Guidelines for Writing a PDP for Goal Approval

For Initial Educators

The following guidelines are intended to assist initial educators in writing a PDP. The guidelines provide suggestions and examples that will support successful completion of your plan for goal approval. You may use whatever wording you wish in writing your plan; however, be sure to include all required components outlined in each step.

NOTE: As of September 1, 2012, the Wisconsin Department of Public Instruction will no longer accept paper versions of form PI-PDP-2 (PDP Verification Signature Form). Please contact one of the electronic PDP service providers to facilitate electronic submission of your PDP verification. (Quality Educator Interactive – QEI or WECAN PDP)

ADVICE: If you are writing your PDP for goal approval I strongly suggest that you use one of the electronic environments listed above rather than using a paper copy. You will then be able to use that environment to have your goal approved and upload artifacts as you work on your PDP.

Step 1: Preparing to Write the Plan – REFLECTION

- Reflect and prepare to write your PDP goal in Step II. While reflection is a required step in the PDP process, recording your reflection in the space provided is optional. In recording your reflection you can comment if you saw patterns of performance, analyzed student work/data, worked with a mentor discussing your strengths, areas of growth, etc.
- If you record your reflection remember that the review team will not be evaluating or making any judgments on this part. This step is for you to articulate your thoughts.
- In this section you are painting a picture for your team and articulating your thoughts, your accomplishments and your areas of growth.

Step 2: Writing the Plan – COMPONENTS

Step 2A: Description of School and Teaching, Administrative, or Pupil Services Situation

- Include a complete description of your teaching, pupil services, or administrative situation. You may want to write more than, “I currently teach fifth grade.” Go on to describe if you are part of a grade level team, if students move to other classrooms for specific subjects, etc. Give details so that the PDP review team can understand your teaching context.
- List the number of years you have been in your current position.
• Specifically mention whether you are located in an urban, suburban, or rural setting. If you are not working for a public school district describe the context of your work setting.
• Remember to describe the population whom you serve – any school or district statistics are helpful. You can go to the WINSS website for assistance with district information at http://data.dpi.state.wi.us/data/selschool.asp
• If you are not teaching in a school or district then describe where you work and the population you serve to the best of your ability.
• Include your building goals/mission if established. Otherwise include your district goals/mission statement.

Step 2B: Description of Goal to be Addressed

• It is highly recommended that you use the stem of “I will…….so that” to write your goal because this will be helpful to ensure that you are including professional growth and student learning. Don’t fall into the trap of referring back to yourself with the “so that.” The “So that” refers to student learning.
• Remember that your goal should answer two questions:
  1. What will I learn or how will I grow professionally?
  2. What effect will my professional growth have on student learning? (academic, social-emotional, behavioral, etc.)
• If you are an administrator or pupil services person you may want to use the stem “I will….so that teachers can…..so that students will……..” Your goal may not be directly having an impact on student learning.
• If you district is requiring you to create a Professional Practice Goal (PPG) and Student Learning Objective (SLO) as part of an Educator Effectiveness Plan, think about how you can work on this AND your PDP.
• For your PDP, think about your broad PDP goal as incorporating your PPG and SLOs over time. Each year a PPG and SLO can be an objective of your overall broad PDP goal.

• **After your stated goal**, you could add another sentence starting with “I will grow professionally because.........” This description gives you and the review team an opportunity to see your thinking process about how you are defining professional growth. (You can think of professional growth as a change in professional practice, acquiring new skills, acquiring new knowledge)

• **After your stated goal**, you could add another sentence starting with, “My professional growth will have an effect on student learning because.....” This description will help you and the review team clarify how your change in practice or acquisition of new skills and/or knowledge will have an effect on student learning.

• You may want to skip to Step 2D immediately so that you can think about how you will assess both parts of your goal: professional growth and student learning.

• In summary, you want to think in terms of how are you going to change your professional practice and what will students do differently as a result of your change in practice. Think about what you would like to look and sound like as a teacher in the future.

• Examples of professional growth criteria may include the following:
  1. acquire new knowledge/skills,
  2. apply new knowledge/skills,
  3. enhance reflective practices,
  4. improve student learning, and
  5. contribute to the learning community

• Examples of student learning criteria may include the following:
  1. students are acting the way you want,
  2. students are creating something that they couldn’t do before,
  3. students are performing better than they were,
  4. students are actively engaged in learning,
  5. students are scoring better on formal and informal assessment

**Step 2C: Rationale for the Goal: Links to Professional Situation and Wisconsin Educator Standards**

• Start your rationale with explaining why you chose this goal in relation to what you reflected on or what you observed about student learning during your first year. You do need to indicate that you have reflected even if you do not include a written reflection in Step 1.

• After referencing your reflection, you can begin the next sentence with, “This goal relates to my educational situation because.....”

• Finish your rationale discussion with checking the two or more Wisconsin Educator Standards that you will be addressing.

• The requirement is that you address two or more of the standards and that is very good advice. Addressing more than two or three may prove a bit difficult at the end of your PDP where you need to show that you have grown in all the standards you have listed.
Step 2D: Plan for Assessing and Documenting the Goal

- In this section you need to record the artifacts that you will collect to show your professional growth and the effect of that growth on student learning. You are listing potential artifacts that you will collect over the cycle of your PDP.
- You could begin your description here by stating, “I plan to assess my professional growth by . . . .” (list artifacts you may be gathering – student surveys, newly created curriculum, new lesson plan samples vs. current ones, observations by others focused on your goal area, etc.)
- Think in terms of answering the question, “What will I submit to my PDP team at the end of my cycle that demonstrates I have changed my professional practice?”
- Remember that documentation is not a list of activities that you are doing as part of the overall PDP, but rather a list of artifacts of your professional growth (change in practice, acquisition of new skills and/or knowledge over time) and effect of student learning. Think carefully about this section because you will be gathering artifacts throughout your license cycle and then selecting the best artifacts that demonstrate your growth and student learning and submitting it to your team.
- You could begin the second part of your description by stating, “I plan to assess the impact of my professional growth on student learning by . . . .” (list artifacts you may be gathering to show the effect of your professional growth on student learning over time)
- Think in terms of answering the question, “What will I submit to my PDP team at the end of my cycle that proves that students have learned or are doing something differently?”
- You may want to look at your objectives in Step II E. and think about artifacts that you could collect for each objective.
- You may also want to look at your activities in Step II E. and think about artifacts that you could collect for each activity and then choose the best ones when you verify.
- Part II B. (Description of Goal to be Addressed) and Part II D. (Plan for Assessing and Documenting the goal) should be congruent.
- It is better to list several artifacts so that you are thinking about collecting artifacts as part of participating in and completing your activities.
- While writing this section think about how you can embed assessment strategies into your daily teaching such as collecting student work samples, having students answer an assessment question in an assessment that you have created, etc. Be creative. Artifacts are all around you and collecting them is part of your daily routine whether you think in terms of that or not.
- To make this artifact collection more meaningful think in terms of how you can use your collected artifacts for a variety of purposes such as helping students see their own growth or showing parents the growth of students.
Think about how you can be intentional with collecting artifacts. If you are writing an Educator Effectiveness Plan think about collecting artifacts for your Professional Growth Goal (PPG) and your Student Learning Goal (SLO) as gathering artifacts for your PDP over time. If you have linked your Educator Effectiveness Plan and your PDP, collecting yearly artifacts for your PPG and your SLO can be evidence for your PDP as well. Be intentional!

**Step 2E: Plan to Meet the Goal: Objectives, Activities, Timeline, and Plan for Collaboration**

- Look at your goal statement and divide the goal into observable and verifiable objectives that directly address the goal. You do not need to reinvent something here.
- Do not introduce a new idea in your objectives but rather look at the goal that you have created and the parts that are contained within it.
- Think of your objectives in terms of researching and learning an area for one year, implementing a variety of strategies/ideas/interventions, etc. the next year, and assessing student learning/the effect of your professional growth on students during the following year. Your objectives can be stated something like, “I will research …”; “I will implement…”; “I will assess student learning….”
- Look back at Step IID. and see what you have written for assessment methods. Your third objective of your PDP could include those methods of assessment you listed in Step IID. By including methods of assessment in this step you are being intentional with including assessment as part of your daily activities.
- Align your activities with your objectives and goal.
- Be specific with your timelines. Instead of stating “2014” you should write “Fall 2014” or “October 2014.” This gives the PDP team an idea of when you are working on particular activities.
- If you are working on a few activities for an extended period of time or you are repeating some activities (going to a conference during consecutive years) you could label the activities as “ongoing.”
- If possible, extend your activities and timelines until December of the year prior to your license expiration date or the year you are submitting your plan. For example, if your license expires June 30, 2017, you should be extending your activities until December of 2016.
- List activities for each year of the licensure cycle to ensure continuous professional growth. This is the intent of the PDP!
- Include collaboration with others. Not every activity needs to have collaboration shown. Don’t invent collaboration for your activities; think who may help you or provide resources as you are thinking of collaboration.
- Your mentor and/or grade level or subject area colleagues as well as specialists in your building are great resources for collaboration.
General Tips for Creating a PDP for Goal Approval

- Choose an area for professional growth to focus on that you really enjoy, want to learn more about, and will keep you motivated and interested. Think of your professional growth in conjunction with its effect on student learning.
- Think about how your PDP goal can connect with district and building initiatives as well as your PDP’s relationship to SLOs.
- After each section of the PDP, use the checklist questions to ensure that you have included all necessary components. This is what the PDP review team will be using as well when approving your PDP.
- Ask someone who is a trained reviewer to look over your plan and offer suggestions, clarifications, or modifications.
- Remember your audience. The PDP review team most likely doesn’t know you or your situation. Provide sufficient information so they have the information needed to approve your goal.
- Create a plan for you to grow. This plan is created by you and functions as a vehicle to advance to the Professional Educator License.
- Collect data along the way as you move through your license cycle. Even if you do not list certain pieces of evidence in your plan, keep an open mind to save documentation of what you are doing and what the students are learning. You can be selective about your evidence at the end of your license cycle and choose the best indicators of your professional growth and its effect on student learning when submitting your completed plan to the PDP team.
- When you are collecting evidence of professional growth and student learning, date each piece of evidence so that you can show growth in both areas over time.
- Think of ways that you can collect evidence as part of your daily teaching so that your evidence doesn’t become something separate from what you are doing as part of the teaching and learning process.
- Remember to write an “Annual Review” each summer or some period of the year that discusses what you specifically learned and/or the effect your learning had on students. If your focus was not on student learning for a particular year then explain that. The reason for this suggestion is to indicate to the review team that you are concentrating your efforts on a specific area at this time.
- If you are completing a three year plan and writing one “Annual Review” your review should include both professional growth and student learning. The “Annual Review” is not a summary of your activities but a chance for you to reflect on your growth and student learning.
- If a learning opportunity comes your way and you did not list it as a possible activity, participate in the opportunity and note this change under revisions in Part III when writing your annual review. Don’t ever feel that you need to pass on some great experience because it was not part of your original plan.
- Keep in mind that you are not only an educator but a learner. The PDP empowers you to choose what you desire to learn and how you will have a positive effect on students.