



# PROFESSIONAL DEVELOPMENT PLAN

The Minneapolis Federation of Teachers, Educational Support Professionals (ESTEP) Chapter and the Minneapolis Public Schools have elected to use the Professional Development Plan (PDP) to support and enhance the performance of ESTEPs. The goals of the District's PDP process are to: improve student achievement and promote collegial and professional growth.

Participation in the PDP process will achieve these goals by:

- focusing improvement efforts on instruction;
- improving peer interaction and involvement;
- increasing communication especially between ESTEPs, administrators and teachers;
- increasing parent/community participation;
- focusing on inclusion in instruction, i.e. multicultural, gender fair, ability fair and developmentally appropriate instruction;
- creating an environment which promotes risk-taking and trust;
- sharing decisions with all of the stakeholders.

The PDP process requires employees to develop and enhance their skills in their area of responsibility. The mission of the District is to ensure that all students learn. Further, the professional development plan must support the School Improvement Plan of the site.

The PDP is an individualized self-improvement plan designed by an employee and the PDP team. It is believed that the employees will assume increased responsibility for professional growth because of the support of the team and the

focus on student achievement. The PDP requirement that the employee seeks professional development as part of a team will enhance a spirit of collegiality.

Plan design for the implementation of the PDP process for ESTEPs is the shared responsibility of the site leadership team, the site principal, Human Resources, Teacher and Instructional Services, and other departments within Minneapolis Public Schools. The Human Resources Department will convene a joint/labor management committee to provide recommendations and a timeline for the implementation of the staff development plan for ESTEPs including the PDP process, the staff development day, the induction process for ESTEPs new to the District as well as resources necessary to support these activities.

## **The "Standards of Effective Instructional Support for ESTEPs"**

These standards are provided as a guide for ESTEPs in the preparation of their PDPs. It is understood that not all members of the bargaining unit currently provide instructional support and may need to modify these standards and/or use other criteria to prepare their PDP. PDP does not apply to probationary or temporary ESTEPs.

## **Standards Of Effective Instructional Support For ESTEPs**

In our continuing effort to increase student achievement, the ESTEPs Joint Labor Management Committee has adapted the Minneapolis Public School's Standards of Effective Instructional Support to guide the practices of ESTEPs as integral team

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members in the total teaching and learning process.

The Standards of Effective Instructional Support were developed assist with decisions and planning for the improvement of instruction and student learning. During the development of these standards, a committee of teachers, principals, and administrators reviewed, analyzed and synthesized the standards and current research on teaching.

The Standards can be used in a variety of ways. They can be used as:

- a tool for self-assessment
- a basis for teaming and/or coaching; goal setting, planning, and discussions
- a guide for implementing staff development
- criteria for reflection on work

All staff of the Minneapolis Public Schools can continue to improve the quality of teaching and learning through the use of standards as a foundation for professional expectations as well as a guide for planning, implementing and reflecting on instruction.

Although The Standards of Effective Instructional Support for ESPs are clearly aligned with teacher standards, the ultimate responsibility for the design, content, and implementation of instruction is the professional responsibility of the licensed teacher.

## Overview of Standards

### **Standard 1**

- Teachers accommodate student differences when they plan for instruction.
- ESPs collaboratively plan and implement instruction designed to accommodate student differences.

### **Standard 2**

- Teachers are active learners as part of a school community.
- ESPs are active learners as part of a school community.

### **Standard 3**

- Teachers provide feedback to students and parents/families regarding their learning.
- ESPs provide feedback to teachers and students regarding the student's learning.

### **Standard 4**

- Teachers continuously think systematically about their practice to improve their effectiveness.
- ESPs continuously think systemically about their practice to improve their effectiveness.

### **Standard 5**

- Teachers create classrooms in which students want to learn, do learn, and become responsible for their own learning.
- ESPs support teachers in creating classrooms in which students want to learn, do learn, and become responsible for their own learning.

### **Standard 6**

- Teachers create lessons and learning environments that are structured so that students can relate what they know to new information and situations.
- ESPs support lessons and learning environments that are structured so that students can relate what they know to new information and situations.

### **Standard 7**

- Teachers implement instruction in ways that encourage student learning.
- ESPs implement instruction in ways that encourage student learning.