

**Miami-Dade County Public Schools
Professional Development**

**Completing the
*Individual Professional
Development Plan*
(IPDP)**



**Why Must We Have
*Individual Professional Development Plans?***

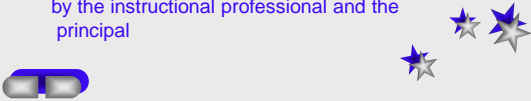
It's required by law.

Florida Statute 1012.98 (4)(b)(5) School
Community Professional Development Act
requires each school principal to establish
and maintain an individual *professional
development plan* for each instructional
employee assigned to the school



**When Must the Individual Professional
Development Plan (IPDP) be Completed?**

- The IPDP is to be completed by the teacher
and submitted to the principal for review within
the **first 30 days** of employment of each school
year at the work location
- The principal approves the initial IPDP; it can be
revised during the school year as needed
- The revisions must be mutually agreed upon
by the instructional professional and the
principal



What are the Required Components of the IPDP?

- ❑ Student Performance Data (specific performance data for the students that are currently assigned to the teacher)
- ❑ Individual Learning Goals (What do you expect to learn from participation in professional development activities this school year that will impact student performance?)
- ❑ Professional Development Activities (specify professional learning activities that you will be participating in during the year; e.g., PD, learning community, book study, etc.)
- ❑ Performance Outcome (This is the impact of the professional learning on the performance of your students)
(To be completed at the end of the year)



How is the Learning Goal Identified?

- ❑ After the teacher reviews the data for their current students, they should ask themselves these important questions:
 - What performance gaps or weaknesses do I see?
 - Which skills do I, as the students' teacher, need to gain or strengthen to meet the students' needs?
 - What improvements do I expect as a result of the professional development in which I will participate? How will I measure that improvement?
- ❑ Example of Learning Goal:
After participating in a Differentiating Instruction workshop, I will organize my students in small groups and target instruction to address their individual needs according to their specific data.



What Student Performance Data Should be Included?

- ❑ Student Performance Data should include specific performance data for the students that are currently assigned to the teacher
 - Disaggregated classroom-level student achievement data (e.g., Interim Baseline data, FAIR, etc.)
 - Data from School Improvement Plan (FCAT, FAIR, SAT, etc.)
 - IPEGS Summative Performance Evaluation (Standards from previous year)



How Do I Determine Measurable Improvements?

- The teacher must ask the question: What type of results can I expect from the assessment tools that will be administered to the students to identify their learning gains?
 - Summarize the students' current data
 - Determine the measurable improvements that are expected for the current school year
 - Record the findings on the IPDP under *Individual Learning Goal*



What is an Example of a Measurable Improvement Goal?

Targeted student group: 3rd Grade
Expected 10% or point(s) improvement on Spring Reading Interim (data source: test name, subject and date). Must be completed by May 3, 2013



What Other Factors Should be Considered?

Remember that student achievement is linked to teacher effectiveness and teachers should:

- Look at the prior data of their students to see if there are any areas or skills in which these students tend to be low. If so, the teacher should consider targeting those skills or areas in which the students are weak (for example, dividing fractions, or subject-verb agreement)
- Use data from their previous year's IPEGS Summative Evaluation (Are there any standards in which they did not receive the rating that they wanted to achieve?)
- (New Teachers) look at their FEAPS self-assessment to identify areas of classroom practice or IPEGS standards to target
- Prioritize one or two areas as a focus for the professional development- Remember it's about you!



What are Examples of Professional Development?

Professional Development Activities may include any of the following:

- Workshop(s) /seminar(s)
- On-line courses
- Professional Learning Communities
- Lesson Study
- Action Research
- Book Study
- College courses



What is the Focus of the Professional Development?

In this section, the teacher identifies any of the following that is anticipated to be addressed in the training:

- Common Core Standards
- Teaching Methodology
- Technology
- Assessment and Data Analysis
- Classroom Management
- Parental Involvement
- School Safety
- IPEGS Standards: 1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___



What is the Performance Outcome?

In this section, the teacher records the effectiveness of the professional development that they participated in by answering the following questions:

- What changes in your professional practice occurred as a result of your participation in professional development activities this school year?
- What was the impact of these changes on your students' achievement? (student growth)

Remember these questions are answered at the end of the year



What Do We Do with the IPDP After It Has Been Developed?

- A copy of each teacher's IPDP must be approved by the principal and retained in the teacher's personnel file (The IPDP can be revised and updated during the year as needed)



Is the IPDP Part of IPEGS?

- NO
- The IPDP has no official weight in IPEGS and does not count toward the final Unified Summative Rating



Student Performance Data		Individual Learning Goal	Professional Development Activities	Performance Outcome
<p>Please check appropriate box.</p> <input type="checkbox"/> Classroom teacher with assigned students <input checked="" type="checkbox"/> Instructional professional without assigned students <p>Basis for my IPDP: (Check all that apply.)</p> <input type="checkbox"/> Student Achievement Data (Specify) _____ <input type="checkbox"/> School Improvement Plan (SIP) Objective, region, or district data, or school program initiatives as per job assignment (Specify) _____ <input type="checkbox"/> IPEGS Summative Performance Evaluation(SPE) from previous year (specify) _____		<p>What do you expect to learn from participation in professional development activities this school year that will impact student performance? (Your learning goal)</p> <p>What specific measurable improvements are expected as a result of your professional learning this year?</p> <p>Fill in: Targeted student group: _____ Expected _____% or _____points Improvement on _____ (data source: test name, subject, and date; e.g., Spring 2013 Math Interim Assessment by May 2013)</p>	<p>Specify the professional development activity(ies) to support your learning goal.</p> <p>Focus of professional development (Check all that apply.)</p> <input type="checkbox"/> Common Core Standards/Subject Content, Annotated Curriculum Sunshine State Standards/Subject Area Content <input type="checkbox"/> Teaching Methodology <input type="checkbox"/> Technology <input type="checkbox"/> Assessment and Data Analysis <input type="checkbox"/> Classroom Management <input type="checkbox"/> School Safety <input type="checkbox"/> Parental Involvement <input type="checkbox"/> IPEGS Standards 1, 2, 3, 4, 5, 6, 7, 8, _____	<p>To be completed at the end of the year:</p> <p>What changes in your practice occurred as a result of your participation in professional development activities this school year?</p> <p>What was the impact of these changes on your students' achievement? (Be very specific.)</p>
PLANNING MEETING: _____ Teacher's Signature _____ Date _____	_____ Teacher's Signature _____ Date _____	_____ Teacher's Signature _____ Date _____	_____ Teacher's Signature _____ Date _____	_____ Teacher's Signature _____ Date _____
REVISED/UPDATED: _____ Teacher's Signature _____ Date _____	_____ Teacher's Signature _____ Date _____	_____ Teacher's Signature _____ Date _____	_____ Teacher's Signature _____ Date _____	_____ Teacher's Signature _____ Date _____
EVALUATION MEETING: _____ Teacher's Signature _____ Date _____	_____ Teacher's Signature _____ Date _____	_____ Teacher's Signature _____ Date _____	_____ Teacher's Signature _____ Date _____	_____ Teacher's Signature _____ Date _____

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Questions



Questions can be directed to
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