Growing the Profession: PDP Goal Approval

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

The **Top Ten Things** to Remember When Reviewing Initial Educators' **PDP's for Goal Approval**

Introduction

Thank you for agreeing to serve as a Professional Development Plan (PDP) team reviewer. This Power Point is intended to assist you as you review Initial Educators' plans for goal approval.

Your participation in the DPI PDP team training and on educators' teams is deeply appreciated as you help to grow the profession under PI 34 – Wisconsin's Quality Educator Initiative.

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Goal Approval is Only Required for Initial Educators and Should Occur in the Second Year of Employment

- Check the plan carefully to determine if it is for an Initial Educator or a Professional Educator.
- Check the date the Educator's license is due to expire.
- It is recommended that Initial Educators submit the goal/plan to team members by January of the second year of employment. You are required to review the goal/plan and send your signed goal approval signature form to the educator within 60 days of receipt of the plan.

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Utilize the DPI Resources Available to You

- **Educator Toolkit** (http://tepdl.dpi.wi.gov/files/tepdl/pdf/pdpinitialeducatortoolkit.pdf)
- **Checklists, timelines, writing reflective prompts.** (http://tepdl.dpi.wi.gov/pdp/-information-for-pdp-team-members)
- **PI 34 FAQ** (http://dpi.wi.gov/tepdl/doc/pi34faqs.doc)

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Review the Wisconsin Educator Standards

- **Teacher Standards**
- **Administrator Standards**
- **Pupil Services Professionals Standards**
- **Remember –** Be sure you are the appropriate person to be reviewing the plan in front of you. An Initial Educator's team is comprised of the following trained members: a peer (from the same category- teacher, administrator, or pupil services), an administrator and a representative from higher education.
- The PDP must be guided by **two or more of the Wisconsin Educator Standards** so it is important that you be familiar with them. **They may be found at:** http://dpi.wi.gov/tepdl/standards.html

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As You Read the Plan, Review the Questions That Follow Each Section to Assure *All* Components are Included

Example: Description of School and Work Situation

Review Checklist for Description of School Situation

1. Did the educator include a description of his/her teaching, pupil services, or administrative position?
2. Did the educator include the number of years he/she has taught, been an administrator, or been in pupil services?
3. Did the educator include whether the school is located in an urban, suburban, or rural setting?
4. Did the educator include the ethnic, cultural, special needs, and socioeconomic makeup of the school population?
5. Did he/she include building and/or district goals?

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The Goal Statement is Critical

- **Attainment of the goal must lead to verifiable professional growth AND demonstrate a verifiable impact on student learning.**

- **Verifiable = Based on observable phenomena and able to be proven or confirmed.**

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Remember that the Goal is the Initial Educator's, Not the Reviewer's

- **The Professional Development Plan is a journey of growth for the Initial Educator. The PDP reflects:**
  - his/her desire for professional growth.
  - his/her desire to have an impact on student learning.
  - the Initial Educator's professional context/experience.
- **Consider the plan in the context of the Initial Educator's professional situation, aspirations, and experiences.**

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Utilize the Goal Approval Component Review Form and Provide Guidance When an Initial Educator's PDP Does NOT Meet the Necessary Criteria

- For every "NO" on the Goal Approval Component Review Form, you must provide information as to what the educator must do for the component to receive a "YES."
- See sample goals and statements on the next slides.

4 *(Continued)*

- **Sample Goal Statement I:** *I will research and apply the use of technology in my classroom so that students will keep up with the ever-changing world of technology.*

  - **Step II.B.2 - Did he/she state how his/her professional growth will have an impact on student learning?**

    As a reviewer, you would check NO and your comment could be:

    - ***Your goal statement does not indicate the impact your professional growth will have on student learning.***

4 *(Continued)*

- **Sample Goal Statement II:** *I will find new ways to challenge my academically advanced students so that each student is being challenged to the best of his/her ability.*
  - **Step II.B.1 – Did he/she state how his/her goal will lead to professional growth?**

    As a reviewer, you would check NO and your comment could be:
    - ***The goal you have articulated does not demonstrate how attainment of your goal will lead to professional growth***
  - **Step II.B.2 - Did he/she state how his/her professional growth will have an impact on student learning?**

    As a reviewer, you would check NO and your comment could be:
    - ***The professional growth you identified does not does not state how your professional growth will have an impact on student learning***

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Reflective Prompts

- Reflective prompts are an opportunity for you, the reviewer, to invite the educator to reflect on his/her goal and plan, and to develop more fully some component of the plan.

- When utilizing the Goal Approval Component Review Form, if you check "YES" on one component but feel the educator could perhaps expand further on, or modify the component, a reflective prompt is appropriate (though not required).

- When writing reflective prompts – Ask non-judgmental, open-ended questions that invite reflection on the part of the educator.

3 *(Continued)*

- **Sample Goal Statement I:** *I will learn the content of the "Literature in a Diverse America" course and plan a variety of lessons so that students will engage with literature that provides diverse perspectives and experience academic success by successfully taking and passing formal assessments based on the literature.*
  - **This goal meets both criteria for approval though a reflective prompt may be appropriate given the specificity of the goal** (*What if the educator's assignment was to change?)*
  - **Reflective Prompt:** ***The focus of your goal is the advanced literature class. Will the activities you engage in assist you in your ability to teach other courses?***

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Check Your Biases at the Door

- You are not a teacher, grading a student paper.
- You are not judging the merit of the document in front of you. You are judging whether the goal and activities address professional growth and student learning.
- You are a colleague, helping your peers as they endeavor to demonstrate professional growth and an impact on student learning.
- You are a professional and you bring unique experiences and expertise to the process.

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PDP Ethics

- Service as a PDP team member is an important responsibility in maintaining a high quality educator licensing system *and* a high quality force of educators in the state of Wisconsin.
- By participating on a PDP team, you agree to fulfill all the requirements for approving and/or verifying another educator's plan of action.
- Your involvement ultimately influences the learning and achievement of students in Wisconsin schools.
- Your service to the profession is deeply appreciated.

Conclusion

Thank you for the service you are providing as a PDP Team Member. We hope the information provided in this presentation is helpful as you review the initial educator's completed PDP.

Teacher Education, Professional Development, and Licensing Team
Wisconsin Department of Public Instruction