



# The PDP Process: 3-Tiered Licensure (An Evidence Based System)

**All Professional Development Has One Ultimate Goal:**  
*Improve Student Learning*

*Dr. Paula Papponi*  
*Educational Consultant*  
*NMCSA / NMSSA*  
[paulapapponi@yahoo.com](mailto:paulapapponi@yahoo.com)



# A Way of Looking at The PDP PROCESS – Train the Trainer: What you will need to take back to your district

- Where are we now?
- Where are we going?
- How will we get there?
- How will we know when we get there?



## Where are we now?

### SIMILARITIES

What has NOT changed?

- Classroom observations
- Annual assessment of competencies
- PDP's
- Local options to add criteria for evaluation
- Local determination of whether a teacher does not meet or meets competencies
- Growth plan for deficiencies

## Where are we going?

&

### DIFFERENCES

What has changed?

- **Observation + Evidence determine how teacher meets competencies for his/her licensure level**
- Uniform statewide format: HOUSSE (PDP, Progressive Documentation, Summative)
- Increased expectations for professional growth:  
Differentiated competencies for each licensure level
- Annual evaluations follow teachers to new districts
- Annual evaluations become component of licensure advancement
- Progressive documentation for Levels II and III
- PDP refers back to previous year's PDP and evaluation (PDP done by 40th day of school year)
- Role of Student Achievement



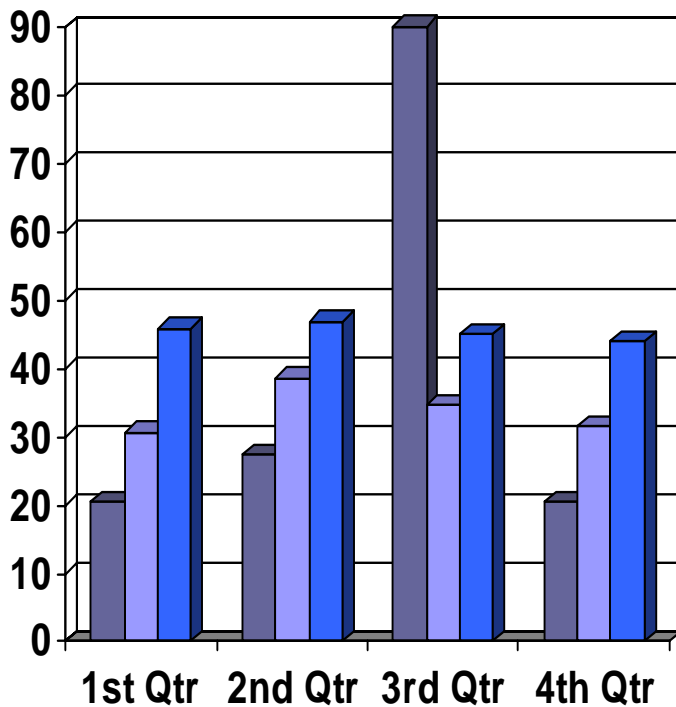
## How will we get there?

- A deep and clear understanding of the system and all components
- Effective implementation of the process
- Giving teachers and administrators the time and the training to do both

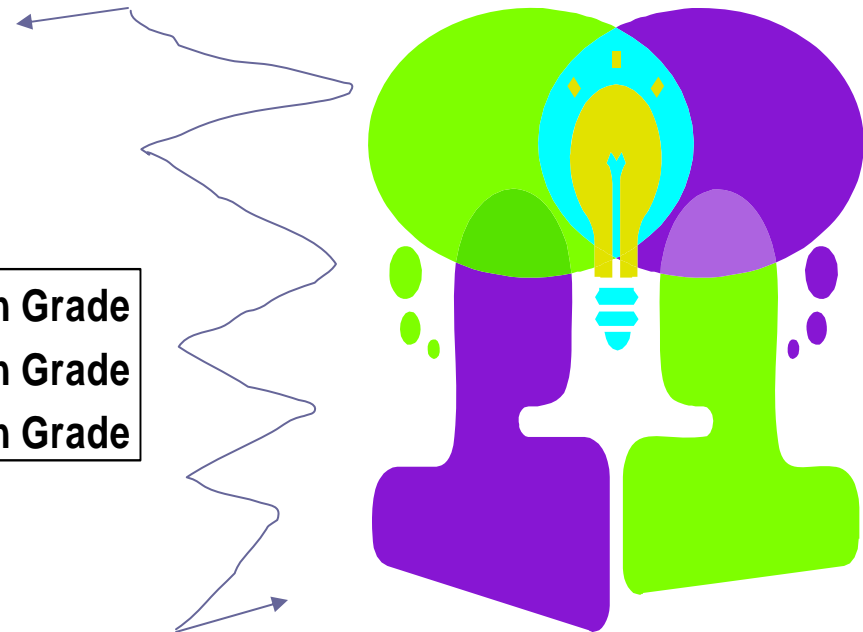


# How will we know when we get there?

- An evidence based system - data collection



■ 6th Grade  
■ 7th Grade  
■ 8th Grade





# Guidelines for the PDP

- Develop and implement prior to the 40<sup>th</sup> day
- Identify one or more measurable objectives
- Base the PDP on teacher competencies
- Tool for identifying areas for professional growth
- Teacher's performance must be satisfactory



# Collaborative PDP Model

- Identify specific competencies
- Identify specific projects and/or activities
- Specify timeline for completion
- Identify needed resources
- Specify progress monitor schedule
- Identify collection of assessment artifacts



# PGP- Professional Growth Plan

- Utilized whenever substandard performance has been identified
- Utilized to address specific deficiencies, allowing teacher to improve in those areas
- Utilized to document unsatisfactory work performance





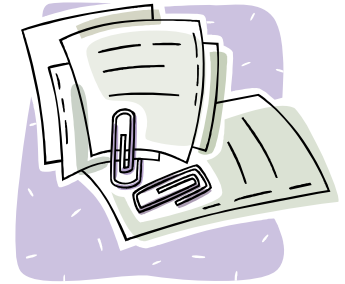
## Writing Measurable Objectives for Teacher Evaluation

- Measurable ➡ the evaluator can assess the extent to which the teacher achieves the objective
- Objectives ➡ state the main points of tasks/competencies the teacher will perform (**what** will be done, **how** this will be measured, **when** it will be accomplished)
- Observable ➡ the evaluator can visibly see **evidence** that the teacher achieved the objective (i.e. data)
- Avoid abstract verbs like: know, understand, appreciate, feel. These cannot be observed or measured.

# Measurable Objectives for Teacher Evaluation (Look for the what, how, when!)

- The teacher will integrate reading and writing into the math curriculum by having students solve written story problems 25% of practice time during the first semester and with 95% accuracy (Strand A, Comp. I, Level II, D)
- The teacher will incorporate a wider variety of teaching methods by adding, on a weekly basis, demonstrations and group work as part of lesson plans for the remainder of the school year, in order to increase student participation and learning. (Strand A, Comp. II, Level II, B)
- In order to minimize playground bullying and reduce the number of discipline referrals by 50% each lunchtime recess, the teacher will establish and present strategies for conflict resolution to the faculty prior to the start of the first day of school, during inservice. (Strand C, Comp. IX, Level III, C)

# How will we get there? (Creating the PDP)



## 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, p. 14
- Table 4 - Level I, and Level II and III PDP Guidelines, p.18-20
- Table 5 – PDP Guidelines and Process Map p. 21-22
- Table 6 – Assessment Guidelines and Indicators p.23-25
- Table 7 - Strand A, p. 67-68
- Table 8 - Strand B, p. 69 -71
- Table 9 - Strand C, p. 72

Write 2 measurable  
objectives.

**Chart the highlights of your topic on your flip chart and prepare to instruct the rest of the group on your segment of the PDP process.  
(15 min. to prepare response, 15 min. to respond)**

*(The purpose of this activity is to give you the time to gain a more in-depth view of the PDP process, in order to prepare you to become a trainer for your district.)*

## Things To Think About As You Plan The Training For Your District:



- 1. How will you prepare teachers to provide principals with the necessary data sources?*
- 2. How will you prepare administrators and teachers to write effective measurable objectives?*
- 3. How will you ensure that true collaboration is part of the PDP process?*

## Activity #2



# Role Play and Creating a PDP

Observe a role play of a teacher and an administrator collaborating on developing a PDP for the teacher.

Profile: elementary teacher, level I, third year of teaching  
(15 min.)

**You may “freeze” the interaction to  
add comments / ask questions / or take up the role.**

**A brief discussion of your observations will  
follow.**

*(The purpose of this activity is to observe practices in collaborating with the teacher/administrator in developing a PDP with measurable goals, in order to gain insight into the process.)*



### Activity #3

# Creating The PDP

- With those at your table, and using the blank PDP handout, fill in the form to develop a complete Professional Development Plan. (*You may use the handout of the completed form as a guide.*)
- Create a profile for the teacher: teaching assignment, level, competency, strand, and whatever else you would like to add.
- Be prepared to share your experience with the entire group.

(20 min.)

*(The purpose of this activity is to train you as a trainer to become familiar with the PDP form and how to fill it out.)*

# Sample PDP

## SAMPLE Professional Development Plan

Teacher Ima Novice Current Licensure Level L, yr. 2 School Year 2004 - 2005  
 School Nowhereville Evaluator Dr. Watching You Position 3<sup>rd</sup> grade

<b>Goal:</b> Grow student math skills in the area of math computation through the implementation of a system of pre- and post-assessments to guide differentiated instruction.		<b>Rationale:</b> As a new teacher, I am unfamiliar with the 3 <sup>rd</sup> grade math curriculum. At the same time, math has been identified as a target curriculum for improvement in my grade level. I want to make sure to address student needs while comprehensively covering the curriculum.		
<b>Specific Action/s:</b>	<b>Timeline:</b>	<b>How Measured?</b>	<b>Administrative Support:</b>	<b>Competency to be Addressed:</b>
1. Review available NWEA data from Spring, 2004	August, 2004	Completion of	Training	V. Assessment Techniques and Procedures
2. Creation of Math instructional groups	August, 2004	Observation, Lesson Plans	Mentor Assistance	... ..
3. Development of instructional group goals focused on computation	September, 2004	Student Profile Sheets	Mentor Assistance	... ..
4. Use of 3 <sup>rd</sup> grade Math Assessments for Mastery for pre-post-testing	Beginning August, 2004	Observation, Lesson Plans, Grade Book	Materials, Ac. Math Program, and Mentor Assistance	V. and II-E (Modification and Adaptations to Instruction)
5. Development and Implementation of Differentiated Math Instruction utilizing adopted materials	Beginning November, 2004	Observation, Lesson Plans	Release Time, Training, Mentor Assistance	V. and II-E, and IV (Student Growth, Development, and Learning)
6. NWEA Mid-Year testing	January, 2005	Completion of	N/A	V.
7. Data review and instructional adjustments	February, 2005	Observation, Lesson Plans	Release Time	V., II-E, and IV
<b>Reflection on PDP Experience:</b> Please submit a one page reflection on your PDP experience. Include in your reflection results/outcomes of your PDP, learning that occurred, next steps, etc. Please provide data and artifacts to document your conclusions.				

Principal / Supervisor \_\_\_\_\_ Date \_\_\_\_\_  
 Copies to: Staff Member, Personnel File, Supervisor

Teacher \_\_\_\_\_ Date \_\_\_\_\_

## SAMPLE PROFESSIONAL DEVELOPMENT PLAN

**Objective:**

**Owner:**

Goal: Competency To Be Addressed	Rationale

Key Actions: What should we do in what order?	Person Responsible for each action	Resources Employee Should Access to Accomplish Growth	Timeline	Measure: To assure desired results have been met	Target: Desired Result

**REFLECTION ON PDP EXPERIENCE**  
 Please submit a one-page reflection of your PDP experience to your administrator prior to your annual evaluation meeting. Include in your reflection: What were the results of your project or actions in terms of meeting your objectives? What worked well? What would you do differently if you had the opportunity to do the PDP again? Please provide data and artifacts to support conclusions.

\_\_\_\_\_/\_\_\_\_\_  
 Employee Signature                      Date

\_\_\_\_\_/\_\_\_\_\_  
 Evaluator Signature                      Date





## 3-Tiered Licensure System

**Remember, it's all about improved student learning...**

