



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
1.	<p>Support educators within the school/district to recognize the increasing diversity of district populations and develop the knowledge, skills and attitudes to implement culturally responsive practices that promote each student’s academic success</p> <p><i>2015 Professional Standards for Educational Leaders 3</i></p>	<p>In order to ensure that all educators act with cultural competence and collaboratively confront and alter institutional biases and assumptions that could negatively impact student learning, principals/assistant principals must collaboratively develop and employ equitable practices to ensure all students are treated with respect, have access to quality learning opportunities, and are guided by high expectations that create an open and welcoming environment that honors the diversity of the community.</p>
2.	<p>Support educators within the school/ district to create a system for standards-based curriculum design and implementation in which educators collectively develop and implement curricular and cross-curricular units of study that provide access to rich diverse learning opportunities</p> <p><i>2015 Professional Standards for Educational Leaders 4</i></p>	<p>In order to ensure that all students within a district have access to a guaranteed standards-based curriculum, principals/assistant principals must collaboratively engage and support educators working in PLCs to create a system that strengthens curriculum, informs educator practice and ensures vibrant learning environments. by providing feedback on effective practices during implementation of units of instruction and providing data protocols to use with valid formative and summative assessments to monitor and adjust instruction.</p>
3.	<p>Support educators within the school/district to collaboratively implement an environment that supports and strengthens a belief system that focuses on the integration of social and emotional learning into all facets of school life</p> <p><i>2015 Professional Standards for Educational Leaders 5</i></p>	<p>In order to ensure that all students in a district are provided the habits of character to be productive citizens, principals/assistant principals must collaborate with staff to develop the resources, materials and training to embed and model the SEL competencies within the daily instructional cycle and create important connections across the curriculum.</p>
4.	<p>Support the educators within the school/district to collaboratively engage in the development of formative</p>	<p>In order to ensure that all students in a district have access to formative assessment</p>



	<p>assessments that drive the instructional cycle, improve student outcomes, and increase each child's potential for taking ownership in mastering their learning goals.</p> <p><i>2015 Professional Standards for Educational Leaders 4</i></p>	<p>that drives learning outcomes, principals/assistant principals must collaboratively develop and support educators in the design and implementation of assessment for learning and providing feedback on effective practices during implementation of units of instruction and use data protocols that support the ability to monitor and adjust instruction based on student needs.</p>
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2: Professional Learning Activities

PL Goal No.	Professional Learning Activities	Begin/End Dates
1,2,3	<p>Complete the New Jersey Leadership Academy sponsored by NJPSA and NJASA, which includes the following activities that address the role of the instructional leader for each goal area:</p>	August 2019 – July 2020
	<p>A, Pre-assess current level of knowledge, skills and understandings of leadership principles by completing a self-assessment of the 2015 Professional Standards for Educational Leaders that support educators in building professional community within the organization focused on curriculum, assessment, and instruction, embedding social and emotional learning in daily learning, and sustaining equitable educational opportunities. Participants will use the PSEL Leadership Reflection and Growth Tool for Standards 3, 4, 5 and 10. The tool can be accessed at http://njpsa.org/psel-leadership-reflection-and-growth-tool/.</p>	August 2019 – July 2020
	<p>B, Use the PSEL Leadership Reflection and Growth Tool as an ongoing reflection tool to support the continuous strengthening of leadership skills and practices.</p>	August 2019 – July 2020
	<p>C, Develop knowledge, skills and understandings of leadership principles and practices aligned to the professional learning goals by participating in one cohort of 3 NJLA Academy sessions as well as participate in optional readings, webinars and professional learning opportunities aligned to those goals.</p>	August 2019 – July 2020
	<p>D, Assess current level of school-wide implementation of key elements learned in NJLA 6 by analyzing data and examining instructional practices. Share results with team members to support ongoing planning and implementation of key priorities.</p>	October 2019 – July 2020
	<p>E, Identify opportunities and obstacles to improve implementation of key priorities related to student and adult learning by completing an “asset audit” and pose possible solutions and strategies to leadership teams.</p>	September 2019 – July 2020
	<p>F, Analyze and share resources to support implementation and best practices by evaluating 1 or more resource(s) provided through the Academy sessions or other professional learning activities.</p>	October 2019 – July 2020
	<p>G, Practice and apply new skills and understandings by engaging in school-based leadership activities within leadership cohorts or teams.</p>	October 2019 – July 2020



Signatures:

_____ **Principal Signature**

_____ **CSA/Designee Signature**

_____ **Date**