

PDP and Portfolio Development

By the end of the session participants will be able to:

explain the 3 forms for the PDP

explain the steps for writing and monitoring the PDP

explain how to organize a Portfolio

describe artifacts that could be included in a Portfolio

Where in the Cycle are you?

(Based on number of years of MCPS teaching experience)

For teacher continuously meeting standards

Beginning		Tenured			Experienced				Veteran				
2-Year Cycle		3-Year Cycle			4-Year Cycle				5-Year Cycle				
1	2	3	4	5	6	7	8	9	10	11	12	13	14
X	X	P	P	X	P	P	P	X	P	P	P	P	X

Veteran					Veteran					Veteran				
5-Year Cycle					5-Year Cycle					5-Year Cycle				
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
P	P	P	P	X	P	P	P	P	X	P	P	P	P	X

Veteran					Veteran					Veteran				
5-Year Cycle					5-Year Cycle					5-Year Cycle				
30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
P	P	P	P	X	P	P	P	P	X	P	P	P	P	X

Three PDP Forms

425-35
Professional Development Plan

Complete at the beginning of the year in the years in the middle of your cycle

425-36
Check Point Form

Complete at the end of the year right before your evaluation year

425-37
End of Cycle Form

Complete at the beginning of the first year after an evaluation year



Example Timeline

Veteran					Veteran				
5-Year Cycle					5-Year Cycle				
15	16	17	18	19	20	21	22	23	24
P	P	P	P	X	P	P	P	P	X



PDP Form

Checkpoint Form

End of Cycle Form

Sample Forms

Sample

IRW Initial PDP

IRW End of Cycle

What is a Portfolio?

A selection of artifacts and reflective entries representing a teacher's professional experiences, competencies, and growth over a period of time.

Pat Costantino Marie DeLorenzo
Developing A Professional Portfolio



Uses for a Portfolio

Evaluation - Professional Growth System

- Use during your evaluation year
- Supplements Administrator and RT Observations

Interviews - Artifacts to show

- Stand out over other candidates
- Helps answer very open ended questions (“Tell me about yourself.”)
- Interviewers may ask to see one

Types of Portfolios

Interview Portfolio

- Organized by topics for easy access during an interview

Evaluation Portfolio

- Organized by the 6 teaching standards

Artifacts can be used in both

- Create two binders
- Move documents depending on purpose

Evaluation Portfolio

- Organized by the 6 Teaching Standards
- Collect artifacts and write reflections during non-evaluation years
- Write reflections based on the PGS Book Meets Standard Charts (pgs. A1 – A11)
- Present to your administrator during your evaluation year

Standard 1 - Teachers are committed to students and their learning.

Evidence of beliefs, commitment and tenacity:

- Logs of meetings with students
- Criteria for Success/rubrics with projects/assignments
- Communications with parents for the purpose of helping students to improve their academic performance
- Feedback on student work
- Records of data analysis of individual or class of students
- Re-teaching and re-assessment opportunities
- Student work samples over time and/or portfolios
- Unit of long-term lesson plans
- Examples of differentiated assignments
- Descriptive feedback to students
- Print-outs from Edline
- Study guides

Focus Question:

How have you demonstrated the key messages?

- This is important.
- You can do it.
- I won't give up on you.

Standard 2 - Teachers know the subjects they teach and how to teach those subjects to students.

Evidence of knowledge, planning skills and successful instruction:

- Unit or long-term lesson plans and materials designed to support those plans
- Annotated portfolio of support materials (beyond curriculum guides) to convey mastery of key information
- Formative assessments
- Material designed to teach critical thinking skills
- Evidence of differentiation strategies
- Evidence of completion of SST 1, SST2, OAT courses
- Structured lesson plans that include:
 - Mastery Objectives
 - Clear explanations
 - High level questioning
 - Processing time for students
 - Relevant activities

Focus Questions:

How have you demonstrated subject area knowledge?

How do you convey that knowledge clearly to students?

Standard 3 - Teachers are responsible for establishing and managing student learning in a positive learning environment.

Evidence of climate, management, and family partnerships:

- Positive feedback to students and parents
- Examples of how you incorporate technology into your classroom instruction
- Walkthroughs (high expectations, relationships)
- Records of communication to parents
- Posting of clear expectations and rules
- Current displays of student work
- Student and parent survey data
- Evidence of on-going, mutual parent communication
- Students working productively in cooperative groups
- Peer reflections that directly relate to establishing and managing student learning

Focus Question:

How do you establish a positive classroom climate and a respectful productive partnership with families?

Standard 4 - Teachers continually assess student progress, analyze the results and adapt instruction to improve student achievement.

Evidence of assessment, analysis and adaptation of instruction:

- Assessment samples (pre/formative/summative)
- Logs, minutes and records of content-team meetings and PLC meetings that relate to data analysis and differentiated instruction.
- Page from your grade book
- Demonstrating that instruction is adapted in response to pre-assessment and assessment during lessons.
- Producing meaningful assessment using varied tools (formal and informal)
- Provide timely feedback to students on assessments with suggestions for improvement.
- Re-assessment opportunities
- Evidence of peer-editing
- County, State, National test information

Focus Question:

How do you use a variety of instructional and assessment techniques to improve student achievement?

Standard 5 - Teachers are committed to continuous improvement and professional development

Evidence of reflection and collaboration for personal growth:

- Professional Development Plan
- Log of professional development activities
 - 16 hour Flex Time
 - Individually Managed Time
- Evidence of growth from Refueling sessions, faculty meetings, PLC meetings, Content team meetings
- Evidence of graduate credit, CPD's, PDO opportunities
- Peer visit with reflection documentation
- Enrolling in MCPS workshops or nation-wide conferences offered
- Seeking advice from Staff Development Teacher on opportunities for professional development
- Participation in National Board Certification or Take One.
- Presenting at and attending local and national education conferences
- Membership of national associations

Focus Question:

How do you demonstrate that you are an active member in a learning community?

Standard 6 - Teachers exhibit a high degree of professionalism.

Evidence of leadership, professionalism and routines:

- Documentation that validates performing duties and supporting school priorities outside the classroom.
- Letter of thanks for participation in initiatives/activities inside and outside of school
- Personal calendar with evidence of committee participation, presentations, house meetings, content team meetings, etc.
- Serving on committees that support school-community ties
- Evidence of leadership roles in the school
- Mentors new teachers
- Supports colleagues with professional growth

Focus Questions:

How do you demonstrate that you support the school vision and SIP plan?

How do you contribute to the positive functioning of the school?