The Professional Development Plan Protocol

The Professional Development Plan Protocol is one element of the on-going case analysis and assessment conducted by PI’s with their colleagues. In September, the PI will choose one PT who’s Professional Development Plan and progress will be examined in-depth during each protocol session.

The Professional Development Plan can be compared to a learning module outline. It is purposeful, driven by the examination of results, and it is systematic. At the beginning of each month, the PI and the PT choose a long-range goal which the PT wishes to achieve. This goal is chosen from one of six which have been identified as appropriate goals for teachers or counselors. In some cases, the goal may remain the same for several months.

1. Appropriate Pedagogy
2. Student Engagement
3. Classroom Climate/Management
4. Professional Responsibility
5. Presentation Skills
6. Student Achievement

After the goal is chosen, the PT and PI select one or more indicators of success for that month. The menu of indicators which is attached to the Professional Development Plan is extensive, but not exclusive. Both PI and PT use their judgment when choosing appropriate indicators. The next and crucial step, is choosing strategies which will help the PT achieve the goal.

Example: The PT’s goal is Appropriate Pedagogy.

The indicator of success for this month is “Lessons will link instruction to real-life situations of students (text-to-self).” The strategies chosen to achieve the indicators might be:

A. PI/PT write a lesson plan together.
B. PI models the lesson, choosing appropriate activities for student practice, i.e., compare/contrast a character’s experience to the student’s experience using a graphic organizer.
C. PT plans and teaches a lesson based on PI’s model lesson.
D. PT/PI assess success by looking at students’ work.
E. Homework assignment: PT reflection “What have I learned this month? What supports do I need to continue refining the link between real-life and literature?”

At the end of the month, the PT & PI assess the evidence of progress made (or not) and decide what next month’s goal, indicators and strategies will be.
Professional Development Plan Protocol

Time 35 minutes

I. Presentation (5 minutes)
   • Description of why the goal and indicator were chosen.

II. Examination of the PDP (5 minutes)
   • Group looks at the work, noting whether the goal, indicator and strategies are congruent. They also jot down probing questions.

III. Probing Questions (10 minutes)
   • The group will have the opportunity to ask probing questions. These questions will become more important as the year goes by and PI's will be evaluating their work with a PT over time.

   Examples: • How does this strategy further the PT’s goal?
             • What evidence do you have that this strategy is successful over time?
             • What questions does this PDP raise for you?

IV. Feedback (10 minutes)
   • Participants talk to each other about the work, acting as if the presenter is not in the room, while still remembering that the feedback needs to be stated in such a way that it is credible and useful. This is an appropriate time to discuss alternative strategies.

VI. Reflection (5 Minutes)
   • Presenter talks about what he or she has learned from the feedback. This is a time to explore interesting ideas and suggestions that came out of the feedback, or just comment on the experience.

At the end of the protocol, the facilitator will collect all PDP’s & PDP Analyses and they will be saved for the next session.

August, 2005
Professional Development Plan for Teachers

PT: ___________________________  Cycle: ___________________________
PI: ___________________________

I. What changes do you want to see in your students and/or your practice?

II. What area of teacher focus is most closely connected to that change?
   ① Student Behavior  □  ④ Appropriate Pedagogy  □
   ② Student Engagement □  ⑤ Presentation Skills/Management □
   ③ Student Achievement □  ⑥ Professional Responsibility □
   ⑦ Classroom Environment □

III. What will be the indicators of change?

IV. Strategies chosen to achieve the goal
    1.
    2.
    3.
    4.
    5.

V. Evidence & Analysis of Progress
Professional Development Plan
Indicators for Teachers

**Student Behavior**
1. Students arrive to class on time.
2. Students address each other by name.
3. Students call the teacher by name.
4. Students do not cry in the classroom.
5. Students are punctual for class.
6. Students demonstrate respect toward each other.
7. Students demonstrate respect for the teacher.
8. Students follow rules/routines in the classroom.
9. Students do not leave classroom without permission.
10. Students listen to each other.
11. Students/teacher makes eye contact.
12. Students are seated by the late bell.
13. Students use positive statements.

**Student Engagement**
1. Students ask relevant questions.
2. Students are able to repeat previously made comments.
3. Students come prepared.
4. Students keep complete set of notes.
5. Students submit an increased number of assignments.
6. Students complete classwork on time.
7. Students sit appropriately in class.
8. Students participate in group activities.
9. Decreased requests for the hall pass.
10. Decreased number of distractions/student disruptions.
11. Increased positive feedback from students.
12. Increased number of students volunteer to answer questions.

**Student Achievement**
1. Passing grades and/or improvement on teacher-generated tests.
2. Passing grades and/or improvement on standardized tests.
3. Correct responses to teacher-generated, higher order questions.
4. Able to explain, summarize, paraphrase the learning objective.
5. Submits extra work in addition to satisfactory class work.
6. Passing or improved report card grades based on established performance standards.
7. Ability to identify discrepancies and correct misinformation.
8. Makes connections, creates maps and relates to previous content or real life experiences.
9. Student work demonstrates enhanced relevance.
10. Student work demonstrates enhanced presentation.
11. Student work demonstrates enhanced organization.
12. Student work provides more detail/depth of content.
13. Student work provides more connections to prior knowledge/experiences.
14. Student work demonstrates enhanced use of English language conventions.
15. Student work demonstrates more creativity/authenticity.
Appropriate Pedagogy
1. Daily lesson plans are written in advance.
2. Lesson plans are written on required template.
3. Lesson objectives and content reflect the grade-level or subject-specific standards.
4. Learning objectives are achieved by the end of the lesson.
5. Aim is appropriate to the course of study and maturity level of the pupils.
6. Individual lessons are aligned with a larger curriculum or thematic unit.
7. Lesson plans include higher level questions.
8. Lessons link instruction to the real-life situations of students.
9. Lesson plans allow for differentiation of instruction.
10. Lesson plans allow for hands-on activities.
11. Lesson plans make explicit the roles/directions for all adults (paraprofessional/co-teacher).
12. Lessons are properly sequenced.
13. Lessons make use of contemporary materials/technology.
14. Lesson plans allow for a variety of grouping strategies.
15. All components of the lesson connect with the Teaching Point.
16. Rubrics will be created for projects within the units of study.
17. Lessons allow for multiple assessments of student understanding.
18. Teacher prepares and organizes lesson materials in advance.
19. Teacher is familiar with lesson plan and content materials prior to teaching the lesson.
20. Teacher varies instructional techniques.
21. Teacher uses assessment to determine which material needs re-teaching.
22. Teacher provides detailed feedback to students about homework, tests, etc.
23. Teacher demonstrates appropriate knowledge of lesson content.

Presentation Skills/Management
1. Teacher greets students at door.
2. Teacher circulates around the classroom.
3. Teacher makes appropriate eye contact.
4. Teacher varies voice tone.
5. Teacher varies body language.
6. Teacher reduces the use of sarcasm.
7. Teacher exhibits animation.
8. Teacher praises students.
9. Teacher uses consistent and proactive discipline to maintain control of classroom.
10. Teacher is aware of all activities in the classroom.
11. Teacher consistently allows time for summary and questions.
12. Teacher makes use of teacher/student made models or visual aids.
13. Teacher uses appropriate wait time.
14. Teacher asks higher order questions.
15. Teacher calls on non-volunteers as well as volunteers.
16. Teacher facilitates rather than dominates the lesson.
17. Teacher communicates concise directions and checks for understanding.
18. Teacher uses clear, correct, appropriate and expressive oral language.
19. Teacher uses clear, correct, appropriate and expressive written language.
20. Teacher allows time for skill application.
21. Teacher uses positive statements.
22. Lessons follow appropriate pacing.
23. Lesson presentations match all of the components of the lesson plans.
Professional Development Plan
Indicators for Teachers

**Professional Responsibility**
1. Teacher communicates/interacts appropriately with supervisors, colleagues, students, parents.
2. Teacher participates in committees and other school functions.
3. Teacher enrolls in workshops, seminars or conferences.
4. Teacher completes paperwork on time.
5. Teacher limits absences/lateness.
6. Teacher arrives to classes and meetings on time.
7. Teacher enforces/follows school and DOE systemic rules.
8. Teacher shows concern for the students’ emotional and physical well-being.
9. Teacher dresses appropriately.
10. Teacher makes long range plans.
11. Teacher maintains accurate records.
12. Teacher conducts the necessary outreach.
13. Teacher uses positive statements.

**Classroom Environment**
1. Displays are current.
2. Classroom is neat, clean and organized.
3. Classroom is a print-rich environment.
4. Student work is displayed in the classroom.
5. Classroom furniture is arranged appropriately.
6. Classroom reflects school and DOE systemic rules.
1. The most successful strategy on this PDP was (why?)…

2. The least successful strategy on this PDP was (why?)…

To be completed after group discussion and analysis

1. A different strategy I will try is…

2. Recommendations from the group…
Learning Journal

Participant: ___________________________ Date: ________________

Goal: _________________________ Indicator: ______________________

A strategy I tried this cycle that was successful was...

This strategy worked because...

One key idea I learned this cycle...

What changes would you like to see in your students and/or your practice for the next