

The PDP: 3 – Tiered Licensure System (Administrators’ Training)

(Materials Needed: overhead, screen, wireless mike, flip chart and markers for each table, post-it notes, write on transparencies / markers)

Start - To Participants: *Because this is a trainer of trainers, you will have several opportunities to become acquainted with the materials and report back to the group. This will be a very interactive session, so that you may take back the information and effectively prepare your school or district to implement the PDP.*

I. Introduction

1. Goal: to improve student learning (Title Slide 1) (open binders to p.17), note goal

II. How Do We Approach the Process and Look at the Changes in PDP

1. A way of looking at the process: Where are we now? Where are we going? How will we get there? How will we know when we got there? (Slide 2)

2. Differences and Similarities (Slide 3).

III. How will we get there? (Slide 4)

IV. How will we know when we got there? (Slide 5)

VI. Guidelines for the PDP (Slide 6)

VII. Collaborative PDP Model (Slide 7)

VIII. PGP (Slide 8)

IX. Writing Measurable Objectives (Slide 9)

X. Writing Measurable Objectives (Slide 10) Go over w/ audience.

XI. How will we get there? (Slide 11)

(ACTIVITY #1)

TABLE 1. Guidelines for PDP Design and Evaluation (p. 17-18)

TABLE 2. Data collection for an evidence based system, p. 7-8

TABLE 3. Progressive Documentation, p.8-9 and form on p. 14

TABLE 4. Level I, and Level II and III PDP Guidelines, p. 18-22

TABLE 5. Assessment Guidelines for Competencies and Indicators, p.22-25

TABLE 6. Strand A, p. 67-68

TABLE 7. Strand B, p. 69-71

TABLE 8. Strand C, p. 72

XII. (Slide 12) Planning

XIII. (Slides 13-15) Creating the PDP. Explain, guide, assist w/
ACTIVITY #2

I hope you found this session helpful, and that you are feeling just a bit more secure with the PDP process.

This is not the end, it is really the beginning. Go forth and do good training .
. . . Remember, it is all about student achievement. (slide 16)