

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

This optional Principal/Supervisor**[[1]](#footnote-1)** Professional Development Plan (PDP) template is provided to assist school leaders in fulfilling New Jersey’s individual professional development (PD) requirements. Use of this template is not mandated by the New Jersey Department of Education. Educators may use or modify this template or create their own. The sample plan that follows the description and template is for a fictional principal and has been provided for illustrative purposes only. A downloadable blank copy of the template can be found on the [Individual Professional Development Planning and Implementation webpage](https://www.nj.gov/education/profdev/pdp/ipdp/).

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](https://www.state.nj.us/education/code/current/title6a/chap9.pdf) (*N.J.A.C.* 6A:9C-3.4) and the [New Jersey Standards for Professional Learning](https://www.state.nj.us/education/code/current/title6a/chap9c.pdf) (*N.J.A.C.* 6A:9C-3.3);
* Derive from the results of observations, evidence, and recommendations in the principal’s annual performance evaluation.
* Identify PD goals that address specific individual, school, and/or district needs.
* Ground PD activities in objectives related to improving teaching, learning, and student achievement and in support of the district PDP; and
* Address state requirements for PD in ethics, law, and governance and other issues related to student safety and well-being (*N.J.S.A*. 6A:9C-3.8).

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.

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

In the first table, identify and enter in priority order the goals for PD 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 in 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 and School

| **District Name** | **School Name** | **Date** |
| --- | --- | --- |
|  |  |  |

Principal and CSA

| **Principal Name** | **Chief School Administrator/Designee Name** | **Plan Begin/End Dates** |
| --- | --- | --- |
|  |  |  |

### 1: Professional Learning Goals

| **PL Goal Number** | **Professional Learning Goals** | **Rationale/Sources of Evidence** |
| --- | --- | --- |
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|  |  |  |

### 2: Professional Learning Activities

| **PL Goal Number** | **Professional Learning Activities** | **Begin/End Dates** |
| --- | --- | --- |
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|  |  |  |
|  |  |  |

### 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

List of topics:

### 4: PDP Progress Summary

| **PL Goal Number** | **Mid-year PDP Progress Report** | **Sources of Evidence** | **Review Date** |
| --- | --- | --- | --- |
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### Signatures

Principal Signature: Date:

CSA/Designee Signature: Date:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PL Goal Number** | **Summative PDP Progress Report** | **Sources of Evidence** | **Expectations Met (Y) or Not Met (N)** | **Review Date** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Signatures

Principal Signature: Date:

CSA/Designee Signature: Date:

## Sample Principal Professional Development Plan Goals Exemplar

Background: Provided as context for this example. The following hypothetical goals and corresponding professional learning activities are for a principal who shares one goal on equity with all other principals in the district. Each of the two goals are aligned to relevant [New Jersey Standards for School Leaders](https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf) as well as the following [New Jersey Standards of Professional Learning](https://www.state.nj.us/education/code/current/title6a/chap9c.pdf):

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

### 1: Professional Learning Goals

| **PL Goal Number** | **Professional Learning Goal** | **Rationale/Sources of Evidence** |
| --- | --- | --- |
| 1 | Enhance leadership skills | * A district level goal was set in which all school leaders must be prepared to maintain a focus on equity and model key strategies and procedures to positively impact student success.
* A staff survey indicated a greater focus is needed on providing professional learning practices prioritize equity.
* My latest performance report noted the importance of incorporating a greater staff voice in the development and implementation of teaching and learning processes within the school.
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| 2 | Develop knowledge and skills on creating and implementing a school-wide system of academic interventions for students at risk of failure in mathematics. | * Benchmark assessments noted 50% of students scored partially proficient and only 10% of students scored advanced proficient in mathematics scores.
* Teacher survey results indicate that systemic support is needed to ensure that at-risk students receive extra help in specific content areas.
* 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.
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### 2: Professional Learning Activities

| **PL Goal Number** | **Professional Learning Activities** | **Begin/End Dates** |
| --- | --- | --- |
| 1 | * Participation in NJ Leadership Academy courses.
* Self-investigation through personal reading.
* Work in a cohort with other principals in the district.
* Seek out research publications and trainings dedicated to equity drivers in schools.
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| 2 | * Read recommended publications on student interventions.
* Invite members of the School Improvement Panel (ScIP) to join in visiting two schools with similar demographics and identify successful policies/practices of intervention systems.
* Draft school-wide intervention plan.
* Work with ScIP on plan implementation.
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1. 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. [↑](#footnote-ref-1)