

## **PROFESSIONAL DEVELOPMENT PLAN (PDP) OPTIONS (PDP Form: Appendix Pages 39 & 40)**

### **Option A**

#### **New Teacher to Webster Groves**

The new teacher in Webster Groves will focus the Professional Development Plan around issues concerning new teachers. These topics may include: meeting procedural demands; moral and emotional support; new knowledge; materials; planning; curriculum development; classroom management; student diversity and reflection.

The demonstration of this work will be data and artifacts which may include the following: daily plans; activity descriptions; unit or semester plans; copies of handouts; assessments; achievement data; student work; class rules or management plan; class schedules; seating charts; grade book; profiles of students; technology; messages; surveys; photos; feedback; reading lists and logs or journal entries.

### **Option B**

#### **Instructional Strategies**

This option allows an individual teacher or a small group of teachers to explore various methods of instruction, to find out what works best with students in their school. Areas of instruction that could be examined include: cooperative learning; problem-based learning; teaching of writing, mathematics, and reading; inclusion; effective teaching methods for block scheduling; alternative approaches to classroom discipline.

### **Option C**

#### **Individualized Professional Activity**

This option allows the teacher to work individually on specific areas approved by the administrator/supervisor. This plan should establish a connecting relationship with specific performance standards and/or school improvement goals. Topics which could be explored include: curriculum development; program development; technology.

### **Option D**

#### **Curriculum Development Implementation**

This option allows a teacher to work with curriculum already in place or to create new curriculum. Several examples of the possible curriculum development choices are to: design and implement a curriculum and analyze the impact on student learning; deepen the curriculum by focusing on a few areas in depth or in greater detail; refocus the curriculum for better engagement of the students; integrate curriculum across one or more disciplines.

### **Option E**

#### **Action Research**

This option allows individuals or groups of colleagues to work on an existing or new project based on building district goals. The topics of research should relate to one or more of the performance standards and/or to school improvement goals. The action research must be approved by an administrator/supervisor. The format should include: identification of the problem/topic or research (i.e., lowering dropout rates, cooperative learning, building teams, increasing achievement, technology or assessments); develop a solution; develop an action plan (i.e., scoring guides, surveys, instructional strategies, performance tasks); develop time lines; choose strategy for gathering data; analyze data; determine effects of intervention; report findings and share information.

## **PROFESSIONAL DEVELOPMENT PLAN OPTIONS (continued)**

### **Option F**

#### **Peer Consultation and Coaching**

This option allows the teacher to use individual reflection, along with an outside observers' observation and input, to grow professionally. The teacher arranges to be videotaped during three or more teaching sessions, focusing on one or more performance standards. His/her lesson should be self-evaluated using a written format. Then a consultation will take place with the teacher and observer(s) to review the teaching practices seen on the videotape.

Collaboratively, they will reflect on the strengths, as well as areas needing growth, of the teacher. They will create a list of several growth opportunities which the teacher will use as a basis for professional growth. The outside observer(s) can be chosen from, but not limited to, the following: peers; STARR teacher; supervisor; department chair; business partner; university representative.

### **Option G**

#### **Teacher Leadership**

This option provides teachers with opportunities for teacher leadership activities. The opportunities may focus on: adult development to evoke reflection in others; enable others to self evaluate; encourage/support others in being productive, respectful, caring, trusted members of the school community. The teacher will see organizational change by engaging others in forward thinking and planning based on shared core values. He/she will initiate actions toward innovative change, and take responsibility for the support and development of systems for new and student teachers. The project must be approved by the administrator and must focus specifically on performance standards or school improvement goals.

### **Option H**

#### **Structured Professional Dialogue**

This option allows a study group or team of teachers to focus on a particular topic regarding current educational development in the area of the evaluation standards. The team will meet regularly to discuss the topic after reading current information and/or educational research. They should collaboratively reach some conclusions or suggestions in order to benefit the individuals, the group as a whole, as well as any benefits to the district and/or the school. These conclusions or suggestions should be written up and given to the principal in document form.

## **PROFESSIONAL IMPROVEMENT PLAN (PIP)**

The Professional Improvement Plan is used to assist teachers not meeting district expectations in one or more criteria. Each standard is of equal importance. The purpose is to support teachers so they may become effective teachers. The phases outlined below describe the process for assisting a teacher needing to make improvements.

### **I Awareness Phase**

- ❖ Administrator/supervisor begins to have concerns about the teacher performance
- ❖ Administrator/supervisor contacts teacher and concerns are raised
- ❖ Teacher and administrator/supervisor determine how concerns will be addressed
  - Awareness Phase Plan is written (required) (Appendix B – Page 45)
  - Concerns are documented
  - Improvement Strategies are written
  - Time line is established
  - Signatures of teacher and administrator/supervisor required
- ❖ Teacher remains on the evaluation cycle and continues to work on Professional Development Plan
- ❖ If it is an evaluation year, “Approaching Expectation” is marked for the area of concern on the Evaluation Report
- ❖ Teacher follows the plan, positively addressing areas of concern
- ❖ Administrator/supervisor and teacher meet to discuss evidence of progress
  - A teacher may invite a colleague/representative to attend the conference
  - Administrator/supervisor determines if plan is completed or if it needs to be extended or replaced by Professional Improvement Plan
  - Signatures of teacher and administrator/supervisor required

### **II Professional Improvement Phase**

- ❖ Administrator/supervisor determines the need for Professional Improvement Plan (Appendix B – Page 46)
- ❖ Areas needing improvement are identified
- ❖ This phase is designed to help the teacher become effective and meet expectations
- ❖ Teacher is placed in the evaluation year
- ❖ “Does Not Meet Expectations” is marked for the area of concern on the Evaluation Report

## **PROFESSIONAL IMPROVEMENT PLAN (continued)**

### **II Professional Improvement Phase (continued)**

- ❖ Professional Improvement Plan replaces Professional Development Plan
- ❖ Professional Improvement Plan is written (required)
  - Standard and Criterion where deficiency is noted are stated
  - Performance Indicators are noted
  - Strategies and Steps to be taken are written, interventions chosen to help improve skill are selected for remediation
  - Resources or support structures that are needed to complete the plan are determined
  - Behaviors that must be demonstrated along with data collection method are stated
  - Type of documentation needed is determined
  - Time line, with a completion date and review date, are determined
  - Signatures of teacher and administrator/supervisor are required
- ❖ Administrator/supervisor and teacher meet to discuss evidence of progress
  - A teacher may invite a colleague/representative to attend the conference
  - Administrator/supervisor determines if all Professional Improvement Plan requirements have been met
  - Signatures of teacher and administrator/supervisor required