

PDP Team Checklist with Indicators

*(This document is available at:* [*https://dpi.wi.gov/tepdl/pdp/team/information*](https://dpi.wi.gov/tepdl/pdp/team/information) *)*

| **PDP Step** | PDP COMPONENT | INDICATORS |
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|  | **Did the applicant:** | **The applicant:** |
| Step II A | II A.1 Include a description of his/her teaching, pupil services or administrative position? | Explained his/her teaching, pupil service or administrator position. |
|  | **II A.2** Include the number of years teaching, been an administrator or in pupil services? | Listed the number of years in his/her current position. |
|  | **II A.3** Include whether the school is located in an urban, suburban, or rural setting? | Explained the context of his/her work setting. |
|  | **II A.4** Include the ethnic, cultural, special needs and socioeconomic makeup of the school population? | Described the population he/she serves. |
|  | II A.5 Include a description of his/her building and/or district goals?  |  |
| Step **II B** | **II B.1** State how his/her goal will impact his/her professional growth? | Explained what he/she will learn and how he/she will apply that learning to his/her setting. |
|  | **II B.2** State how his/her professional growth will have an impact on student learning? | Explained what impact his/her growth will have on student learning. (social-emotional, behavioral, academic, etc.) |
| **Step****II C** | **II C.1** Include a rationale for how his/her goal connects to his/her school/teaching/ administrative/pupil services situation? | Explained how his/her goal connects to his/her current position. |
|  | **II C.2** List, which Wisconsin Educator Standards will promote his/her professional growth (2 or more)? | Used wording from the Wisconsin Educator Standards (teacher, pupil services, or administrator). |
| Step II D | **II D.1** Include methods to assess his/her professional growth? | Identified how he/she will collect data about his/her growth. (methods) |
|  | **II D.2** Include methods to assess the impact of his/her professional growth on student learning? | Identified how he/she will collect data on the impact of his/her professional growth on student learning. (methods) |
| Step II E**Objectives** | **II E.1** Include objectives that directly address the goal?  | Articulated objectives that align with goal. |
|  | **II E.2** Include objectives that are observable and verifiable? | Included objectives that are observable and verifiable |
| **Step****II E****Activities** | **II E.3** Align activities with the goal and objectives? | Activities are aligned with objectives and the goal. |
|  | **II E.4** Extend the activities through multiple years of licensure cycle? | Activities are listed for multiple years of the licensure cycle. |
|  | **II E.5** State the timeline? | Timelines for each activity are included. Some may be “ongoing”. |
| **Step****II E****Collaboration** | **II E.6** Include collaboration with others in the plan? | Included people with whom he/she will collaborate. Not all activities require collaboration. |
| **Step** **III** | **III.1** Include reflection of how he/she grew professionally throughout the year. | Explained how he/she grew professionally this year. |
|  | **III.2** Include a reflection of how his/her professional growth had an impact on student learning? | Explained the impact of his/her growth on student learning. |
|  | **III.3** Include any revisions in his/her goal(s), objectives or activities? | Included revisions. |
|  | **III.4** Include a review for years 2, 3 and 4 of the plan? | The number of reviews will depend on length of the applicant’s licensing cycle. |
| **Step****IV** | **IV.1** Provide 3 –5 pieces of artifacts showing evidence and a description of each? | Explained each artifact. |
|  | **IV.2** Include how his/her evidence verified his/her professional growth. | Explained how the artifact verifies his/her professional growth/learning. |
|  | **IV.3** Include how his/her evidence verified the impact of his/her professional growth on student learning? | Explained how the evidence he/she selected verifies the impact of his/her growth on student learning. |
|  | **IV.4** Include a summary and reflection of how he/she grew professionally in the standards identified in his/her plan? | Summarized his/her professional growth over the license cycle. Referenced the Wisconsin Education Standards in his/her reflection. |
|  | **IV.5** Include a summary and reflection of how his/her growth had an impact on student learning? | Summarized his/her professional growth and reflected on how that growth had an impact on student learning. |
|  | **IV.6** Include a summary and reflection of how he/she collaborated with others? | Included how he/she worked with others during this license cycle. |
|  | **IV.7** Fill in completion dates for all objectives and activities? | Filled in completion dates. |

*Revised – 04/2017*