

Principal's Guide to Supporting Teachers with Developing a Professional Development Plan

Step 1: Self- Assessment

Have teachers complete the self-assessment in Frontline by rating themselves on each Element of each of the Domains. Teachers should provide evidence of why they believe they would receive each score in a particular area. The evidence should not be a dissertation or an essay but one or two sentences supporting what will be evident or observable in the classroom.

[Domain 1](#), [Domain 2](#), [Domain 3](#), and [Domain 4](#)

Step 2: SMART Goal

The requirement is that each teacher develops one individual goal. They should write the goal so that it is student-centered, measurable, attainable, and time-bound (SMART). Teachers may also develop a second individual goal or work to generate another goal with their Professional Learning Community (PLC); establish grade level goals, or the school community may have a shared goal connected to the 90-day plan. The critical element of the goal is the focus to improve teaching and learning.

Step 3: Rationale

This is the “why.” What is the data telling us that needs to be improved? What is the root cause? We want teachers to use their time wisely because it is such a precious resource. The rationale is making sure this learning opportunity will result in gains in student learning that the teacher is aspiring to achieve. Teachers can use walkthrough data, their self-assessment, BOY formative assessment, past observations, past student data, 90-day plan goals, etc. to correlate with their proposed learning plan. We recommend that principals do at least one walkthrough prior to the PDP so that the teacher can use that data as a baseline especially for new teachers.

Step4: Actions/Timeline

Have the teachers identify the action steps they can take which will enable them to gain the requisite skill, knowledge, or ability. After they have created the action steps, have them create a measurable and attainable timeline. Essentially, backward planning with the end in mind. Make sure that

they are including points/check-ins to measure their progress and reflect on whether their actions are creating the change they are hoping to achieve.

Step 5: Feedback

Schedule a feedback session. Take time to discuss with the teacher their PDP, how you would [rate their plan](#), areas of brilliance, and areas of concern. Allow the teacher to make any changes before finalizing in Frontline.

Step 6: Motivate

Check-in with the teacher on their progress. Encourage them to step out of their comfort zone. Provide a safe environment for making mistakes and learning. Support is key.

Step 7: MOY PDP Reflection - Optional

_____ Have the teacher reflect in the MOY PDP on Frontline. Check-in. Find out what supports they need and if a change, of course, is the best direction to go. Mid-year course corrections might be part of some teacher's professional learning journey.

Step 8: Motivate

Check-in with the teacher on their progress. Encourage them to step out of their comfort zone. Provide a safe environment for teachers to take risk and potentially not succeed. Ask guiding questions that help them reflect on their progress and reference their action plan and timeline to see if they are meeting their goals. This process is about growth.

Step 9: EOY PDP Reflection

Have the teacher provide a reflection in the EOY PDP on Frontline. Schedule a feedback session. Take time to discuss with the teacher their PDP, how you would rate their plan, areas of brilliance, and areas of concern. Allow the teacher to make any changes before finalizing in Frontline.

Elevate NM



PDP process and rubric adapted with permission from South Valley Academy—Radoslovich, J. & Roberts, S., & Plaza, A. (February 2014). Charter school innovations: A teacher growth model. *Kappan*, 40-46.