

PDP GUIDELINES BY LICENSURE LEVEL

LEVEL I PDP

Structured focus on teacher's performance on the nine teacher competencies with the involvement of a mentor teacher in the PDP process.

Sources of information:

- previous annual evaluation,
- classroom observation notes,
- student achievement data,
- instructional artifacts,
- school/district initiative(s),
- parent and/or student surveys,
- teacher accomplishments, and
- other data collection sources listed under evaluation components.

Focus on performance areas associated with beginning teachers:

- student diversity, motivation, and achievement;
- student developmental needs, such as relationships with peers, students, and parents;
- development of teacher's content are knowledge; and
- classroom management skills and techniques.

Goals should focus on: the teacher's efforts during the third to fifth year to develop a Professional Development Dossier (PDD) for advancement towards a Level II license.

LEVEL II PDP

May have multi-year objectives with option for a collaborative PDP with a colleague.

May also address developing a Professional Development Dossier (PDD) for advancement to a Level III license.

Sources of information:

- all sources listed in Level I
- curriculum documents (lesson plan/unit plans);
- professional development experiences;
- information pertaining to education/content area research.

Goals address areas associated with more experienced teachers:

- collection and application of longitudinal classroom data action research to improve the learning of all students;
- progress towards a masters degree;
- enriching or extending the curriculum;
- development of classroom or teaching materials; and
- enhancing instructional strategies and student assessments.

LEVEL III PDP

Should empower the teacher's self-directed development of the PDP, allow for multi-year objectives, and have an option for a collaborative PDP with a colleague.

Sources of information:

- all sources listed in Level I and Level II
- should include self assessment information.

Goals should focus on:

- demonstration of students taking responsibility for their own learning;
- integration of multiple source data to inform teacher practice;
- taking leadership roles in the improvement of instruction at the local, state, or national levels; and
- conducting action research to improve learning of all students.

PDP PROCESS MAP

1. Develop written PDP with measurable objectives
 Who: Teacher and Administrator collaborate.
 When: Within first 40 days of SY

PDP Components:

- One or more measurable objectives
 - Based nine teacher competencies and performance indicators for level of license
 - Based on previous year's performance evaluation
 - May be multi-year
- Specific projects or actions to meet measurable objectives
- Impact or desired results of projects/actions
- Timeline to complete project/actions
- Specific resources identified
- Plan to monitor progress
- Artifacts to be used for assessment
- Plan to assess projects/actions or measure that desired results have been met.

2. Implement PDP
 Who: Teacher
 When: as per PDP timeline
 Complete during the school year

Implementation Includes:

- Monitoring progress and providing timely feedback on a regular basis
- Collecting artifacts to assess
 - Achievement of measurable objectives
- Writing a one-page reflection of PDP experience.

3. Assess achievement of measurable objectives
 Who: Teacher and administrator
 When: Prior to end of school year

Assessment addresses:

- Teacher's written reflection of PDP experience
- Level of achievement of measurable objectives
 - Assessment of artifacts collected
- Implications, if any, for following year's PDP
- Documentation of assessment of PDP on performance evaluation at end of year.
- Completion of Formative Evaluation of PDP form.