



Optional Chief School Administrator Professional Development Plan Template 2025-26

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

1: Professional Learning Goals

PL Goal No.	Professional Learning Goals	Relevant NJ Prof. Standard for School Leaders	Rationale/Sources of Evidence
	<p><i>Uncharted Depths: Navigating the Oceans of Possibilities</i></p> <p>Support learning leaders within the school and/or district in strengthening the capacity of the learning organization to explore and navigate the vast, ever-evolving landscape of education with curiosity, courage, and purpose. Learning leaders are called to engage with evidence-based leadership practices and should be guided by the principles of discovery, adaptability, and innovation as they cultivate inclusive, responsive environments where every learner is supported.</p>	<p>2015 PSEL 1,3,4,5,6, 7, and 10</p>	<p>In order to ensure that every educator is equipped to recognize and apply a wide spectrum of effective teaching and learning strategies that contribute to the success of all students, Superintendents and Assistant Superintendents must collaborate meaningfully with colleagues, draw on the expertise of others, reflect on their own contexts, and embrace a forward-thinking mindset. In doing so, they create equitable learning opportunities that promote growth and success for themselves, their teams, their students, and the broader school community.</p>



	<p>Session 1: Mapping the Currents: Collaborating Through the Ebbs and Flows of Education</p> <p>Support learning leaders in exploring the power of shared leadership as a dynamic force for school improvement, with a focus on its influence on school morale, student engagement, and collaborative decision-making.</p>	<p>2015 PSEL 1,3,6 and 10</p>	<p>In order to ensure that all educators foster high-performing learning environments and effectively navigate the complexities of educational change, Superintendents and Assistant Superintendents must build leadership structures grounded in trust, strong relationships, and inclusive collaboration. By examining their systems and practices, learning leaders can identify strategies that promote clear communication, actionable feedback, and mutual accountability within a shared leadership model.</p>
	<p>Session 2: Tending the Reef: Cultivating the Ecosystems of Growth for Staff and Students</p> <p>Support learning leaders in designing responsive and dynamic student-centered learning environments that nurture agency, creativity, and deep learning by co-creating and sustaining flexible structures such as personalized student-learning pathways, authentic assessments, and adaptive scheduling.</p>	<p>2015 PSEL 1,3, 5, 6, 7, and 10</p>	<p>In order to ensure all educators can unlock student potential and elevate high levels of engagement, Superintendents and Assistant Superintendents must reimagine learning as an active exploration for students and adults. This transformation requires intentionally designing learning spaces, making informed decisions guided by the diverse voices within the school community, using actionable data to support instructional practices, and reflecting on feedback to foster ecosystems where empowered educators and thriving learners flourish.</p>



	<p>Session 3: Echoes in the Deep: Navigating Curiosity, Inquiry and Deeper Learning</p> <p>Support learning leaders in diving into the power of inquiry-based learning as a pathway to deeper understanding, engagement, and student-driven discovery so that learning is transformed into an active, student owned journey of inquiry and mastery.</p>	<p>2015 PSEL 3, 4, 5 ,6, and 10</p>	<p>In order to ensure all educators have the tools to design and implement standards-aligned units that center on authentic questions, real-world connections, and ongoing dialogue, Superintendents and Assistant Superintendents must support staff in collaboratively designing units that effectively engage students, including struggling or disengaged learners. well- crafted reflective prompts that challenge thinking, foster curiosity through effective questioning strategies, and design meaningful formative assessments that encourage exploration and critical thinking.</p>
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2: Professional Learning Activities

PL Goal No.	Professional Learning Activities	Begin/End Dates

