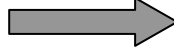


Completing and Scoring the PEPE Professional Development Plan (PDP)

Format:

Upper Half – Sides 1 and 2

1. Planning
2. Monitoring



Developed and completed cooperatively by the evaluator and educator.

Lower Half – Sides 1 and 2

1. Assessment of outcomes
2. Description of activities conducted
3. Statement of benefits accrued
4. Comments of evaluator
5. Record of scores assigned



End of Cycle Assessment and Benefits section:

- Completed by the educator
- Submitted to the evaluator

Scores and Comments completed by the evaluator.

Frequently Asked Questions:

Who must have a PDP?

Each year a PDP must be developed and pursued by all certified educators employed in K-12 schools in Alabama.

When is the PDP Form completed?

The Top Half (planning portion)

The educator and evaluator cooperatively complete the top half on both sides of the PDP during the evaluation summary conference or as soon as possible after a full evaluation is completed.

The Lower Half

The educator completes the lower half after the completion of planned activities and required assessments. The evaluator then completes the evaluator comments, scoring, and recording process.

What does the PDP cover

	Non-Tenured Personnel		Tenured Personnel	
	Mostly 1s & 2s	Mostly 3s & 4s	Mostly 1s & 2s	Mostly 3s & 4s
Scores From ESR	Mostly 1s & 2s	Mostly 3s & 4s	Mostly 1s & 2s	Mostly 3s & 4s
Priority #1	Lowest Scores from ESR	Lowest Scores from ESR	Lowest Scores from ESR	Lowest Scores from ESR
Priority #2	Lowest Scores from ESR	Student Achievement/ Prgm Improve	Lowest Scores from ESR	Student Achievement/ Prgm Improve
Priority #3	Lowest Scores from ESR	Personal/ Professional Objective	Lowest Scores from ESR	Personal/ Professional Objective

Writing the Professional Development Plan (PDP)

1. Goals and Objectives

Goals and Objectives are statements of the outcomes desired, the ends to be accomplished. Goals are time related; tend to be long range, spanning a full year. Objectives tend to be of shorter duration, may be accomplished in varying time spans, depending upon the nature and complexity.

Example of an objective for Indicator 4.2

4.2 Students off task and student disruptions will decrease by 50% as measured by the PEPE Observation Supplement

2. Activities:

Activities are the means through which to accomplish goals/objectives identified or selected.

Example of Proposed Activities for Objective (Indicator 4.2 Above):

1. Discuss with seasoned teachers some of their management, organizational techniques.
2. On first day of school establish classroom rules with student input.
3. Attend "Discipline Workshop" sponsored by LEA in October.
4. Plan lessons that actively involve students.
5. Reward appropriate behavior.

3. Time Line Column

A specific date for the completion of each activity proposed should be identified and recorded in the space provided.

4. Types of Assessment Methods

Verification:

–Attesting to the accuracy or truthfulness of an occurrence by the use of evidence as proof.

Validation:

–Authenticity – real vs. contrived

–Quality/value/worth

–Practicality - Feasibility

Example of Proposed Assessment for Objective (Indicator 4.2 Above):

Pre and post observations using PEPE Observation supplement.

5. Progress Check Dates

Columns designated for progress checks are used to identify appropriate target dates for the evaluator and educator to confer regarding:

1. Completion of activities as planned.
2. Making adjustments to the plan, if needed.
3. Providing assistance and resources as necessary.

1. One conference (checkpoint) at mid-year of PDP implementation

2. An additional checkpoint at the end of the implementation year

6. Criteria: Assessment and Benefits Section

1. Evidence of degree of accomplishment of objective(s)
 - A. Written statement
 - B. Materials/products appended to PDP form
2. Description of efforts/activities pursued in attempting to accomplish the stated objective(s)
3. Description of benefits accrued to the educator, students, faculty, and school as appropriate

7. Criteria: Evaluator Comments Section

1. Statement of concurrence or non-concurrence with assertions of educator in Assessment and Benefits section.
2. Reason for concurrence or non-concurrence.
3. Commendation statement when appropriate.
4. Next steps: Develop new PDP for ensuing year, amend and carry over present PDP, etc.

Competency 7.0 Professional Development and Leadership Context for Scoring the PDP

Evaluation of an educator's performance in Competency 7.0 is made solely on the basis of objectives and activities targeted and completed on the Professional Development Form (PDP).

Competency 7.0 contains two indicators:

- 7.1 Improves Professional Knowledge and Skills.
- 7.2 Takes a Leadership Role in Improving Education.

Specific definition items, which break down and further define the two indicators are included in the evaluator's manual and are abbreviated on the PDP form.

Criteria for scoring 7.1 and 7.2

What distinguishes Indicator 7.1 objectives and activities from those of Indicator 7.2?

- Objectives and activities focused on improving the lowest scores from the Evaluation Summary Report (ESR) are always coded as 7.1 activities. Further, this information is always found on side one of the PDP form.
- Objectives and activities focused on improving student achievement are always coded as 7.2 (Leadership Activities). More specifically, such activities will always be coded as definition item 7.2.2, "Leadership in establishing and/or achieving school goals." Further, this information is found exclusively on side two of the PDP form.
- Personal/Professional objectives and activities can be either Indicator 7.1 or Indicator 7.2 depending on the nature of the objectives and specific activities. This information is found on side two of the PDP.

Review and analysis of information related to Indicators 7.1 and 7.2

- What was the specific objective to be accomplished? (upper half of the PDP form)
- How was accomplishment of the objective to be assessed? (upper half of form)
- Were all planned activities actually implemented? (lower half)
- Did the educator accomplish the objective specified? (information found in the End of the Cycle Assessment and Benefits section-lower half of PDP form)
- Is there evidence in the activities completed of one or more definition items subsumed under the related indicator? (lower half of PDP form)
- Does the plan, including the educator's explanation of activities and benefits, reflect completion and classroom/program application? (lower half)

Criteria for scoring the PDP

1. The educator accomplished the objective **OR** lack of full accomplishment was clearly beyond the educator's control.
2. The evaluatee completed all designated activities **OR** failure to complete some activities was agreed upon by the evaluator and educator at the mid-year checkpoint.
3. The educator's explanations and descriptions (lower half of PDP form) reflect efforts to grow and improve.
4. The educator clearly describes benefits to students, faculty, and school, as applicable.

Transferring Scores to the ESR

Indicator 7.1 Definition Items					Indicator 7.2 Definition Items						
Addressed in PDP		PDP Score			Addressed in PDP		PDP Score				
Attends professional development programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Leadership in est. school goals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participates in prof. dev. To improve job perf.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Shares ideas, materials, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Uses ideas to improve teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Participates in shared decisionmaking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Leadership in identifying resolving iss.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shares ideas, materials, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
COMPETENCIES					Instruments						
Indicators					Obs						
7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP					1	2	3	Avg	SI	SRF	PDP
7.1 Improves Professional Know ledge and Skills											3
7.2 Takes a Leadership Role in Improving Education											3
<i>Competency Documentation</i>					Competency Score: 3						
Lines of evidence most nearly match the score of three. Sally's students met the achievement goal for expository writing.											

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PDP Sample Goals/Objectives

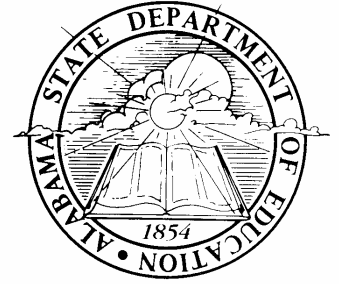
<i>Area</i>	<i>Goal/Objective</i>	<i>Proposed Activities</i>	<i>Assessment Method</i>	<i>Assessments/Benefits</i>	<i>Evaluator Comments</i>
1.0	Improve preparation for delivery of services to students.	<ul style="list-style-type: none"> • Develop a variety of activities for objectives in the area of speech and language. • Develop quick speech and language activities for home involvement and carry over of skills in all settings. • Incorporate general education curriculum into speech/language therapy 	<ul style="list-style-type: none"> • Develop filing system of each therapy and carryover activity. • Documentation of therapy activities in daily logbook and parent communication notebook 	The development of the activities allowed me to utilize the activities in several different ways. I'm able to incorporate goals/objectives for articulation, language fluency and voice. These flexible activities help in lesson planning and the management. Organizing quick speech/language activities for home practice has given parents the opportunity to work with specific goals with their child. This promotes carryover to other settings and hopefully speeds up the speech progress. It is very difficult to incorporate the general education curriculum into therapy. When you deal with a large caseload with many various types of speech/language disorders, it makes it difficult to try and include the general education subjects.	The professional development goals have successfully been completed.
2.0	Improve questioning techniques for special needs students.	<ul style="list-style-type: none"> • Dialogue with autism resource personnel • Attend workshops • Read professional journals and Internet websites 	<ul style="list-style-type: none"> • Evident in daily observed lessons • Certificates of attendance • Notes (Journal) 	<ul style="list-style-type: none"> • Monthly meetings with R. Maxwell, in regard to Autistic Student and scheduling behavioral concerns. • Attendance at various workshops: Inclusion 3/24 Dyslexia/Reading and Self-Monitoring.... • See Journal for reviews and file of articles read 	
3.0	Increase reading test scores by 2 %.	<ul style="list-style-type: none"> • School-wide Professional Development Meetings/Workshops • Title I Professional Development Meetings/Workshops • New Century Training • Alabama Reading Training Academy 	<ul style="list-style-type: none"> • Test for Adult Basic Education (Reading) 	<ul style="list-style-type: none"> • Attended ARI Meetings/Workshops at AUM Reading Center, School System Reading Conference, the ARFI Training Academy and New Century Training Workshops. • By attending these meetings and workshops mentioned above, I acquired knowledge of the best practices in reading to meet the needs of the reader utilizing data and research-based methods, materials and technology. Also, I planned and conducted meetings/workshops with staff concerning test assessments, data, and resources throughout the school year. 	All planned activities were completed and objectives were accomplished.

<i>Area</i>	<i>Goal/Objective</i>	<i>Proposed Activities</i>	<i>Assessment Method</i>	<i>Assessments/Benefits</i>	<i>Evaluator Comments</i>
4.0	By April 2004 teacher will increase her skills in classroom management/ discipline skills.	<ul style="list-style-type: none"> • Attend workshops dealing with classroom management • Develop a discipline notebook • Read professional literature on classroom management discipline. 	<ul style="list-style-type: none"> • Provide certificate of attendance for workshops • Present to the evaluator the discipline notebook with articles and notes on various management and discipline research-based strategies. 	<ul style="list-style-type: none"> • Acquired knowledge of the research-based methods, and materials on classroom management and discipline, which helps me as an educator, meet the needs of those difficult students in my class. • Collaborated with other educators on various styles of classroom management that works with them. • Attended workshop on classroom management present by Robert Brown entitled “Classroom Management Skills that Works.” This workshop addressed problems and solutions one encounters in the classroom. I gained new discipline methods such as “Assertive Discipline” which allowed for increased student autonomy. I also learned new terms as: focusing, “I” messages and how to implement these in my class. Several teachers shared their experiences and stated methods that worked for them. 	The teacher accomplished all objectives specified. All activities proposed were completed.
5.0	Enhance the use of multiple intelligences in the classroom.	<ul style="list-style-type: none"> • Research various types of professional literature on multiple intelligences • Compile lessons that demonstrate the use of multiple intelligences across the curriculum. 	<ul style="list-style-type: none"> • Submit a bibliography of professional literature on multiple intelligences • Submit a completed notebook with lessons and strategies. 	<ul style="list-style-type: none"> • Gained knowledge on multiple intelligences which helped me reflect on my personal teaching style and how I can assess students’ academic achievement. • I interjected various ways of personalized instruction such as learning centers, small-guided reading groups, and theme-based projects, which helped my students, become stronger readers, writers, and thinkers. I formulated a theme-based project on frogs and toads implementing the various multiple intelligences. Students made comparisons between frogs and toads, teacher read various stories from “Frog and Toad Are Friends”, wrote letters to the various characters in the stories, played leap frog, used cut-outs of the frog and made various skill-based games that correlated with the theme. 	The teacher accomplished all objectives.

<i>Area</i>	<i>Goal/Objective</i>	<i>Proposed Activities</i>	<i>Assessment Method</i>	<i>Assessments/Benefits</i>	<i>Evaluator Comments</i>
8.0	Strengthen knowledge of community resources to enhance educational program.	<ul style="list-style-type: none"> • Will invite community people to come into her classroom. • Will make a list of community resources with names/numbers and areas of emphasis. 	<ul style="list-style-type: none"> • Lesson plans/photos to reflect participation. • Completed list 		
Student Achievement	Train paraprofessional to work more effectively with students.	<ul style="list-style-type: none"> • Read professional journals about effective paraprofessional training. • Dialogue with other teacher who work with paraprofessionals 	<ul style="list-style-type: none"> • Journal and notes • Training sessions • Journal of notes and ideas 	<ul style="list-style-type: none"> • See Journal • Monthly impromptu meetings with others who work with paraprofessionals • Weekly zoning meetings... daily reminders. 	
Personal/ Professional (Must be 3 rd Goal and Objective)	Obtain a Master's Degree in Speech Pathology.	<ul style="list-style-type: none"> • Obtain a higher degree in my area of concentration to better serve students. 	<ul style="list-style-type: none"> • Transcripts • Certificate of completion. 		



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



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