



# GUIDANCE FOR THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN COMPONENT

## I. Requirements and Rationale

- The charge of the State Board and the recommendations of the Leadership Committee stressed that the primary purpose of the Nebraska Teacher and Principal Evaluation Models should be the improvement of instruction and leadership leading to increased student achievement. As a result, the evaluation models have a strong focus on ongoing professional development for those teachers, educational specialists, principals and other school and district administrators participating in the evaluation models.
- The Leadership Committee has recommended that educators develop one or more annual professional goals in collaboration with their evaluator and incorporate these in an annual individual professional development plan based on the educator's evaluation results.
- The model Board policies require that on an annual basis, educators covered by the policy shall develop and implement an Individual Professional Development Plan based on the results of the employee's most recent **summative evaluation**. The plan is to consist of one or more professional development goals, strategies to achieve each of the goals, and a means of measuring success.
- The Individual Professional Development Plan for each educator is to be based on areas of growth and development arising out of the educator's summative evaluation. It is not punitive and should not be confused with a specific Plan for Improvement that is required for educators receiving ratings of "Basic" on any component of the evaluation, or a Plan of Assistance required for educators receiving ratings of "Unsatisfactory" on any component of the evaluation.

- The Individual Professional Development Plan is a natural outcome of the summative evaluation process. Regardless of current knowledge and skill levels, every educator can improve and the Individual Professional Development Plan allows the educator and his/her evaluator to structure annual efforts toward professional development.
- The requirements, forms, and evaluation rubrics for the Individual Professional Development Plan component are the same for teachers/educational specialists and principals or school/district administrators.
- The Individual Professional Development Plan is a specific component of the Nebraska Evaluation Model and the educator will receive an annual rating on its implementation and attainment. However, the existence of this specific component directly linked to the summative evaluation does not preclude the existence of other schoolwide or districtwide professional development activities in which educators are expected to participate, nor the creation of specific individual professional development goals and activities that are not a formal part of the evaluation process. For example, all teachers in a particular school may be participating in professional development activities related to a new reading series, but a specific teacher's Individual Professional Development Plan for the year may not have a goal related directly to reading.
- An educator's first rated Individual Professional Development Plan follows and arises out of the educator's first summative evaluation under the Nebraska model and it and subsequent plans are rated each year thereafter. However, some educators on a two-year or three-year evaluation cycle will not receive a summative evaluation until the second or third year of their evaluation cycle. While in the initial formative years of his or her cycle, the educator will develop a draft professional development plan with his/her evaluator, but the implementation and results will be reviewed each year, not rated. A rated plan will not be developed until the educator receives his or her first summative evaluation.
- Because the Individual Professional Development Plan is an outcome of the summative evaluation, it is developed at the end of the school year (typically) and given a rating at the end of the following year. For the 2013-14 pilot year, Individual Professional Development Plans will be developed for educators receiving a summative evaluation in the Spring of 2014 and will be rated in the Spring of 2015. Educators on a formative cycle year in 2013-14, will develop a professional development plan in the Spring of 2014 for review, but not rating, the following year.

- Once an Individual Professional Development Plan has been created following a summative evaluation, it can be continued or revised in each subsequent year or a new Plan can be created. The revised or new Plan will be rated in each subsequent year.

## II. Steps in developing an Individual Professional Development Plan

**Step 1:** Collaboration between the educator and his/her evaluator on growth areas identified in the summative evaluation process. Generally, the more favorably a teacher or administrator is evaluated, the more latitude he or she should have in determining growth areas, goals, and strategies. Educators early in their careers or those who have areas of performance that clearly need improvement would have much more evaluator-directed plans.

**Step 2:** Development of one or more professional development goals that form the basis for the Individual Professional Development Plan. Goals should be specific, realistic, and include some means of measuring success. However, complete fidelity to the SMART goal format is not necessary.

**Step 3:** Development of strategies designed to attain the goals. These can include a variety of professional development activities ranging from individual study to participation in professional learning communities to preparing for conducting leadership activities at the school or district level. The key is that the activities are not a random or loosely connected series of events, but rather activities that have a clear and direct tie to the educator's professional development goals.

**Step 4:** Identification of needed resources and assistance. As the implementation of Individual Professional Development Plans is a collaborative effort, the evaluator is expected to provide or direct the educator to resources and assistance.

**Step 5:** Determination of measures of success. Such measures should include outcomes that are more than just completion of a series of activities. Development of measures of success is part of the collaboration between the educator and his/her evaluator.

**Step 6:** Implementation of the plan with timelines and benchmarks. While the implementation period for Individual Professional Development Plans is generally one year, it may be appropriate to set timelines and intermediate benchmarks. Brief conferences with the evaluator to check the status of the Plan might take place at the beginning of the school year and at a mid-year point. Rating of the Plan will take place during the end-year formative or summative evaluation conference.

### III. Individual Professional Development Plan Rubrics

- Two rubrics are used to evaluate the educator’s success in developing, implementing, and completing an Individual Professional Development Plan. The first rubric is a three-part review rubric. It can be used to guide the educator and his/her evaluator in assessing these elements:
  - --Quality and rigor of the Individual Professional Development Plan.
  - --Effectiveness in implementing the planned strategies.
  - --Accomplishment of the Plan’s goals.

The review rubric includes four levels of proficiency for each of the three elements.

- The second rubric is called the “Formative/Summative Evaluation Document Rubric.” Its purpose is to translate the results of the more detailed review rubric to the annual evaluation document. Educators will receive an annual rating on their Individual Professional Development Plan performance. For permanent teachers/administrators, this rating will be recorded on either the formative or summative evaluation document, depending on the educator’s stage of the evaluation cycle. The focus of this rubric is on the accomplishment of the Individual Professional Development Plan’s goals and the effect on the educator’s job performance. Only the rating from this rubric is recorded on the annual formative or summative evaluation document.

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