:9-16.1-6: Subchapter 16 Required Professional Development for School Leaders

6A:9-16.1

Subchapter 16 Required Professional Development for School Leaders governs the implementation of required standards based professional development for school leaders. The requirement applies to all active school leaders whose positions require possession of the chief school administrator, principal, or supervisor certificate.

The plan originally scheduled for implementation in September 2004 will be implemented at the conclusion of the developmental year (school year 04-05) resulting in the implementation of Professional Growth Plans beginning July 1, 2005.

The code applies to all public school district, charter schools and non-public schools whose staff hold positions which require the possession of chief school administrator, principal or supervisor certificates.

6A:9-16.2

A State Advisory Committee on Professional development for School Leaders has been established to advise the Commissioner on the implementation of the regulations and to advise, establish and recommend; implementation standards and schedule, guidelines for peer review, frameworks for professional development planning, funding, and evaluation of the initiative.

The Advisory Committee is comprised of eleven members nominated by the professional associations including three principals, three chief school administrators, two supervisors, one teacher, one representative from higher education and a board of education member.

6A:9-16.3

Every school leader is required to develop, implement and complete an individualized Professional Growth Plan that is aligned with the state standards for school leaders and will identify personal professional goals that address specific district or school needs. The plans will focus on improving teaching and learning and increasing student achievement.

Evidence of the plans completion will be required. Such evidence will include; a narrative account of the plans achievement and documentation related to the activities engaged in as part of the plan.

6A:9-16.4

Chief school administrators will develop their Professional Growth Plans with the assistance of a Peer Review Committee. The role of the Peer Review Committee will be to provide support, review progress and recommend certification of the successful completion of the plan. Chief school administrators will provide evidence of completion of their plans to a peer review team every three to five years. The New Jersey Association of School administrators will coordinate the peer review process, certify completion of the growth plans and provide documentation to the school administrator's board of education.

6A:9-16.5

Plans for principals and supervisors will be developed in conjunction with the chief school administrator. After identifying goals with the chief school administrator, principals and supervisors will submit their plans to a self-selected Peer Review Committee for review of compliance with state standards and established guidelines.

School leaders whose positions require a principal or supervisor certificate will provide evidence of completion of the plan every three years to the chief school administrator. The chief school administrator will certify the development and successful completion of the Professional Growth Plan.

6A:9-16.6

The New Jersey Department of Education will monitor the implementation and evaluate the effectiveness of the regulations and prepare an annual report for the State Board of Education.

APPENDIX B:

NEW JERSEY PROFESSIONAL STANDARDS FOR SCHOOL LEADERS

The New Jersey Professional Standards for School Leaders

A school administrator is an educational leader who promotes the success of all students by:

- Standard #1** Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
- Standard #2** Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- Standard #3** Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
- Standard #4** Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
- Standard #5** Acting with integrity, fairness, and in an ethical manner; and
- Standard #6** Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

For a more complete description of each standard, as well as indicators for performance and evidences of mastery, see:

- the New Jersey Department of Education website:
<http://www.nj.gov/njded/profdev/profstand/standards.pdf>

and

- the National Policy Board for Educational Administration website:
<http://www.npbea.org>

APPENDIX C:

Technology Standards for School Administrators (ISTE)

The International Society for Technology in Education (ISTE) had a leading role in creating the following National Education Technology Standards for Administrators (2002).

I. Leadership and Vision:

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

- Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- Foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- Use data in making leadership decisions.
- Advocate for research-based effective practices in use of technology.
- Advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. Learning and Teaching:

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational Leaders

- Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- Provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- Provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. Productivity and Professional Practice:

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational Leaders:

- Model the routine, intentional, and effective use of technology.

- Employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- Create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- Engage in sustained, job-related professional learning using technology resources.
- Maintain awareness of emerging technologies and their potential uses in education.
- Use technology to advance organizational improvement.

IV. Support, Management, and Operations:

Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:

- Develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- Implement and use integrated technology-based management and operations systems.
- Allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- Integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- Implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

V. Assessment and Evaluation:

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Educational leaders:

- Use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- Assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- Use technology to assess, evaluate, and manage administrative and operational systems.

VI. Social, Legal, and Ethical Issues:

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Educational leaders:

- Ensure equity of access to technology resources that enable and empower all learners and educators.

- Identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- Promote and enforce privacy, security, and online safety related to the use of technology.
- Promote and enforce environmentally safe and healthy practices in the use of technology.
- Participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.