Guidelines for Initial Educators and Professional Educators who are Completing a PDP for Verification

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)

The following guidelines are intended to assist initial educators in completing a PDP. The guidelines provide suggestions and examples that will support successful completion of your plan for advancing to the Professional Educator License.

Step III: Annual Review of the Professional Development Plan

- Annual reviews are formative self-assessments written by you describing what changes have occurred in your professional growth and/or student learning.
- Annual reviews are done in years two, three, and four (if you have written a five year plan) and must be submitted as part of your completed plan in the last year of your licensure cycle. If you have completed a three year plan you must write one annual review. If you have completed a four year plan you must write two annual reviews. If you have completed a five year plan you must write three annual reviews.
- Set aside times each year for written reflection on the progress of your PDP. For your annual review you must explain how you grew professionally and/or the effect of the professional growth on student learning during the past year. Don’t simply summarize your activities from the year but think about what you changed in your professional practice as a result of your activities.
- If you completed a three year plan your annual review must address both your professional growth and student learning. If you have completed a four or five year plan your annual reviews can address either professional growth or student learning as long as within the two or three reviews both professional growth and student learning are addressed.
- If you have made significant revisions to your objectives and activities these will need to be addressed in your annual review. Be specific and explain why these changes were or are necessary. For example, you can explain that you have changed jobs and you had to delete a particular activity because your new teaching situation focuses on something different and you are changing a particular activity. You may also see that you need to delete or add an educator standard that is different than what you intended originally.
- Any changes to your job are added in the revision section. If you moved to another district, changed grade level, content/subject level, new position, please write changes in Section III: The Annual Review. DO NOT CHANGE DEMOGRAPHIC SECTION OF PDP THAT HAS ALREADY BEEN APPROVED.
• Be descriptive with your reflection so that the review team can understand how you changed your practice, acquired new skills or knowledge and how this growth had an effect on student learning. Don’t limit yourself in length. The annual review is a chance for you to reflect upon the past year and explain any changes you have experienced in your practice and explain the changes, if any, you observed with student learning.
• You can easily refer to the standards that you have chosen for your PDP when you are discussing professional growth and student learning. For example, you can state something like, “The more I learn about explicit instruction as well as clear-cut expectations (Standard #5), the more I thought....” The writer in this example is listing the standard that she is addressing when she reflects on her professional growth. This is only an example; you are not required to mention the standards you are addressing in your annual review. Mentioning particular standards however, shows how you are connecting your learning and growth to the standards.
• Most likely you encountered opportunities for professional growth that you did not anticipate when you wrote the plan. It will be extremely helpful to the team if you refer back to your plan and note what activities you are adding or dropping.
• A PDP Team is NOT required to review the Annual Review each year. Annual reviews will be part of your completed PDP when you submit it for final verification.
• Indicate the date you have written the annual review.

Step IV: Documentation of Completion of the Professional Development Plan

Step IVA: Evidence of Professional Growth and the Effect of Professional Growth on Student Learning

• Submit three to five (3-5) artifacts to your team that verify your professional growth and/or its effect on student learning. Be selective and choose artifacts wisely.
• An artifact alone is not evidence – the description/reflection is what makes the artifacts evidence. (Artifact + Explanation/Reflection = Evidence)
• Date your artifacts and indicate whether they verify your professional growth or verify student learning or verify both professional growth and student learning. Remember that each artifact doesn’t necessarily verify both professional growth and student learning. The dates of the artifacts are important to show growth over time. Do not choose an artifact from the week before you submit your plan. Because of the timing of the artifact, the artifact would not be sufficient to show growth over the year of your PDP.
• Go back to your goal and select artifacts that verify completion of both parts of your goal. You need to submit artifacts that specifically relate to your goal and what you have been working on over the PDP cycle.
• Don’t try and force an artifact to be something that it is not. Select artifacts that show your professional growth over time and the effect on student learning over time. One lesson plan is not sufficient to show professional growth. Several lesson plans over the
course of your PDP in addition to an explanation of your growth as demonstrated in the lessons plans would be one piece of evidence. An example of student learning may be a chart or graph of student learning/changes in their behavior of whatever you have focused on for student learning.

- As a review, professional growth criteria may include the following:
  1. you acquired new knowledge/skills,
  2. you applied new knowledge/skills,
  3. you enhanced your reflective practices, and changed your professional practice
  4. you improved student learning, and/or
  5. you contributed to your professional learning community(school, grade level team)

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

- Clearly describe what the artifact is. On the QEI, there is not a spot to describe what the team is looking at in terms of artifacts. Describe what you have submitted before explaining how it relates to your goal.

- Describe how and explain why each artifact verifies your professional growth and/or the effect on student learning over time. Ensure that you are submitting artifacts that you have collected over the years of your plan. Evidence of professional growth is not just an artifact of attending an activity. The artifact along with an explanation should show that you have acquired new knowledge/skills, changed your professional practice, applied new knowledge/skills, etc. Artifacts for student learning should show results of your new knowledge/skills, change in professional practice, application of new knowledge/skills with the explanation.

- Explain the relationship of the artifact to the goal. Don’t assume that the artifact speaks for itself.

- You may want to begin your description of an artifact by stating, “This artifact demonstrates student learning as it links to.....” OR “This artifact demonstrates my professional growth because I created....” Take time to write your description and don’t feel that saying something like, “this artifact shows my professional growth because it relates to my goal of implementing technology.” This example doesn’t show the connection. You need to describe what the artifact is and describe why it verifies your growth.

- You will need to provide evidence that your goal has been approved. Some of you may have a paper copy of the signature form while others will have proof on the electronic website you are using. If you are a professional educator you did not have goal approved.

- On the QEI website, you are asked to explain why each artifact you upload demonstrates professional growth AND student learning. If your artifact demonstrates only professional growth, leave the student learning explanation blank.
Step IVB: **Reflection and Summary** (This part of the PDP allows you to reflect upon the years you have worked on your PDP. You can synthesize your thoughts and think about what goal you would like to pursue for your next PDP)

- Provide a **summary and reflection** of how you grew professionally in the standards identified in your plan. Remember that professional growth encompasses changes in your professional practice and acquisition of skills and knowledge. Look carefully at the standards and describe in detail your growth as related to the standards. Specifically mention all standards identified in your plan and even connect these to specific pieces of evidence that you included in the PDP.

- Provide a **summary and reflection** of how your growth had an effect on student learning. This description will vary depending on your role and responsibilities. Reference your evidence so that the team can clearly see how your evidence links your professional growth with student learning.

- Provide a **summary and reflection** of how you collaborated with others. Describe in detail how you collaborated with others while working on your PDP.

- For each checklist question in this step, write a separate paragraph(s) so that you and the reviewers can clearly see that you have a summary and reflection of your professional growth during the years of your PDP, that you have a summary and reflection of your effect on student learning, that you have a summary and reflection of your collaboration with others.

- Mentioning the “word” collaboration in a sentence in your reflection is not enough to fulfill the checklist requirement in this section. Paint a picture for you and your reviewers.

- Fill in completion dates for all objectives and activities. You may insert these completion dates in Part II E of your PDP. Remember to include completion dates of your objectives as well. Many educators forget these.
General Tips for Completing a PDP for Verification

• After each section of the PDP, use the checklist questions to ensure that you have included all necessary components.
• Ask someone who is a trained reviewer to look over your completed plan with the evidence and offer any suggestions or clarifications. What may seem obvious to you in your descriptions of artifacts, summaries and reflections may not be obvious to the review team.
• Be selective about your artifacts and choose the best indicators of your professional growth and its effect on student learning when submitting your completed plan to the PDP team.
• Keep in mind that you are not only an educator but a learner. Take time and tell the story of your professional journey over the years of your PDP.
• Remember your audience. The PDP review team most likely doesn’t know you or your situation. Provide sufficient information so they have information needed to verify your plan.
• When you are writing a reflection for Step I and Step IV you may want to consider the difference between a summary and reflection. When you summarize you are recapping events from the past. When you reflect you are analyzing the relevance of particular experiences and questioning your assumptions (What did that mean? Why do I think that happened?). You are then applying the learning from those experiences to your professional life (So what have I learned from this? What will I do differently now? What do I need to explore further? How will this have an impact on my next PDP?)
• Even though completion of your PDP is a time to look backward, think forward to what you have learned and how this can link to your next professional goal. The action research process you have just completed should be the beginning of the next research cycle in the continuous improvement process as an educator.
• Remember to actually attach real artifacts to your PDP. Describing your artifacts is not enough. You must submit/upload actual artifacts.
• A good equation to remember for Step IV A. is the following: “Artifacts + description = evidence.”
• Another good use of math relates to the number of required annual reviews. “Annual required reviews = number of years of plan – 2. (First and last year of plan are already years of reflection and artifact gathering). Therefore, a five year plan requires 3 annual reviews (5-2=3), a four year plan requires 2 annual reviews (4-2=2), and a three year plan requires 1 annual review (3-2=1).
• If you applied for a one year extension and if you have not been able to have your team verify your PDP prior to June 30, 2015 but you can have them do this by August 31, you can still apply for a license for that year and have it dated July 1.