



CLASS KeysSM

Module 10: Professional Development Plan For Improvement

Spring 2010
Teacher and Leader Quality
Education Support and Improvement

"We will lead the nation in improving student achievement."

Resources and Materials

Teachers will need the following resources and materials for this module:

- **CLASS KeysSM Notebook**
- **Professional Development Plan (PDP) for Improvement for CLASS KeysSM**
- **Module 10 PowerPoint**
- **Handout 10A: Steps in the PDP Process**
- **Handout 10B: Example of PDP**

Module Objectives

- **Introduces the Professional Development Plan (PDP) for Improvement for CLASS KeysSM.**
- **Explains how the Professional Development Plan is utilized in the CLASS KeysSM process.**
- **Explains the steps for developing, implementing, and completing the Professional Development Plan.**

PDP in the CLASS KeysSM Process

- **The Professional Development Plan for Improvement (PDP) is introduced to certified classroom teachers at teacher orientation.**
- **The PDP provides teachers with a detailed plan that addresses the specific CLASS KeysSM element(s) and/or GTDR item(s) that need improvement.**
- **The PDP is developed by the evaluator and teacher at any time with district input as needed.**

PDP Content

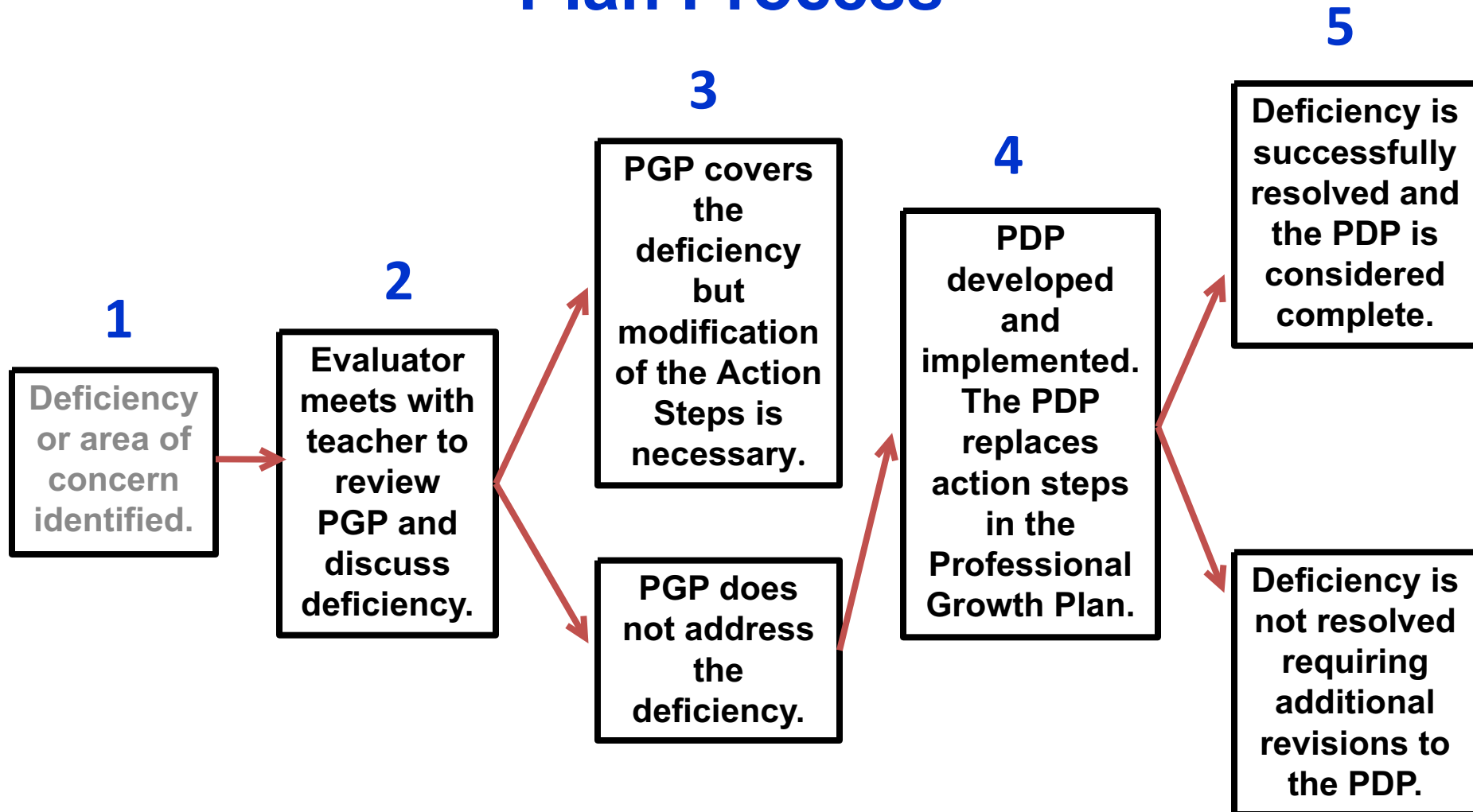
- **Documentation of areas of concern on the CLASS KeysSM elements and/or the Georgia Teachers Duties and Responsibilities (GTDR).**
- **Specific actions, expectations, and timelines for improvement.**
- **Monitoring and disposition documentation.**

PDP Requirements

- **Is required for teachers who have any CLASS KeysSM strand scores of NOT EVIDENT on the Annual Evaluation.**
- **May be required anytime when there is a documented deficiency on the GTDR.**
- **Takes precedence over a Professional Growth Plan.**
- **Carries over to the next school year if there are any unresolved issues.**
- **Continues for teachers who have entered from different evaluation systems.**

Handout 10A

Steps in the Professional Development Plan Process



Notification for a PDP Conference

- **Evaluator uses the GTDR form or the Formative Analysis form to notify the teacher of the need for a conference.**
- **The areas of concern are marked on the appropriate form and the need for a conference is noted.**
- **The teacher sees the evaluator as soon as possible to schedule a conference.**

Section 1 - Identified Area(s) for Improvement on the PDP

- **The top section of the PDP form provides important information (teacher's name, grade/content taught, the school and district, the name of evaluator, the date the plan is developed, and the projected end date).**
- **Section 1 will identify the CLASS KeysSM element(s) or GTDR item(s) to be addressed by the PDP.**

Handout 10B: Example of Professional Development Plan

Professional Development Plan (PDP) for Improvement for CLASS KeysSM

Teacher: Cindy Bentmire	Grade/Content: Math/Science	School/District: Piedmont Elementary Piedmont Schools
Evaluator: Dr. Ruth Maddox	Date Plan Developed: February 1, 2011	Projected End Date: April 10, 2011

Section 1 – Identified Area(s) for Improvement

Identify the specific CLASS KeysSM element(s) and/or Georgia Teacher Duties and Responsibilities (GTDR) in need of immediate improvement.

SBI 2.2 The teacher effectively communicates learning expectations using both language of the standards and strategies that reflect a standards-based classroom.

Teacher Signature: Cindy Bentmire	Date: Feb. 1, 2011
Evaluator Signature: Ruth Maddox	Date: Feb. 1, 2011

Section 2 – Actions and Expectations of the PDP

The evaluator and teacher will develop action steps to address the deficiency identified.

The following questions will be answered in section 2 of the PDP form.

- 1. What specific strategies/activities are planned to address the concern(s)?**
- 2. What is an appropriate length of time (timeline) to resolve the deficiency?**
- 3. What assistance, support and/or resources are available and/or needed?**
- 4. What are the expected results?**

Section 2 – Actions and Expectations

Actions	Timeline	Support/Resources	Expected Results
Teacher will complete <u>three</u> (3) peer observations in assigned classrooms.	Feb. 2-March 19, 2011	Implementation Resource peer observation protocol, p. 184; Release time	Complete observations and identify strategies that reflect a standards-based classroom.
Teacher will engage in collegial dialogue/reflection with mentor.	Feb. 22-29, 2011	Collaborative time	Teacher will begin communicating learning expectations using language of the standards in classroom.
Teacher will be observed by mentor.	March 22-29, 2011	N/A	Mentor will give teacher feedback to provide improvement on SBI 2.2.

Section 3 – Monitoring the PDP

- **The evaluator and the teacher will develop the monitoring plan with checkpoints for updates on the teacher's progress.**
- **The PDP form provides space for two updates, but the teacher and evaluator may determine the number of updates that are required.**
- **Actual results are documented at each checkpoint.**

Section 3 – Monitoring and Disposition of the Professional Development Plan for Improvement

	Date	Actual Results
Checkpoint 1	April 6, 2011	Evaluator observed teacher using the language of the standards to communicate learning expectations for students.
Checkpoint 2	April 13, 2011	Evaluator observed teacher modeling for students how to compare their work to the benchmark work to identify their next steps.

Section 3 – Disposition

- **When both teacher and evaluator agree that the areas of concern have been successfully addressed, the PDP is considered complete.**
- **Copies should be signed and maintained by the evaluator and the teacher.**
- **Additional revisions to the PDP will be required for any deficiency not successfully resolved.**
- **PDPs that have not been resolved can impact future employment decisions and the renewal of teacher certification.**

Section 3 – Monitoring and Disposition of the Professional Development Plan for Improvement

	Date	Actual Results
Checkpoint 1	April 6, 2011	Evaluator observed teacher using the language of the standards to communicate learning expectations for students.
Checkpoint 2	April 13, 2011	Evaluator observed teacher modeling for students how to compare their work to the benchmark work to identify their next steps.

Final Disposition and Comments:

- ☒ The teacher has resolved the identified performance issue(s) in the Professional Development Plan for Improvement.
- ☐ The teacher has not resolved the identified performance issue(s) in the Professional Development Plan for Improvement.
(Comments required if selected.)

Teacher Signature: **Cindy Bentmire**

Date: April 20, 2011

Evaluator Signature: **Ruth Maddox**

Date: April 20, 2011