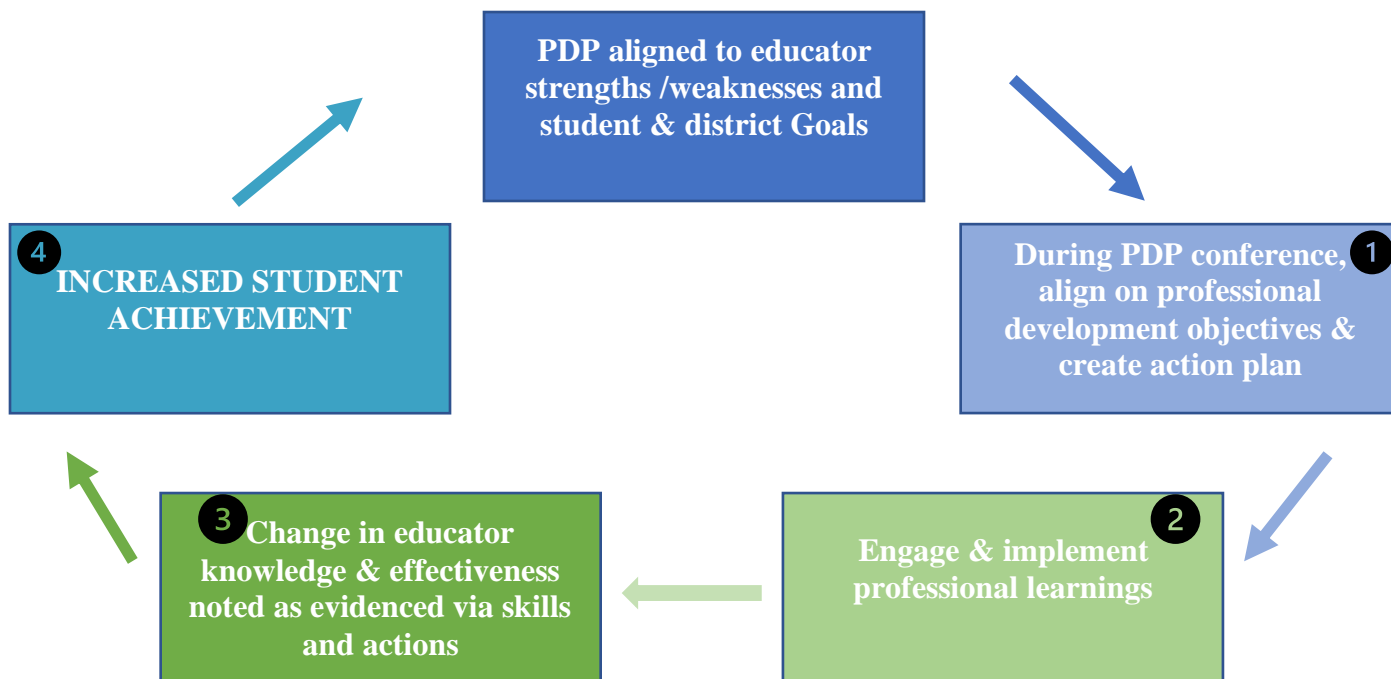


GUIDANCE For PROFESSIONAL DEVELOPMENT PLANS



A Professional Development Plan (PDP) is a roadmap containing the skills, strategies, and education you need to further yourself in career and life to achieve your professional goals. Professional Development Plans for educators are ALWAYS tied to a change in practice that leads to increased educator effectiveness and student achievement.



...successful people are good at matching goals with their own skill set.

Harvard Business School

1 PDP Conference
Align on professional development objectives & create action plan

Analyze

Quantitative Data

Teacher (spots, extended, informal, and summative)
Student (STAAR, ACP, TELPAS, EOC, etc.)
School/District test data

Qualitative Data

Teacher interest and professional goals
Student interest, culture, and language
School and District Initiatives

Plan

1 – Develop high quality smart goals (identified gaps and focus uncovered in analysis should be used to guide goal development.)

2 – Align on what goal “success” looks like. Be specific – this is especially important when analyzing qualitative data.

3 – Outline professional learnings aligned to goals such as workshops, seminars, lectures, mentors, coaching, book studies, and other collaborations – Include specific dates for attendance or participation when appropriate. Do not neglect to plan for possible barriers as you plan implementation, such as time and money.

4– Infuse opportunities for formal evaluation of PDP goal attainment and be prepared to begin the analyze and planning components throughout the duration of the plan – include specific benchmark dates.

Action is the foundational key to all success.

Pablo Picasso

2

Engage & Implement Professional Learnings

Implementation

- 1 – Track your actions toward goal attainment – make it a priority- small, intentional, consistent steps will increase the likelihood of goal attainment.
- 2 – Secure an “Accountability/Reflective Partner” to provide support. This individual should not be your supervisor.
- 3- Whenever possible, engage in follow-up training sessions to support and enhance implementation and practice techniques in role-play situations when appropriate.

*Change is **REFINEMENT***

*Change is **GROWTH***

*Change is **MOVEMENT***

*Change is **OPPORTUNITY***

Jeffrey Gitomer

3

Change in educator knowledge & effectiveness as evidenced via skills and actions

When educators’ knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.

When educator practice improves, students have a greater likelihood of achieving results.

When student results improve, the cycle repeats for continuous improvement.

Learning Forward

Ensure sustainability of new learning through continued fidelity of implementation and ongoing learning.

4

INCREASED STUDENT ACHIEVEMENT

Effective professional development:

- is personalized and adjusted to the learning strengths and weakness of educators while simultaneously addressing the specific needs of individual students, schools, and districts.
- provides a safe space where professionals can exchange and engage in learning opportunities and utilize them to improve practice while supporting students in content development, enrichment, and remediation.
- fosters equity and is organic enough to embrace innovation.
- infuses inclusivity in the learning process and content,
- acknowledges past experiences and knowledge,
- provides practical learning opportunities focused on real-time usage,
- centers learning experience in a problem-solving format.

Improving student academic performance through educational transformation begins with building educator capacity.