

Number 04-12

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Professional Development Plans (CR 100.2 dd) Checklist for Review of PDP - 2004

Background:

The regulation governing professional development in New York State (CR100.2 dd) was adopted in 1999 and amended in 2002 and 2004. The regulation requires districts to provide “substantial” professional development to all teachers, 175 hours of professional development every five years to teachers who hold a “professional” certificate”, 75 hours every five years for Level III teaching assistants and opportunities for participation for long term substitute teachers.

A district’s PDP should be dynamic and should guide all professional development in a district. It should be revised at least annually to respond to emerging needs and opportunities.

Because of the amendment which mandates that the new district-based mentoring requirement is part of the district professional development plan, the PDP has become even more important. Now is a good time to evaluate and, if needed, revise your process and the plan itself. Use this check list to help you identify areas that need your attention at this time.

PDP Team Composition and Process:

1. Are a majority of the PDP committee teachers appointed by the union president? If not, the union leader should insure this occurs as soon as possible.
2. Is there a procedure for appointing members to replace those who cannot continue to serve on the PDP team?
3. Is there a plan for rolling (staggered) teacher membership on the PDP team to insure equitable and on-going membership on the district team by teachers in all buildings, levels and disciplines?
4. Are the teacher members of the team aware of their roles as representatives of all teachers in the district?
5. Are regular and frequent meetings held according to a published schedule for school year 2004-05 and following?
6. Does your PDP include a structure (subcommittee, task force or team) to create and monitor the newly required district based mentoring plan (see number 11 below) to insure that it aligns with the goals identified through collective bargaining?
7. Do teacher members of the PDP team regularly report to the teachers’ union executive committee and membership?

8. Is the Professional Development Plan the overarching guideline for all of your district's professional development programs linking your PDP stated goals with federal funds, the teacher center policy board, BOCES, higher education partners, and other providers of professional development?
9. Does your PDP include a systematic method for identifying teacher professional development needs including,
 - a. Analysis of formal needs assessment conducted by the district and/or the teacher center?
 - b. Analysis of district student data to identify student gaps in performance?
 - c. Coordination with other needs assessments conducted as part of grants?

Does your PDP meet requirements?

10. Does your PDP include an explicit plan for "substantial professional development" opportunities for all teachers directly related to student learning needs as identified in the school district report card and/or other sources?
11. Does your PDP include a comprehensive plan for providing district based mentoring for teachers holding an initial or transitional certificate? (newly certified after February 2, 2004) (This goes into effect in September 2004.)
12. Does your PDP describe how the district will provide teachers holding a professional certificate opportunities for completing 175 hours of professional development every five years? The earliest professional development cycle will begin on 7/1/05, but in most instances, this requirement will receive more attention in 2007-08 when the first cohort of initial or transitional certificate holders will receive their professional certificates.
13. Does your PDP describe how the district will provide professional development opportunities for Level III teaching assistants who need to complete 75 hours of professional development every five years?
14. Does your PDP describe how the district will provide the opportunity to participate in professional development to substitute teachers who work on a long-term basis, as defined in section 80-5.4 of the Title?
15. Does your plan include a system for regularly evaluating the effectiveness of your PDP process and plan itself?
16. Does your PDP document how you will measure the impact of the professional development on student achievement and teacher practice?

Advice to Local Leaders

If the PDP team meetings are held during the school day, negotiate release time for teacher members of the team.

Work with the superintendent to provide training for the PDP team on effective meeting strategies, and skills of collaboration and strategic planning.

For more information and a copy of CR 100.2 dd go to www.nysut.org. Click on NYSUT Research Bulletins and see NYSUT Information Bulletin No. 200306: Professional Development Plans.