IPDP Writing Guide
Individual Professional Development Plan

Date: 2015-2016
TADS@houstonisd.org
Elements of the IPDP: Focus Areas and Professional Learning Targets

Focus Area

**Definition:** Criterion from the Instructional Practice or Professional Expectations Rubrics

**Example:** Designs effective lesson plans, units, and assessments

My Professional Learning Target

**Definition:** A professional target for improvement based upon data or rationale such as student performance data, classroom observations, walkthroughs, etc. Not a SMART goal.

**Example:** Based upon 2014 End-of-Course English I scores, I will incorporate clear systems and routines for assessing student understanding during the lesson to improve students' ability to interpret literary techniques.
Elements of the IPDP: Examples of Professional Learning Targets

Based upon 2014-15 STAAR scores, I will utilize instructional groups based on student learning needs to improve comprehension of non-fiction literature.

Based upon feedback from my appraiser’s most recent observation, I will set and implement discipline management procedures, such as silent signals, to increase the amount of time students spend on task.

Based on reflections of my instructional practices, I will incorporate peer-peer supports that will allow all students to volunteer as an expert in areas of the content in order to provide for increased student engagement and peer-peer respect and cooperation.

Based upon 2015 End-of-Course scores, I will develop clear systems and routines for assessing student understanding during each lesson to improve students’ mastery of content.
Elements of IPDP: Activities

**Definition**

Actions the teacher will take within a certain time period to improve practice in the focus area. A focus should be placed on **individualized and targeted professional activities** as opposed to district-wide learning sessions.

**Examples**

- **Watch** a sample video on leveled-grouping and create a plan for introducing this concept in your classroom.

- **Observe** an experienced teacher on your campus who is adept at differentiated instruction.
Elements of IPDP: Activities

Actions should include:

Concrete Resources

Steps a teacher plans to take

Supports that the teacher can take advantage of and implement in a reasonable amount of time
Elements of IPDP: Appraiser Supports

Provide expertise in instructional practices

Connect teacher with a coach or colleague who demonstrates an identified expertise

Provide materials and/or guidance to resources to support teacher learning in the identified focus area

Provide targeted observations

These examples are in additional to required walkthroughs and observations and may be requested by teacher.
Elements of IPDP: Evidence of Accomplishment

Evidence or data that will be used to determine accomplishment of the professional learning target. Note, accomplishment is not completion of activities but rather impact on student outcomes and/or teacher behavior, depending on the target.

Six-week assessments show evidence of student improvement in comprehension strategies so that by January, 85% of students demonstrate mastery of at least 80% of reading comprehension objectives taught.
Elements of IPDP: Projected date for completion

Definition

Reasonable time frame, to show accomplishment of professional target and student outcomes

Six-week assessments show evidence of student improvement in comprehension strategies so that by January 85% of students demonstrate mastery of at least 80% of reading comprehension objectives taught.

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