



## Optional Principal/Supervisor Professional Development Plan (PDP) Template and Sample PDP

This optional Principal/Supervisor<sup>1</sup> Professional Development Plan (PDP) template is provided to assist school leaders in fulfilling New Jersey's individual professional development requirements. Use of this template is not mandated by the New Jersey Department of Education. Educators may use or modify this template or create their own. The sample plan that follows the description and template is for a fictional principal and has been provided for illustrative purposes only. To download a blank copy of the template alone, please visit <http://www.nj.gov/education/profdev/ipdp/OptionalPrincipalPDPTemplate.doc>.

As specified in *N.J.A.C. 6A:9C-3*, all active school leaders serving on a permanent or interim basis whose positions require possession of the principal or supervisor endorsement are required to create, implement, and complete annually a PDP. The plan is to be created in collaboration with their chief school administrator or designee. The principal's PDP must:

- Align with the [New Jersey Professional Standards for School Leaders](#) (*N.J.A.C. 6A:9C-3.4*) and the [New Jersey Standards for Professional Learning](#) (*N.J.A.C. 6A:9C-3.3*);
- Derive from the results of observations, evidence, and recommendations in the principal's annual performance evaluation;
- Identify professional development goals that address specific individual, school, and/or district needs;
- Ground professional development activities in objectives related to improving teaching, learning, and student achievement and in support of the district PDP; and
- Address state requirements for professional development in ethics, law, and governance and other issues related to student safety and well-being (*N.J.S.A. 6A:9C-3.8*).

The principal must meet with the chief school administrator or designee at mid-year to assess progress toward completion or modification of the PDP. At the end of the year, the chief school administrator or designee must review the PDP status as part of the principal's annual performance evaluation and principals must provide evidence of progress, including:

- A narrative account detailing plan goals and their achievement, and
- Documentation of professional growth activities.

Items of evidence may be appended to the PDP as necessary to document progress in addition to the information entered into this form.

Instructions for using this optional PDP template are provided below. All tables may be expanded as necessary.

### Creating the Individual Principal PDP

Principals, vice/asst. principals, and supervisors should work collaboratively with their supervisors to devise a PDP, using multiple sources of evidence to inform the plan. The PDP should include identified goals for improvement and growth, specific professional learning activities to address these goals, timelines for completion, and evidence and reviews of progress. Instructions for using this optional PDP template are provided below.

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<sup>1</sup> These requirements pertain to supervisors and vice/asst. principals as well as principals; however, the remainder of this document refers to the "principal PDP" for brevity.



### Step 1: Identify Individual Professional Learning (PL) Goals

In the first table, identify and enter in priority order the goals for professional development and growth this year. These can be informed by many sources but must include at *least one goal derived from the annual performance evaluation*. In identifying additional PL goals, consider school and district improvement goals as well as individual leadership strengths and challenges. The district and school improvement plans, the New Jersey Professional Standards for School Leaders, the district's principal evaluation practice instrument, educator performance data, student achievement results, and work with the community are examples of sources of evidence that can inform the plan. To complete this section, explain the rationale and related sources of evidence for the inclusion of each goal.

### Step 2: Determine Specific Professional Learning Activities to Support the Goals

In the second table, describe the specific activities in which the principal will engage to address each PL goal and include the timeline for each activity. Activities may include, but are not limited to, participation in school/district-based learning activities, training, university coursework, action research, and study groups. Study groups may include school, district, county, and/or state associations and organizations; school and district collaborative teams; and virtual learning communities.

### Step 3: Identify School Leader Training Needs Pursuant to N.J.S.A. 18A: 26-8.2

In order to meet requirements pursuant to N.J.S.A. 18A:26-8.2 and other statutory requirements related to student safety and well-being, each principal or supervisor must complete training in the areas of: school law, ethics, governance, harassment, intimidation, and bullying. The specific training history and the needs of each individual must be reviewed annually as part of the PDP planning process. Any first-time or follow-up refresher training needed in any of these areas should be entered into the PDP. If the principal is up-to-date on this training, then a note to that effect should be included in the plan.

### Step 4: Document Mid-year and Summative Evidence of Progress Toward Completion of PDP

**Mid-year Evidence of PDP Progress:** At the required mid-year meeting, the principal and his/her supervisor should discuss the principal's progress toward completion of the PDP goals and complete the progress report, including and any modifications to the PDP agreed upon at that time. The progress report should also include documentation of professional learning activities in which the principal participated during the first half of the year.

**Summative Evidence of PDP Progress (completed as part of the principal's annual performance evaluation):** Document the principal's year-long progress toward completion of the PDP goals in the Summative Review of Progress section of the PDP. Indicate if PDP expectations were met or not met as well as the sources of evidence reviewed. For this summative review, the principal is required to provide a narrative account detailing PDP goals and their achievement along with documentation of professional learning activities in which s/he participated.



## Optional Principal Professional Development Plan Template

District Name	School Name	Date
Principal Name	Chief School Administrator/Designee Name	Plan Begin/End Dates

### 1: Professional Learning Goals

PL Goal No.	Professional Learning Goals	Rationale/Sources of Evidence

### 2: Professional Learning Activities

PL Goal No.	Professional Learning Activities	Begin/End Dates



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

Topics in School Law, Ethics and Governance; Harassment, Intimidation, and Bullying

**4: PDP Progress Summary**

PL Goal No.	Mid-year PDP Progress Report	Sources of Evidence	Review Date

Signatures:

\_\_\_\_\_ **Principal Signature**

\_\_\_\_\_ **CSA/Designee Signature**

\_\_\_\_\_ **Date**

PL Goal No.	Summative PDP Progress Report	Sources of Evidence	Expectations Met (Y) or Not Met (N)	Review Date

Signatures:

\_\_\_\_\_ **Principal Signature**

\_\_\_\_\_ **CSA/Designee Signature**

\_\_\_\_\_ **Date**



## Sample Principal Professional Development Plan

District Name	School Name	Date
Clearview School District	Gladwell High School	May 16, 2014
Principal Name	Chief School Administrator/Designee Name	Plan Begin/End Dates
Joseph J. Donnelly	Sarah Joyce	July 2014 – June 2015

### 1: Professional Learning Goals

PL Goal No.	Professional Learning Goal	Rationale/Sources of Evidence
1	Develop knowledge of the attributes of high-quality Student Growth Objectives (SGOs) and pre- and post-assessments.	<ul style="list-style-type: none"> <li>An analysis by the principal and vice principal of all SGOs created in 2013-14 revealed a need for building teachers' capacity in this area.</li> <li>This goal aligns with the district's priority of ongoing support for all educators for the implementation of AchieveNJ.</li> </ul>
2	Build capacity to lead sustained teacher professional learning in support of Common Core State Standards (CCSS) implementation.	<ul style="list-style-type: none"> <li>Alignment of teachers' instruction and assessments to content standards is a priority goal in the school and district improvement plans.</li> <li>My role in supporting staff in this work was identified as a professional learning need in my most recent performance evaluation.</li> </ul>
3	Develop knowledge and skills on creating and implementing a school-wide system of academic interventions for students at risk of failure in mathematics.	<ul style="list-style-type: none"> <li>39% of students scored partially proficient and only 3% of students scored advanced proficient in mathematics on the 2013 High School Proficiency Assessment (HSPA) in mathematics.</li> <li>Teacher survey results indicate that systemic support is needed to ensure that at-risk students receive extra help in specific content areas.</li> <li>68% of teachers scored low in "response to students" on the evaluation instrument; implementation of an intervention system will support teachers in this area by creating a structure for supporting at-risk students.</li> </ul>

### 2: Professional Learning Activities

PL Goal No.	Professional Learning Activities	Begin/End Dates
1	<ul style="list-style-type: none"> <li>Attend training on SGO development.</li> <li>Collaborate with content supervisors/ principals to identify and share examples of high-quality SGOs with staff.</li> </ul>	July – Sept. 2014



PL Goal No.	Professional Learning Activities	Begin/End Dates
2	<ul style="list-style-type: none"> <li>Attend state/national conference on CCSS implementation.</li> <li>Participate in CCSS webinars and/or a virtual learning community on implications for curriculum and instruction.</li> <li>Participate in district meetings for administrative staff focused on this goal.</li> </ul>	Oct. 2014 – Feb. 2015
3	<ul style="list-style-type: none"> <li>Read recommended publications on student interventions.</li> <li>Visit 2 schools with similar demographics and identify successful policies/practices of intervention systems.</li> <li>Draft school-wide intervention plan.</li> </ul>	Oct. 2014 – April 2015

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

Topics in School Law, Ethics and Governance; Harassment, Intimidation and Bullying
Complete refresher training in harassment, intimidation & bullying (HIB) offered by central office (NJDOE module)

### 4: PDP Progress Summary

PL Goal No.	Mid-year PDP Progress Report	Sources of Evidence	Review Date
1	Dr. Donnelly has fulfilled the PL activities and has increased staff support for SGO development.	Documentation submitted: (a) Certificate of training by DOE (b) Minutes of meetings with supervisors/principals (c) Certificate of training by DOE	1/26/15
2	Dr. Donnelly has participated in two webinars, a virtual learning community, and several district-level meetings. He is applying the new learning by providing more frequent, specific guidance on CCSS for teachers and collaborative teams in 3 core subject areas.	Documentation submitted: (a) Agendas and self-reflection on the webinar and virtual learning community topics (b) Minutes of principals' meetings (c) Guidance for and minutes of collaborative team meetings	1/26/15
3	Dr. Donnelly has read 5 publications, visited 2 schools to learn from their experiences, and outlined a plan for the new intervention system. <b><i>Recommended modification to PDP: the principal should get feedback from staff on the draft implementation plan through surveys and visits with collaborative teams.</i></b>	Documentation submitted: (a) Self-reflection on the publications (b) Notes from school visitations (c) Outline of a school intervention system implementation plan	1/26/15



PL Goal No.	Mid-year PDP Progress Report	Sources of Evidence	Review Date
HIB	Dr. Donnelly attended the State-required training in HIB and shared information with the School HIB Coordinator and families at a PTO meeting.	Dr. Donnelly submitted documentation of participation in HIB training on 10/20/14.	1/26/15

Signatures:

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
CSA/Designee Signature

\_\_\_\_\_  
Date

PL Goal No.	Summative PDP Progress Report	Sources of Evidence	Expectations Met (Y) or Not Met (N)	Review Date
1-3	Dr. Donnelly has fulfilled the professional learning outlined in this PDP. He has embedded new learning in his practice by providing stronger guidance to teachers and working with the appropriate committees and collaborative teams to implement the school improvement goals listed in the PDP, including soliciting feedback from staff on the school intervention system plan.	The following documentation was submitted in June: a) Required narrative account b) Samples of revised SGOs c) Minutes of relevant meetings d) Self-reflection on learning acquired at CCSS conference e) Feedback from staff on the school intervention system f) Final draft of a school intervention system implementation plan	Y	6/28/15

Signatures:

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
CSA/Designee Signature

\_\_\_\_\_  
Date