

PDP EXAMPLE - WBT PDP - Frontline

This is an example of PDP. We are illustrating here that a teacher can download the PDP rubric and write their draft in the rubric and then copy and paste into the Frontline platform once they are ready to send it off for final scoring to their administrator. This is meant to be iterative so the sooner a teacher shares this with their administrator in draft form and receives feedback, the stronger the PDP will be. Feedback is key and refinement and clarity is part of the process.

The PDP should not change after it has been submitted for final review.

There are three components and we will be adding to our example throughout the year. You will note that each component will be in a different color font. To start the year, after the teacher has done their self-reflection on the four domains, then they can begin their BOY SMART Goal also known as goal setting which includes: SMART Goal, Rationale, and Action/Timeline

You will be utilizing this information to guide your PDP Smart Goal, Rationale, and Actions/Timeline.

BOY PDP Scored

SMART Goal: From your self-assessment, identify one goal for improving an Element of your teaching. Write the goal so that it is student-centered, measurable, attainable, and time-bound (SMART).				
<i>I will increase my student engagement from 70% to 90% of students on task by becoming Bronze Level Certified in Whole Brain Teaching by April 2021 and utilizing the strategies presented in the certification process.</i>				
PDP	Not Demonstrating	Developing	Applying	Innovating
SMART GOAL: What is your objective for improving your teaching and student learning?	Objective relates more to your teaching than to student learning. Goal has two or less of the components of a SMART goal.	Objective promises academic growth for students but does not identify a teaching strategy. Goal has three components of a SMART goal.	Objective identifies a teaching strategy you want to try in order to help students experience academic growth. Goal has all four components of a SMART goal.	Objective identifies one or more teaching strategies to address student learning challenges, describes the improvement targeted and requires some risk-taking by the teacher. Goal has all four components of a SMART goal.

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Rationale: Explain the new **skill, knowledge, or ability** you will need in order to meet this goal. Be sure to include evidence such as data, experience, etc. from your Self-Assessment.

After completing my Self-Assessment, I realized that I had not scored well in 3-B (Questioning and Discussion Techniques) and 3-C (Engaging Students). I am struggling with increasing meaningful student to student conversations. My principal noticed in a walkthrough of my virtual classroom that 5 of my students were not on task. I know that there is a direct correlation between engagement and student growth. Students must be interested in learning and excited about coming to class. The class needs to be stimulating academically, socially, and behaviorally. That led me to research different means of engaging students within the classroom and asking colleagues what strategies they had used. I found Whole Brain Teaching and found a plethora of resources that were appropriate for my students that would allow me to differentiate a variety of activities.

PDP	Not Demonstrating	Developing	Applying	Innovating
<p>RATIONALE: Why have you chosen this focus area?</p> <p><u>Possible Data Sources:</u></p> <p>Self-Assessment</p> <p>Past Observations</p> <p>Past Student Data</p> <p>Past Survey Data</p> <p>BOY Formative Assessment</p>	<p>The rationale lacks evidence.</p>	<p>The rationale provides a general picture of the growth needs for you and/or your students through evidence.</p>	<p>The rationale is justified with detailed evidence for why you want to try a particular strategy to meet certain student learning needs.</p>	<p>The rationale statement provides specific and detailed evidence of the student learning problem using data.</p>

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Actions/Timeline: Identify the action steps you can take which will enable you to gain the requisite skill, knowledge, or ability. Demonstrate your commitment by creating a measurable and attainable timeline.

I will complete the following according to the dates below:

September 2020- Test 1 and Observation of WBT Basics October 2020
- Test 2 and Observation of Super Improver
November 2020 - Test 3 and Observation of Character Education
December 2020 - Test 4 and Observation of Classroom Rules January
2021 - Test 5 and Observation of Scoreboard February
2021 - Test 6 and Observation of Beloved Rascals March 2021 -
Test 7 and Observation of PowerUps

I will be having monthly observations either done by a colleague or administrator. The observer will tally the number of students on task and comment on the quality of the student engagement in my class for 10-15 minutes. Feedback will be given face-to-face and written. IF teaching virtually, I will record my lessons and share it with my colleague and administration through Google Classroom.

PDP	Not Demonstrating	Developing	Applying	Innovating
<p>ACTIONS/ TIMELINE: What steps will you take to reach your measurable student outcomes? When will you get these steps done?</p>	<p>Steps, described, but not well-aligned with the SMART goal.</p>	<p>Good sense of how to begin changing one's practice with steps listed in the order they will be taken and aligned with the SMART goal.</p>	<p>Manageable actions and timeline that is well-aligned with the SMART goal.</p> <p>Steps include how resources will be used, how interventions will be implemented, and how artifacts will be gathered systematically.</p>	<p>Clear evidence of effective backward planning in order to reach the SMART goal.</p> <p>Manageable actions and time frames to maximize student and teacher growth potential.</p> <p>Ongoing data</p>

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				<p>analysis to assess the effectiveness of new strategies.</p> <p>Initiates collegial observation opportunities to get feedback on the implementation of the teaching strategy (i.e. Admin, Head Teacher, Dept. Chair, or Colleague).</p>
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MOY PDP Reflection - Not Scored and Optional

<p>MOY Reflection (NOT SCORED): What kind of classroom-evidence could you show to demonstrate that you have improved on this Element including student data? What adjustments do you need to make for completing this work by April? What support(s) do you need? How are you feeling about your progress?</p>				
PDP	Not Demonstrating	Developing	Applying	Innovating
<p>REFLECTION: What are the highlights of your PD journey? Provide a narrative that connects your growth to your action steps and artifacts. How did you address challenges, new ideas, or student reactions as they were uncovered? What progress did you make toward meeting your goal? How will you use what you learned?</p>	<p>Reflection shows little or no details about the progress of the PDP action steps over the year. Timeline not used. No artifacts submitted.</p>	<p>Reflection offers details about the progress of the PDP action steps over the year. Timeline not used effectively. Few artifacts submitted.</p>	<p>Reflection explores what worked and what did not work. Timeline used effectively. Artifacts submitted and described.</p>	<p>Reflection uses evidence to describe how the action plan emerged step by step, how ongoing data analysis affected the plan, and how it worked out. Artifacts collected, analyzed, submitted and described in detail. Poses future action steps and/or goals based on what happened or didn't happen</p>

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EOY PDP Reflection Scored

EOY Reflection (SCORED): Reflecting on your SMART goal(s), provide a narrative that connects your growth to your action steps, classroom-data, and artifacts. Based on your classroom-data, what was the impact on your professional development goal(s)? What are the highlights of your PD journey? How did you address challenges, new ideas, or student reactions as they were uncovered? How will you use what you have learned to impact your teaching in the future?

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<p>REFLECTION: What are the highlights of your PD journey? Provide a narrative that connects your growth to your action steps and artifacts. How did you address challenges, new ideas, or student reactions as they were uncovered? What progress did you make toward meeting your goal? How will you use what you learned?</p>	<p>Reflection shows little or no details about the progress of the PDP action steps over the year.</p> <p>Timeline not used.</p> <p>No artifacts nor data submitted.</p>	<p>Reflection offers details about the progress of the PDP action steps over the year.</p> <p>Timeline not used effectively.</p> <p>Few artifacts and data submitted.</p>	<p>Reflection explores what worked and what did not work.</p> <p>Timeline used effectively.</p> <p>Artifacts and data submitted and described.</p>	<p>Reflection uses evidence to describe how the action plan emerged step by step, how ongoing data analysis affected the plan, and how it worked out.</p> <p>Artifacts and data collected, analyzed, submitted and described in detail.</p> <p>Poses future action steps and/or goals based on what happened or didn't happen.</p>

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