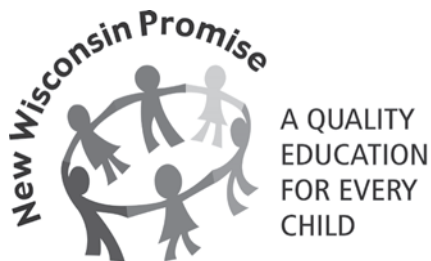


Professional Development Plan

Initial Educator Toolkit

Wisconsin's Quality Educator Initiative PI 34



**Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent**

Madison, Wisconsin

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Foreword

Our Wisconsin Quality Educator Initiative provides the foundation for our New Wisconsin Promise to ensure a quality education for every child and close the achievement gap between economically disadvantaged students, students of color, and their peers. To raise all students' achievement, we need quality teachers in every classroom and strong leadership in every school. In 1994, the State of Wisconsin embarked upon redesigning our professional education and preparation program approval process and professional educator licensing system to reflect the accomplishment and demonstration of accepted educational standards. This resulted in the implementation in 2000 of the Wisconsin Quality Educator Initiative as defined in PI 34, Wisconsin Administrative Code.

Approximately 5,000 initial educators are certified and licensed annually under the Wisconsin Quality Educator Initiative, PI 34. Recognized nationally for our high-quality teachers, we are positioned to do even more, thanks to the collaboration of local school districts, teachers and administrators, higher education, educator unions, professional and school board organizations, parent organizations, and the Department of Public Instruction.

As State Superintendent, I am pleased to lead this effort to enhance student learning by strengthening Wisconsin's teacher, pupil service personnel, and administrator preparation. The Wisconsin Quality Education Initiative also provides a license renewal system based on performance standards that support the belief that educators need to be lifelong learners. Licensure is a pledge by the State of Wisconsin that the licensee is able to carry out the demands of the education profession. The new stages of licensure assure the public that licensed educators will maintain a commitment to the continued acquisition of knowledge and skills in their license categories. The Wisconsin Educator Standards as outlined in PI 34 provide the framework for educator preparation and ongoing professional development.

Elizabeth Burmaster
State Superintendent



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The 2007 *Professional Development Plan Initial Educator Toolkit* continues to represent the work of Wisconsin teachers, administrators, pupil services personnel, and higher education representatives, especially Linda Helf, Teacher, Manitowoc School District; Karla Jenkins, NBCT Consultant; and Barbara Bales, Assistant Professor, University of Wisconsin–Milwaukee. Key participants include Professional Development Plan Team Training Facilitators: Kathy Larson, Consultant, CESA 2; Nancy Marsho, Director, Mentor Training Program and PI 34 Coordinator, Cardinal Stritch University; Jill Prushiek, Professor and Director of Teacher Education, University of Wisconsin–Eau Claire; Linda Reetz, Director, Residency in Teacher Education (RITE), and Coordinator, Teacher Licensure and Standards, CESA 6; and Anne Rodgers-Rhyme, Consultant, Rodgers Rhyme Associates, Madison.

Department of Public Instruction staff who contributed to the development of this edition include Deborah Mahaffey, Assistant Superintendent, Division for Academic Excellence; Judy Peppard, Director, Teacher Education, Professional Development and Licensing (TEPDL); Laurie Derse, Assistant Director, TEPDL; and Mary Benzine, Education Specialist, TEPDL. Catherine Cullen, Education Consultant, TEPDL, served as primary writer and editor for the 2007 edition of the *Initial Educator Toolkit*.

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Wisconsin's Quality Educator Initiative: PI 34

Introduction

In 1994, the Wisconsin Department of Public Instruction initiated a collaborative reform effort to meet the changing needs of Wisconsin schools and districts. The Department appointed the Restructuring Teacher Education and Licensure in Wisconsin Task Force that includes representatives from all constituencies. Educators from all ranks and areas joined with union representatives, representatives from higher education, cooperative educational service agencies, members of professional organizations, and district superintendents to forge a new structure for educator preparation and licensure in the state of Wisconsin. The Task Force put forth its recommendations in April of 1995 and the Wisconsin Quality Educator Initiative, PI 34, was the result. PI 34 evidences, on the part of the Department of Public Instruction, a commitment to new educators and a commitment to students in Wisconsin schools. The requirements for educator preparation program approval and license renewal are to be standards and are performance-based.

Educators, under the new system, must create and implement a verifiable Professional Development Plan during their licensure cycle. Under the tutelage of a qualified mentor and with the guidance of a DPI trained Professional Development Plan Review Team, the educator actively engages in sustained, verifiable professional development to renew his or her license. Successful completion of the Professional Development Plan must lead to verifiable professional growth, and the effect of the professional growth must be linked to student learning. The Wisconsin Educator Standards are to serve as the foundation for all professional development.

Wisconsin Educator Standards

Building on the Wisconsin tradition of recognized leadership in education, the Task Force endeavored to identify the knowledge and skills necessary for education professionals for the schools of the twenty-first century. Consistent with the emerging national dialogue as to required knowledge, skills, and dispositions required by professional educators, Wisconsin adopted the following performance-based standards for teachers, pupil services professionals, and administrators:

Teacher Standards

(1)	The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
(2)	The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
(3)	The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
(4)	The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
(5)	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
(6)	The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
(7)	The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
(8)	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
(9)	The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.
(10)	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Administrator Standards

(1)	The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.
(2)	The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
(3)	The administrator manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
(4)	The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
(5)	The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
(6)	The administrator acts with integrity, fairness, and in an ethical manner.
(7)	The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

Pupil Services Standards

(1)	The pupil services professional understands the teacher standards under s. PI 34.02.
(2)	The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety, and development.
(3)	The pupil services professional has the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms.
(4)	The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
(5)	The pupil services professional understands the organization, development, management, and content of collaborative and mutually supportive pupil services programs within educational settings.
(6)	The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral, and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation, and evaluation of system-wide interventions and strategies.
(7)	The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services, and adult education.

These standards guide pre-service educators in their approved educator preparation programs and, further, in their professional development as they seek to renew their licenses and advance to the next licensure level.

Stages of Licensure

Under Wisconsin's Quality Educator Initiative, three licensure stages are established: initial educator, professional educator, and master educator. These three stages are founded on the principle that a renewal system framed by performance-based standards assures the public that educators will engage in professional growth and, further, that the professional growth will include the acquisition of knowledge in the educator's area of endorsement. Such growth will both support and enhance student learning and school improvement at the local level.

Initial Educator

An initial educator is an individual who has successfully completed an approved educator preparation program after August 31, 2004, and who is issued an Initial Educator License by the Department of Public Instruction for the first time in a particular category (teaching, pupil services, administration). After successful completion of a Professional Development Plan and three years experience in the license category, an initial educator can advance to the professional educator license stage. Once an initial educator completes his or her Professional Development Plan, he or she advances to the professional educator stage.

Professional Educator

The Professional Educator License may be renewed every five years with successful completion of a Professional Development Plan. If a professional educator desires, he or she may seek the Master Educator License.

Master Educator

The Master Educator License is a voluntary, ten-year license available to educators who successfully complete National Board for Professional Teaching Standards Certification or the Wisconsin Master Educator Assessment Process.

Initial Educator Licensure Cycle— Overview and Requirements

The Initial Educator License is issued for five years. It is a non-renewable license unless the initial educator does not attain employment for at least three years of the five-year period. Teachers, pupil services professionals, and administrators who seek to advance to the professional educator stage must successfully complete a Professional Development Plan and must have three years of experience in a regular (not substitute) position that requires an Initial Educator License.

District Support for Initial Educators

To support initial educators, Wisconsin school districts are required to provide collaboratively developed, ongoing orientation and support seminars, and qualified mentors for all initial educators within their districts. In addition, districts must designate a district-approved administrator on the initial educator's Professional Development Plan team.

This document explains the guidelines and process for initial educators who seek to advance to the Professional Educator License. Professional Educators seeking renewal of their Professional Educator License under the Wisconsin Quality Educator Initiative PI 34 guidelines should utilize the *Professional Development Plan—Professional Educator Toolkit*.

The Professional Development Plan

SECTION II

Purpose of the Professional Development Plan

The Professional Development Plan is the basis for license renewal for an educator who has completed an approved educator preparation program after August 31, 2004. The requirement of a Professional Development Plan for license renewal evidences a commitment to the principle of career-long, contextually specific professional development for educators. Professional development is to be work-embedded, ongoing, supported, and verifiable. The Professional Development Plan must focus on development in two or more of the Wisconsin Educator Standards (see pages six through eight), must lead to verifiable professional growth (documented by evidence), and the effect of that professional growth upon student learning must be documented.

A Professional Development Plan:

- enhances an educator's knowledge and skills in specific areas;
- emphasizes collegial and collaborative dialogue;
- encourages risk-taking, creativity, and experimentation;
- must lead to increased proficiency in two or more of the Wisconsin Educator Standards; and
- must evidence, upon completion, the effect of professional growth upon student learning.

Understanding the Professional Development Plan Process

There are specific steps that must be followed and specific components that must be addressed when writing a Professional Development Plan. The Professional Development Plan must be developed following a specific format. In addition, there are prescribed procedures and requirements that must be followed. See Appendix A for a timeline for initial educators advancing to the professional educator licensure stage using the PDP process.

Professional Development Plan Review Team Composition

An initial educator is responsible for convening his or her Professional Development Plan team. Professional Development Plan team membership is limited to individuals who have completed the Department of Public Instruction approved Professional Development Plan Team Training. A list of trained individuals may be found at: <http://dpi.wi.gov/tepdll/pdpteammembers.html>. An initial educator's Professional Development Plan Team is comprised of the following individuals:

- one peer (for classroom teachers, the team shall include a teacher of the same subject or at the same level; for administrators, the team shall include an administrator in the same license category; and for a pupil services professional, the team shall include a pupil services professional in the same license category);
- one administrator (designated by the district administrator and subject to approval by the school board); and
- one representative from an institution of higher education (IHE).

It is the responsibility of the initial educator to initiate the team selection process and, further, to assure that the administrator selected has been designated by the school or district in which the initial educator works to serve on Professional Development Plan teams.

Writing the Professional Development Plan

There is a specific format one should follow when writing a Professional Development Plan. The elements necessary to write a quality Professional Development Plan are outlined in Section III of this document.

Professional Development Plan: Goal Approval Process

Initial educators are required to have their goals approved by their Professional Development Plan team. If an initial educator is doing a five-year plan, the goal must be submitted for approval between June 1 of the initial educator's first year and January 1 of the second year of the licensure cycle. If an initial educator chooses to do a three or four-year plan, the goal must be approved in the first year of the licensure cycle. For initial educators seeking to complete a three- or four-year plan, the DPI Web site provides a timeline for the goal approval process.

The goal, objectives, and activities are reviewed by the Professional Development Plan team and must be approved by a two-thirds majority. If there is not a two-thirds majority, constructive feedback is provided, and the goal is revised

and resubmitted for approval. Upon approval, the initial educator submits a copy of the signed Goal Approval Signature Form to:

Wisconsin Department of Public Instruction
Teacher Education, Professional Development, and Licensing
P.O. Box 7841
Madison, WI 53707-7841
Fax: (608) 264-9558

Once the initial educator's goal is approved, plan implementation begins.

Professional Development Plan: Plan Verification

In the final year of the Professional Development Plan, the initial educator submits the completed plan, including evidence documenting professional growth and the effect of the professional growth on student learning, to his or her Professional Development Plan team for verification. The plan, in its entirety, must be submitted by January 15 of the final year of the plan. The Professional Development Plan team reviews the completed plan, and individual team members render a decision as to whether the plan is to be verified. A two-thirds majority is required for plan verification.

The Professional Development Plan team must notify the initial educator of its decision no later than June 1 of the final year of the plan. Team members complete the Professional Development Plan Verification Signature Form and send signed copies to the initial educator. The initial educator is responsible for submitting the signed Professional Development Plan Verification Form, the license application, and the appropriate fee to the DPI for the Professional Educator License.

If a majority of the team does not verify the plan, constructive feedback is provided, and the initial educator is allowed to modify or revise the completed plan. If the plan is still not verified by a majority of the team, the initial educator's license will not be renewed. The initial educator may appeal the DPI decision not to issue a license to the state superintendent.

Appeals Process

An initial educator may appeal the decision of his or her Professional Development Plan team. The appeal must be made in writing and submitted to the office of the state superintendent within 30 days of notification of non-renewal. The state superintendent may choose to refer appeals to the Professional Standards Council, a group formed by legislation to advise the superintendent on matters related to the Wisconsin Quality Educator Initiative (PI 34).

Writing a Quality Professional Development Plan

The Professional Development Plan is a job-embedded, sustained professional development endeavor that, upon successful completion, will lead to verifiable professional growth and demonstrate the effect of the professional growth on student learning. This section provides guidance on how to write a quality Professional Development Plan. Please see Appendix B for the Professional Development Plan Writing Form.

Step I: Preparing to Write the Plan: Reflection

Reflection is a process of self-examination and self-evaluation that effective educators regularly engage in to improve their professional practice. For an initial educator, the first year of employment will typically be a time for self-reflection. This reflection involves an analysis of the relationship between student learning and the initial educator's developing professional practice and forms the foundation for the Professional Development Plan. The depth of reflection may be enhanced by using:

- rubrics describing components of effective teaching, pupil services, or leadership based on the Wisconsin Educator Standards;
- student data or work collected over time;
- student, peer, administrator, parent, board, and/or community feedback;
- results from classroom observations or goal-setting efforts;
- critical incident descriptions; or
- reflection journal logs.

Things to consider when engaging in reflection include:

- links between student learning results and your teaching, pupil service, or leadership practices;
- compelling student or professional need;
- patterns of performance; or
- areas of interest.

Reflection should lead the initial educator to consider what professional goal(s) he or she would like to pursue. The Wisconsin Educator Standards (see pages six through eight) provide the framework for the development of

the initial educator’s goal(s). The Professional Development Plan must address at least two of the standards. Multiple standards may guide one goal. For example, a teacher may choose to focus on enhancing content knowledge (Wisconsin Teacher Standard 1) or developing instructional strategies for students with disabilities (Wisconsin Teacher Standards 3 and 4). A pupil services professional may focus on the development of collaborations between parents and community support systems (Wisconsin Pupil Services Standard 7) or plan to research new intervention models for students (Wisconsin Pupil Services Standard 3). Finally, an administrator may want to foster, through alternative models, a sense of collaboration among his or her faculty or staff (Wisconsin Educator Standard 3) or engage families and community members in dialogues to better meet community needs and enhance learner outcomes for all students (Wisconsin Administrator Standard 5).

Step II: Writing the Plan: Components

A. Description of School and Teaching, Administrative, or Pupil Services Situation

The initial educator must provide the context for the Professional Development Plan. This description summarizes carefully selected demographic information relevant to the initial educator’s teaching, pupil services, or administrative situation. This information allows the Professional Development Plan Team to clearly understand the initial educator’s school or district and its culture. The following information must be included in this section of the Professional Development Plan:

- a description of the initial educator’s teaching, pupil services, or administrative position;
- the number of years the initial educator has taught, been in pupil services, or been an administrator;
- a description of the school setting (urban, suburban, or rural);
- the ethnic, special needs, and socioeconomic diversity of the school population; and
- building or district goals.

Example: I have just finished my first year of teaching at Wisconsin Middle School. This year I taught U.S. history and world geography. Wisconsin Middle School uses a thematic, integrated approach. I team teach regularly with a reading/language arts teacher. Wisconsin Middle School is an urban middle school. Located in a major metropolitan area, Wisconsin Middle School’s student population is very diverse. The demographics of the school are as follows: 64 percent African American, 18 percent Hispanic, 12 percent white. Nineteen percent of the school population is designated special needs. Forty-eight percent of the students qualify for free or reduced lunch. Wisconsin Middle School

serves 650 students in grades six to eight. The goal of our middle school social studies program is “to educate students to become informed citizens with the skills necessary for active participation in social, civic, and political processes and to help them to appreciate the values and beliefs that characterize citizens in a democratic society.”

B. Description of Goal(s) to be Addressed

The initial educator’s goal must be informed by self-reflection and be aligned with two or more of the Wisconsin Educator Standards. The initial educator’s goal must describe how movement toward and attainment of the goal(s) will:

- impact professional growth; and
- impact student learning.

Initial educators are encouraged to write goals that are broad in scope so that changes in circumstances will not necessitate the writing of a new goal.

It is recommended that the following stem be used:

I will...(research, study, learn, analyze, apply, etc.) **so that...**(describe the potential effect on student learning.)

Teacher example: I will research, implement, and evaluate a balanced literacy program in my classroom with emphasis on guided reading **so that** each student will make substantial gains based on beginning and ending assignments and my school’s grade-level benchmarks.

Pupil services professional example: As part of an implementation team, including the principal, curriculum director, and director of special education, **I will** increase my knowledge of the Response to Intervention (RtI) program and increase my facilitation skills to assist implementing the RtI program **so that** teachers are better able to meet the needs of all students by using data to analyze the effectiveness of instruction, identify students needing additional support, provide and assess interventions as needed, leading to greater success for all students.

Administrator example: I will research, develop, and implement an effective, teacher-led evaluation process that focuses on providing interactive and detailed feedback to staff members on the effectiveness of their instructional strategies, classroom management, and curriculum design **so that** student learning is maximized each year as evidenced by state tests and student grades.

C. Rationale for the Goal(s): Links to Professional Situation and Wisconsin Educator Standards

The initial educator must provide a rationale for the goal(s). A rationale describes the fundamental reasons for the goal. The rationale must be based on reflection and linked to:

- school and teaching, pupil services, or administrative situation; and
- Wisconsin Educator Standards (two or more).

D. Plan for Assessing and Documenting the Goal(s)

The initial educator must state how he or she will assess movement toward attainment of the goal(s). The assessment plan identifies the methods that will be used to assess professional growth and the effect of the professional growth on student learning. The inclusion of student learning data will strengthen the assessment plan. These data may include state or district assessment results, work samples, targets/benchmarks, and behavioral data such as attendance, tardiness, or office referrals. These data and the initial educator's plans for assessment will provide the evidence needed to verify progress toward meeting the articulated goal(s).

E. Plan to Meet the Goal(s): Objectives, Activities, Timeline, and Plan for Collaboration

The Professional Development Plan must include objectives, activities, a timeline that extends through multiple years of the licensure cycle, and a plan for collaboration.

Objectives: Objectives are the anticipated observable and verifiable results of actions. Goals answer the question, "Where do I want to go?" Objectives address the question, "How do I get there?" An objective is verifiable if its realization can be confirmed or substantiated by another individual. Objectives describe how an initial educator's goal promotes professional growth and how that professional growth will have an effect on student learning. The completion of objectives should result in the accomplishment of the goal(s).

Description of Activities and Timeline: The Professional Development Plan must contain a description of professional development activities that align specifically with the articulated goal(s) and objectives. Initial educators may select activities from a wide array of professional development endeavors. Some professional development is completed in less than one year and some may take more than one year to complete. Activities may include but are not limited to:

- meeting with a mentor;
- meeting with accomplished people in education or other fields who share extensive knowledge with the initial educator over an extended period of time;
- shadowing accomplished people in education or other fields as they work, making notes of instructional practices and/or subject knowledge for future use in the classroom;
- meeting with education leaders or accomplished people in education or in other fields for feedback as the initial educator begins to apply knowledge and skills to student learning;
- completing a university or technical college course, summer seminar, summer institute, or distance-learning course related to the goal;
- trying a new instructional approach and documenting the results;
- attending scheduled sessions that will advance professional growth;

- attending or presenting at a state or national conference or participating in a national web-talk that advances professional growth;
- participating in study groups that provide additional information or collegial support;
- participating in professional readings, viewing of videos, and web-site searches to locate and record new content knowledge, resources, and instructional strategies that can be used in the classroom or educator setting;
- modifying instruction and analyzing student work for progress; and
- engaging in action research.

The Professional Development Plan must include a timeline for activities that extend through multiple years of the licensure cycle. A general description of activities and an anticipated timeline for said activities must be included in the Professional Development Plan. A certain level of specificity is necessary, however, so the Professional Development team may accurately understand the goal(s), plans to accomplish the goal(s), and the approximate timeline for Professional Development Plan completion.

Collaboration: An initial educator must include collaboration in his or her plan. Collaboration may be with professional peers, higher education representatives, members of professional organizations, or a mentor. The initial educator must indicate with whom he or she will collaborate while working on the plan. Evidence of this collaboration must be documented and included with the completed plan when it is submitted for verification. Examples of collaboration with professional peers may include but are not limited to:

- meeting with colleagues on a regular basis to share notes, get ideas, or gather feedback;
- working with other educators on similar activities and objectives; and/or
- conferencing with a master educator in teaching, pupil services, or administration, who can provide ongoing feedback throughout the year.

Upon completion of steps IIA through IIE, the initial educator submits the Professional Development Plan to his or her team for goal approval. See Appendices C and D for the PDP Goal Approval Component Review and the Goal Approval Signature Form.

Step III: Annual Review of the Professional Development Plan

The Professional Development Plan guides the initial educator's work throughout the licensure cycle. The Professional Development Plan must be reviewed annually by the initial educator. The annual review includes a reflection summary of progress made in meeting the goal(s) articulated in the plan. Additionally, any revisions to the goal(s), objectives, or activities should be noted in the annual review. The annual review must include:

- completion dates for objectives and activities completed during each year;
- reflections of professional growth;
- reflections of the impact of professional growth on student learning; and
- a description of any substantial revisions made in the goal(s), objectives, or activities.

Step IV: Documentation of the Completed Professional Development Plan

An initial educator's completed Professional Development Plan must be submitted to the Professional Development Plan team no later than January 15 of the final year of the plan. See Appendix E for the PDP Component Review for Initial Educators. Required documentation includes:

- a copy of the initial educator's signed Goal Approval Form;
- the appropriate number of annual reviews;
- three to five pieces of evidence that document professional growth and the impact of the growth on learner outcomes; and
- reflection summaries.

A. Evidence of Professional Growth and the Effect of Professional Growth on Student Learning

Three to five pieces of evidence are required to document professional growth and its effect on student learning. Evidence should be collected on an ongoing basis throughout the licensure cycle. Each piece of evidence should be preceded by a detailed description identifying what it is, what it is documenting, and its direct relationship to the goal(s). The quality of the evidence is of greater importance than the quantity.

Evidence for teachers may include, but is not limited to:

- whole-group and individual student performance as measured by state, local, formal, and informal assessments linked to your goal;
- samples of student work, or surveys from students, staff, board, and/or community members;
- ongoing documentation of classroom management techniques and results;
- journal summaries documenting samples of learner errors and analysis of teacher interpretations of errors;
- action research projects and results;

- documented application of the knowledge, skills, and dispositions gained from college, university, or technical college coursework to classroom practice;
- curriculum adaptations for children with disabilities or other exceptionalities with related outcome measures; or
- summaries of supervisor and/or mentor comments of classroom performance over the licensure cycle.

Evidence for administrators and pupil services professionals may include, but is not limited to:

- evidence of enhanced student learning as measured by state, local, formal, and informal assessments;
- strategic plans;
- recognition of building-level performance;
- journals documenting analysis of leadership or pupil services skills;
- ongoing documentation of building- or district-level leadership or pupil service performance;
- adaptations for students with disabilities or other exceptionalities with related outcome measures;
- samples of student work, survey results;
- action research projects and results; or
- documented application of the knowledge, skills, and dispositions gained from college, university, or technical college course work to professional practice.

B. Reflection and Summary

The final reflection must describe how the initial educator grew professionally in the Wisconsin Educator Standards identified in the Professional Development Plan. Further, the reflection must describe, in detail, the effect the initial educator's professional growth had on student learning. Finally, the reflection must discuss the achievement of the goal and how the initial educator collaborated with others. A sample PDP may be found in Appendix G of this document.

Professional Development Plan at a Glance

Educator's name: _____ Educator's phone number: _____

Educator's address: _____

Educator's six-digit license file no.: _____ Educator's fax number: _____

Educator's email: _____

Educator's school district: _____

Month/year plan submitted for goal approval: _____

Current educational assignment: _____ Number of years in current assignment: _____

Number of years of educational experience: _____

Date current license expires: June 30, 20____ License(s) to be renewed: _____

Current licensure stage : Initial Educator

Licensure stage sought: Professional Educator

Professional licensure category:
_____Teacher _____ Administrator _____Pupil Services

Step I: Preparing to Write the Plan: Reflection

Step II: Writing the Plan: Components

If you have identified more than one goal in your plan, follow Step II, A-E, for each goal:

- A. Description of school and teaching, administrative, or pupil services situation
- B. Description of the goal(s) to be addressed
- C. Rationale for your goal(s) and link to reflection, educational situation, and Wisconsin Educator Standards
- D. Plan for assessing and documenting achievement of your goal(s)
- E. Plan to meet your goal(s): objectives, activities, timeline, and collaboration

Month/year goal(s) (including Step II, A-E) submitted to your PDP Team for approval: _____

Month/year goal(s) approved/not approved by your PDP Team: _____

Step III: Annual Review of the Professional Development Plan

(to be completed each year of the plan except for the first and final)

- A. Completion dates for objectives and activities completed during each year
- B. Reflection summary of your professional growth made throughout the year
- C. Reflection of effect professional growth had on student learning
- D. Description of any substantial revisions made to your goal(s), objectives, or activities

Any substantial changes to your goal(s) must be submitted to your PDP Team for approval

Step IV: Documentation of the Completed Plan

(to be completed and submitted no later than January 15 of the final year of your licensure renewal cycle)

- A. Three to five pieces of evidence and a description of each
- B. Reflection and summary of your professional growth and its effect on student learning

Also include your annual reviews and your approved and signed Goal Approval Form

Month/year plan submitted to your PDP Team for verification: _____

Month/year plan verified/not verified by the PDP Team: _____

Submitting the Completed Professional Development Plan for Plan Verification

Once completed, the Professional Development Plan is submitted to the Professional Development Plan team no later than January 15 of the final year of the licensure cycle. The initial educator submits his or her signed Goal Approval Form and the completed Professional Development Plan to each member of the team. A two-thirds majority is required for plan verification. The Professional Development Plan Team must notify the initial educator of its decision no later than June 1 of the final year of the plan. Team members will complete the Professional Development Plan Verification Signature Form and send signed copies to the initial educator. See Appendix F for the Professional Development Plan Verification Signature Form.

License Renewal

Once the initial educator receives the signed Professional Development Plan Verification Form from team members, he or she should send the forms, the license application, and appropriate fee to:

DPI Teacher Licensing
Drawer 794
Milwaukee, WI 53293-0794

Upon receipt of all required materials, the DPI will issue the Professional Educator license.

Appendix A:

Professional Development Plan (PDP) Timeline for Initial Educators

Appendix B:

Professional Development Plan (PDP) Writing Form for Initial
Educators

Appendix C:

Professional Development Plan (PDP) Goal Approval Component
Review for Initial Educators

Appendix D:

Initial Educator Goal Approval Signature Form

Appendix E:

Professional Development Plan (PDP) Component Review for Initial
Educators

Appendix F:

Professional Development Plan (PDP) Verification

Appendix G:

Sample Professional Development Plan (PDP) Form and Checklist
(for “Ben”)

Appendix A: Professional Development Plan (PDP) Timeline for Initial Educators

* It is strongly suggested that initial educators write a five-year plan. Activities should extend throughout the licensure cycle.

Time Frame	Component	Description	PDP Writing Form and Checklist
Year one of your employment/ licensure cycle	Preparing to write the PDP: Reflection	The first year of employment is for reflection, selection of your goal(s), and formulation of your PDP.	Step I
Year two between June 1 of year one and January 1 of year two (review of the PDP goal by PDP team members must be completed within 60 days of receipt of the goal)	Writing the plan components: submission of goal to PDP team for goal approval	Write and submit your PDP goal to a PDP team for goal approval. You are responsible for initiating this review with the PDP team. If you have identified more than one goal, you must follow Step II: Sections A–E for each goal.	Step II: Sections A–E
Year two	Goal approval by PDP team	A PDP team reviews your goal(s) and PDP. Your goal(s) must be approved by a two-thirds majority Submit a copy of your signed goal approval form to DPI	Applicant submits signed PDP Goal Approval Form to DPI
Year two between January 15 and June 1 of your employment/ licensure cycle	Goal revisions	If a two-thirds majority of the PDP team does not approve your goal, comments are given, and you must resubmit your revised goal for approval.	Step II: Sections A–E (revisions)
Each year of the licensure cycle except for the first and final	Reflection and documentation of annual review	Review your PDP annually. A reflection summary and any revisions to your goal(s), objectives, and activities must be written each year of your licensure cycle. These annual reviews and reflections are submitted to the PDP team as part of your completed PDP.	Step III
Years two, three, and four by April 1 during years two, three, and four of your employment/ licensure cycle	Approved goal revisions	If there are substantial revisions to your approved PDP goal, you must submit the revised goal to the PDP team each year substantial revisions are made for approval.	Step III (revisions)
Year 5 by January 15 of year five in your employment/licensure cycle	Documentation of completion of the plan	Document your completed PDP and submit your approved and signed Goal Approval Form and PDP to the PDP team for their review and verification.	Step IV
By April 1 of year five in your employment/ licensure cycle	Verification of completion of the plan by the PDP team	The PDP team will review your PDP and verify documentation of successful completion.	PDP Verification Form
Between January 15 and June 1 of year five in your employment/ licensure cycle	Completion plan revisions	If a two-thirds majority does not verify your plan, comments are given, and you must resubmit your revised completion plan to a PDP team for verification.	PDP Step IV (revisions)
June 1	Notify DPI	Submit the signed PDP Verification Form along with your completed application and appropriate fee(s) to the DPI for a Professional Educator license.	PDP Verification Form

* Please consult the DPI Web site at <http://dpi.wi.gov/tepd/pdp.html> for timelines for initial educators completing a three- or four-year plan.

Appendix B: Professional Development Plan (PDP) Writing Form for Initial Educators



Wisconsin Department of Public Instruction
PDP WRITING FORM AND CHECKLIST
 PI-PDP-1 (Rev. 06-07)

INSTRUCTIONS: This form includes the form needed to write a PDP. The form includes questions that follow each component for you to review your work.

PDP Forms available at <http://dpi.wi.gov/tepd/pdp.html>

BIOGRAPHICAL INFORMATION		
Educator's Name		Educator's Telephone Area/No.
Educator's Address <i>Street, City, State, Zip</i>		Educator's Fax Area/No.
E-Mail Address		Educator's License File No.*
Educator's School District		
Current Educational Assignment	No. of Years in Current Assignment	Years of Educational Experience
Month/Year Plan Submitted	License(s) to be Renewed <i>Indicate license number(s) only</i>	Licensure Renewal Date

*Educator file numbers may be found on the DPI Educator License lookup at: <http://dpi.wi.gov/tepd/lisearch.html>.

Present Licensure Stage	Licensure Category	Date Current License Expires
<input type="checkbox"/> Initial Educator <input type="checkbox"/> Professional Educator <input type="checkbox"/> Master Educator	<input type="checkbox"/> Teacher <input type="checkbox"/> Administrator <input type="checkbox"/> Pupil Services	6-30-____

PROFESSIONAL DEVELOPMENT PLAN

Step 1: Preparing to Write the Plan—REFLECTION

(Not required to be included in the PDP.)

Step II: Writing the Plan—COMPONENTS

(If more than one goal has been identified in the plan, follow Step II, A-E for each goal.)

A. Description of School and Teaching/Administrative/Pupil Services Situation

Review Checklist for Description of School Situation

- Did you include a description of your teaching, pupil services, or administrative position?
- Did you include the number of years you have taught, been an administrator, or been in pupil services?
- Did you include whether the school is located in an urban, suburban, or rural setting?
- Did you include the ethnic, cultural, special needs, and socioeconomic makeup of the school population?
- Did you include your building and/or district goals?

PROFESSIONAL DEVELOPMENT PLAN (cont.)

B. Statement of Goal(s) to be Addressed

(It is recommended that you use this stem: **I will...** [research, study, learn, apply, etc.] **So that...** [describe what you want to see happening differently with student learning].)

Review Checklist for Statement of the Goal(s)

- Will your goal(s) impact your professional growth?
- Will the professional growth you identified have an effect on student learning?

C. Rationale for Your Goal(s) and Link to Reflection, Educational Situation, and Standards

(Relate how your goal(s) is/are linked to your reflection and your educational situation, and write out the standards that you will focus on for your professional growth.)

Review Checklist for Rationale for Your Goal(s)

- Does the rationale include how you related your reflection (Step 1) to your goal(s)?
- Does the rationale tell how your goal(s) connects to your school/teaching/administrative/pupil services situation? (*Choose the category that applies to your situation.*)
- Did you list the Wisconsin Educator Standards that will promote your professional growth (must select two or more)?

D. Plan for Assessing and Documenting Your Goal(s)

Review Checklist for Plan for Assessing and Documenting Achievement of Your Goal(s)

- Did you include methods to assess your professional growth?
- Did you include methods to assess the effect of your growth on student learning?

E. Plan to Meet Your Goal(s): Objectives, Activities and Timelines, and Collaboration

(Note: Completion date will be filled in as each objective/activity is completed.)

OBJECTIVE 1

Activities	Timeline	Collaboration	Date Completed

OBJECTIVE 2			
Activities	Timeline	Collaboration	Date Completed

OBJECTIVE 3			
Activities	Timeline	Collaboration	Date Completed

OBJECTIVE 4			
Activities	Timeline	Collaboration	Date Completed

OBJECTIVE 5			
Activities	Timeline	Collaboration	Date Completed

Review Checklist for Objectives, Activities and Timelines, and Collaboration

1. Objectives

- Did the objectives directly address the goal(s)?
- Are the objectives observable and verifiable?

PROFESSIONAL DEVELOPMENT PLAN (cont.)
--

2. Description of Activities and Timelines

- Do the activities align with the goal(s) and objectives?
- Do the activities extend through multiple years of the licensure cycle?
- Is the timeline stated?

3. Plan for Collaboration

- Does the plan include collaboration with others?:

Initial educators must submit Step II, A-E, for Goal Approval Process.

Step III: Annual Review of your PDP

(**Note:** You must complete an annual review for each goal identified. Annual reviews are done in years two, three, and four and will be submitted as part of your completion plan in the last year of your licensure cycle.)

- Completion dates for objectives and activities completed during each year.
- Reflection of how you grew professionally.
- A reflection of how that growth had an effect on student learning.
- Description of any revisions made in the goal(s), objectives, or activities.

Annual Review

Completion Date	Reflection	Revision (<i>if needed</i>)

Note for initial educators: If there are significant changes to your goal(s), you must complete and submit this section to the PDP team for review by April 1 of the year in which significant changes to the goal(s) occur.

Review Checklist for Annual Review

- Did you include a reflection of how you grew professionally.
- Did you include a reflection of how your professional growth had an effect on student learning?
- Did you include a reflection of collaboration?
- Did you include any revisions in your goal(s), objectives, or activities?
- Did you fill in dates for objectives and activities completed this year (refer to Step II E of your plan)?

Step IV: Documentation of Completion of Your PDP

(Must be completed at the conclusion of your licensure cycle.)

A. Evidence of Professional Growth and Student Learning**Review Checklist for Evidence of Completion of Your Plan**

- Did you provide three to five pieces of evidence and a description of each?
- Does your evidence verify your professional growth?
- Does your evidence verify the effect of your professional growth on student learning?

-
-
- Did you include your annual reviews for each year of your plan except the first and final?
 - Did you include your approved and signed Goal Approval Form (*Initial Educators only*)

B Reflection and Summary**Review Checklist for Summary and Reflection Statement**

- Did you provide a summary and reflection of how you grew professionally in the standards identified in your plan?
- Did you provide a summary and reflection of how your growth had an effect on student learning?
- Did you provide a summary and reflection of how you collaborated with others?
- Did you fill in completion dates for all objectives and activities.

Appendix C: Professional Development Plan (PDP) Goal Approval Component Review for Initial Educators

PDP Goal Approval Component Review for Initial Educators

Use this checklist prior to submitting your goal(s) to your PDP Team to ensure that you have included all necessary components.

PDP Step	Review Questions	Check
Step I	Did you engage in reflection in advance of writing your goal(s)? (You are not required to include this reflection as part of the goal approval process)	
Step II A	II A.1 Did you include a description of your teaching, pupil services, or administrative position?	
	II A.2 Did you included the number of years in teaching, in pupil services, or administration?	
	II A.3 Did you include whether the school is located in an urban, suburban, or rural setting?	
	II A.4 Did you include the ethnic, special needs, and socioeconomic makeup of the school population?	
	II A.5 Did you include your building and/or district goals?	
Step II B	II B.1 Did you state how your goal(s) will lead to professional growth?	
	II B.2 Did you state how your professional growth will have an effect on student learning?	
Step II C	II C.1 Did you include a rationale for how your goal(s) link to your reflection?	
	II C.2 Did you include a rationale for how your goal(s) link to your school, teaching, administrative, or pupil services situation?	
	II C.3 Did you identify which Wisconsin Educator Standards will promote your professional growth (two or more—use language from the standards—do not merely list the numbers)?	
Step II D	II D.1 Did you include methods to assess your professional growth?	
	II D.2 Did you include methods to assess the effect of your professional growth on student learning?	
Step II E Objectives	II E.1 Did you include objectives that directly address your goal(s)?	
	II E.2 Did you include objectives that are observable and verifiable?	
Step II E Activities	II E.3 Did you align activities with you goal(s) and objectives?	
	II E.4 Did you extend the activities through multiple years of the licensure cycle?	
	II E.5 Did you state the timeline?	
Step II E Collaboration	II E.6 Did you include collaboration with others in your plan?	

Appendix D: Initial Educator Goal Approval Signature Form



Wisconsin Department of Public Instruction
PDP GOAL APPROVAL FORM
 PI-PDP-3 (Rev. 06-07)

INSTRUCTIONS: To be completed by the applicant and the PDP team. Submit a copy of the signed, completed form(s) to DPI at the address below:

**DEPARTMENT OF PUBLIC INSTRUCTION
 TEACHER EDUCATION, PROFESSIONAL DEVELOPMENT,
 AND LICENSING (TEPDL)
 125 SOUTH WEBSTER STREET
 PO BOX 7841
 MADISON, WI 53707-7841
 Fax: (608) 264-9558**

PDP forms at <http://dpi.wi.gov/tepd/pdp.html>

APPLICANT'S INFORMATION

Applicant's Name	Applicant's License File No.*	Date Goal(s) Submitted
------------------	-------------------------------	------------------------

I HEREBY CERTIFY THAT, by my signature below, under penalty of perjury, that the information submitted by me in this form is true. I am aware that submitting false information in connection with this process may result in nonapproval and/or nonrenewal of a license and may subject me to civil or criminal penalties.

Applicant's Signature ➤	Date Signed
----------------------------	-------------

PROFESSIONAL DEVELOPMENT TEAM MEMBERS

Team Member Name <i>District/school designated administrator</i>	Date Trained <i>As a team member</i>	Peer/Administrator License File No.*
Representing <i>Check one</i> <input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE		Check One <input type="checkbox"/> Goals Approved <input type="checkbox"/> Not Approved
I HEREBY AFFIRM , by my signature, that the information provided is true and correct. I further affirm that I am designated by the district/school to serve in this capacity.		
Signature ➤	Date Signed	

Team Member Name <i>Peer</i>	Date Trained <i>As a team member</i>	Peer/Administrator License File No.*
Representing <i>Check one</i> <input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE		Check One <input type="checkbox"/> Goal Approved <input type="checkbox"/> Not Approved
I HEREBY AFFIRM , by my signature, that the information provided is true and correct.		
Signature ➤	Date Signed	

Team Member Name <i>IHE Representative</i>	Date Trained <i>As a team member</i>	Peer/Administrator License File No.*
Representing <i>Check one</i> <input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE		Check One <input type="checkbox"/> Goal Approved <input type="checkbox"/> Not Approved
I HEREBY AFFIRM , by my signature, that the information provided is true and correct.		
Signature ➤	Date Signed	

*Educator file numbers may be found on the DPI Educator License lookup at: <http://dpi.wi.gov/tepd/lisearch.html>

Note: The initial educator must have this form completed and signed by the PDP team. A copy of the signed form(s) must be submitted to the Department of Public Instruction at the above address.

Appendix E: Professional Development Plan (PDP) Component Review for Initial Educators

Use this checklist to review your documentation prior to submitting a completed PDP to your PDP Team for verification.

PDP Step	Review Questions	Check
Step I	Did you engage in reflection prior to writing your goal(s)? (You are not required to include this reflection as part of the goal approval process).	
Step II A	II A.1 Did you include a description of your teaching, pupil services, or administrative position?	
	II A.2 Did you include the number of years in teaching, pupil services or administration?	
	II A.3 Did you include whether the school is located in an urban, suburban, or rural setting?	
	II A.4 Did you include the ethnic, special needs, and socioeconomic makeup of the school population?	
	II A.5 Did you include your building and/or district goals?	
Step II B	II B.1 Did you state how your goal will impact your professional growth?	
	II B.2 Did you state how your professional growth will have an effect on student learning?	
Step II C	II C.1 Did you include a rationale for how the goal links to your reflection?	
	II C.2 Did you include a rationale for how the goal connects to your school, teaching, administrative, or pupil services situation?	
	II C.3 Did you list which Wisconsin Educator Standards you have chosen (two or more), including the number and statement for each standard selected?	
Step II D	II D.1 Did you include methods to assess your professional growth?	
	II D.2 Did you include methods to assess the effect of your professional growth on student learning?	
Step II E Objectives	II E.1 Did you include objectives that directly address your goal?	
	II E.2 Did you include objectives that are observable and verifiable?	
Step II E Activities	II E.3 Did you align activities with your goal and activities?	
	II E.4 Did you extend the activities through multiple years of the licensure cycle?	
	II E.5 Did you state the timeline?	
Step II E Collaboration	II E.6 Did you include collaboration with others in your plan?	

PDP Step	Review Questions	Check
Step III	III.1 Did you include a reflection of how you grew professionally?	
	III.2 Did you include a reflection of how your professional growth had an effect on student learning?	
	III.3 Did you include any revisions in your goal, objectives, or activities, if they were needed?	
	III.4 Did you include an annual review for each year of the licensure cycle except for the first and last?	
Step IV	IV.1 Did you provide three to five pieces of evidence and a detailed description of each?	
	IV.2 Did you include a description of how your evidence verifies your professional growth?	
	IV.3 Did you include a description of how your evidence verifies the effect of your professional growth on student learning?	
	IV.4 Did you include a summary and reflection of how you grew professionally in the Wisconsin Educator Standards identified in your plan?	
	IV.5 Did you include a summary and reflection of how your professional growth had an effect on student learning?	
	IV.6 Did you include a summary and reflection of how you collaborated with others?	
	IV.7 Did you fill in completion dates for all objectives and activities?	

Appendix F: Professional Development Plan (PDP) Verification Signature Form



Wisconsin Department of Public Instruction
PDP VERIFICATION FORM
 PI-PDP-2 (Rev. 06-07)

INSTRUCTIONS: To be completed by the applicant and the PDP team.

PDP Forms available at <http://dpi.wi.gov/tepd/pdp.html>

APPLICANT'S INFORMATION

Applicant's Name	Applicant's License File No.*	Date Goal(s) Submitted
------------------	-------------------------------	------------------------

I HEREBY CERTIFY THAT, by my signature below, under penalty of perjury, that the information submitted by me in this form is true. I am aware that submitting false information in connection with this process may result in nonapproval and/or nonrenewal of a license and may subject me to civil or criminal penalties.

Applicant's Signature ➤	Date Signed
--------------------------------	-------------

PROFESSIONAL DEVELOPMENT TEAM MEMBERS

Team Member Name	Date Trained <i>As a team member</i>	Peer/Administrator License File No.*
Representing <i>Check one</i> <input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE		Check One <input type="checkbox"/> PDP Verified <input type="checkbox"/> Not Verified
I HEREBY AFFIRM , by my signature, that the information provided is true and correct.		
Signature ➤	Date Signed	

Team Member Name	Date Trained <i>As a team member</i>	Peer/Administrator License File No.*
Representing <i>Check one</i> <input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE		Check One <input type="checkbox"/> PDP Verified <input type="checkbox"/> Not Verified
I HEREBY AFFIRM , by my signature, that the information provided is true and correct.		
Signature ➤	Date Signed	

Team Member Name	Date Trained <i>As a team member</i>	Peer/Administrator License File No.*
Representing <i>Check one</i> <input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE		Check One <input type="checkbox"/> PDP Verified <input type="checkbox"/> Not Verified
I HEREBY AFFIRM , by my signature, that the information provided is true and correct.		
Signature ➤	Date Signed	

*Educator file numbers may be found on the DPI Educator License lookup at: <http://dpi.wi.gov/tepd/lisearch.html>

Note to Applicant: Submit this completed PDP Verification Form with your license renewal application and fee to DPI. Retain one copy for your own records.

Appendix G: Sample Professional Development Plan (PDP) Form and Checklist (for "Ben")



Wisconsin Department of Public Instruction
PDP WRITING FORM AND CHECKLIST
 PI-PDP-1 (Rev. 06-07)

INSTRUCTIONS: This form includes the form needed to write a PDP. The form includes questions that follow each component for you to review your work.

PDP Forms available at <http://dpi.wi.gov/tepd/pdp.html>

BIOGRAPHICAL INFORMATION		
Educator's Name Ben		Educator's Telephone Area/No.
Educator's Address Street, City, State, Zip		Educator's Fax Area/No.
E-Mail Address		Educator's License File No.*
Educator's School District		
Current Educational Assignment English, grades 11 and 12	No. of Years in Current Assignment 1	Years of Educational Experience 1
Month/Year Plan Submitted October 2006	License(s) to be Renewed <i>Indicate license number(s) only</i>	License Renewal Date

*Educator file numbers may be found on the DPI Educator License lookup at: <http://dpi.wi.gov/tepd/lisearch.html>.

Present Licensure Stage	Licensure Category	Date Current License Expires
<input checked="" type="checkbox"/> Initial Educator <input type="checkbox"/> Professional Educator <input type="checkbox"/> Master Educator	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Administrator <input type="checkbox"/> Pupil Services	6-30-10

PROFESSIONAL DEVELOPMENT PLAN

Step 1: Preparing to Write the Plan—REFLECTION

(Not required to be included in the PDP.)

Approximately half way through my first year of teaching, I was approached by the principal. He told me that I had been selected to teach an advanced literature course next year. Our district goals include multiculturalism and in the past two years there has been an effort to incorporate diverse authors into our literature course. My principal handed me the reading list for the course and I read only two of the books on the list. As an undergraduate, I took very traditional literature courses that focused on very few authors of color. I have very little background associated with this class, and need to begin some intense preparations. While there have been some ups and downs, I've had a good first year. I enjoy my job immensely and feel I have built a strong rapport with a majority of my students. I will continue to work on my classroom management skills, especially as I begin fresh at the start of a new year. My main focus though, will be on learning additional content necessary so that I can effectively teach our advanced literature course "Literature in a Diverse America."

Step II: Writing the Plan—COMPONENTS

(If more than one goal has been identified in the plan, follow Step II, A-E for each goal.)

A. Description of School and Teaching/Administrative/Pupil Services Situation

I am currently finishing my first year of teaching at Park High School. This year I have taught the following classes: three sections of regular junior English, two sections of senior English, and one co-taught section of ICONS (a social studies/English class done mostly over the Internet).

Our district mission is to help students to their maximum potential so that they become creative, contributing citizens in a global society. One of our high school goal statements says, "Students will increase levels of knowledge and skills and be able to demonstrate their proficiency." Our district wide goals include the following: "Education is viewed as a life long journey, and curriculum and personalized instruction are to be multicultural."

Our school community is populated with 10% minorities, (approximately .5% American Indian, 3.2% Asian, 2% Black, 3.7%

PROFESSIONAL DEVELOPMENT PLAN (cont.)
--

Hispanic) 31% economically disadvantaged. 15% of the school population is designated special needs. It is an urban district and serves more than 21,175 students, four year old kindergarten through twelfth grade, with 21 elementary schools, 5 middle schools, 3 senior high schools and 3 combination middle/high schools. Park High School serves over 2,700 – ninth through twelfth graders. Over 57% of our students attend college after high school graduation.

Review Checklist for Description of School Situation

- Did you include a description of your teaching, pupil services, or administrative position?
- Did you include the number of years you have taught, been an administrator, or been in pupil services?
- Did you include whether the school is located in an urban, suburban, or rural setting?
- Did you include the ethnic, cultural, special needs, and socioeconomic makeup of the school population?
- Did you include your building and/or district goals?

B. Statement of Goal(s) to be Addressed

(It is recommended that you use this stem: **I will...** [research, study, learn, apply, etc.] **So that...** [describe what you want to see happening differently with student learning].)

I will learn the content of the "Literature in a Diverse America" course and plan a variety of lessons so that students will engage with literature that provides diverse perspectives and experience academic success by successfully taking and passing formal assessments based on the literature read.

Review Checklist for Statement of the Goal(s)

- Will your goal(s) impact your professional growth?
- Will the professional growth you identified have an effect on student learning?

C. Rationale for Your Goal(s) and Link to Reflection, Educational Situation, and Standards

(Relate how your goal(s) is/are linked to your reflection and your educational situation, and write out the standards that you will focus on for your professional growth.)

As I both reflected on my first year and thought ahead to next year, the challenges I will face in light of the impending advanced literature class have taken precedence. While speaking to the team leader of the department as well as the current teacher of the class, I began to truly realize all of the preparations that need to be made before I can begin with students in the advanced class. I have begun taking notes and gathering reading materials to review over the summer, as well as enrolled in a university course specifically for English teachers who utilize multicultural curriculum. Obviously, my teaching of this class relates to our school goal of students increasing levels of knowledge and demonstrating their proficiency in communicating that knowledge.

Through my goal I will meet several of the Wisconsin Educator Standards, including the following:

- 1) TEACHERS KNOW THE SUBJECTS THEY ARE TEACHING.
- 4) TEACHERS KNOW HOW TO TEACH.
- 7) TEACHERS ARE ABLE TO PLAN DIFFERENT KINDS OF LESSONS.
- 8) TEACHERS KNOW HOW TO TEST FOR STUDENT PROGRESS.

Review Checklist for Rationale for Your Goal(s)

- Does the rationale include how you related your reflection (Step 1) to your goal(s)?
- Does the rationale tell how your goal(s) connects to your school/teaching/administrative/pupil services situation? (*Choose the category that applies to your situation*).
- Did you list the Wisconsin Educator Standards that will promote your professional growth (must select two or more)?

D. Plan for Assessing and Documenting Your Goal(s)

I will document my movement toward understanding of the content and teaching methods for the literature course through attendance at and active participation in a university course, attendance at workshops, meetings with the current teacher, and the reading/review of all required texts with additional notes and resource materials. Results of my in-class action research project will further demonstrate professional growth.

I will assess student learning through formative and summative assessments, self-reflection and evaluations. I will then use the student data to assess my professional growth and improve my repertoire of teaching strategies so that each year I am better able to help my students succeed.

Review Checklist for Plan for Assessing and Documenting Achievement of Your Goal(s)

- Did you include methods to assess your professional growth?
- Did you include methods to assess the effect of your growth on student learning?

E. Plan to Meet Your Goal(s): Objectives, Activities and Timelines, and Collaboration

(Note: Completion date will be filled in as each objective/activity is completed.)

OBJECTIVE 1
I will critically read and understand the themes/ideas that characterize the books required in the "Literature in a Diverse America" course

Activities	Timeline	Collaboration	Date Completed
I will attend and participate in a literature course at our local university that focuses on many of the authors whose books are on the reading list.	Summer of 2006	I will work with other new and veteran English teachers as we learn new teaching strategies.	August 2006
I will attend a variety of conferences and workshops that are geared toward planning multicultural literature lessons.	2006-2007	I will participate in breakout sessions with other multicultural literature teachers.	August 2007
I will read the texts that are part of the course curriculum, the notes and lesson plans left to me by the retiring teacher, and background and supplemental materials.	2006		August 2006
I will observe and meet with the current teacher to gain insight into his methods.	Spring and Summer 2006	I will work with the current teacher and discuss his methods.	August 2006
I will meet with and discuss the curriculum of the literature class with the head of the English department.	2006	I will work with the current teacher and go over the curriculum with him.	August 2006

OBJECTIVE 2
I will use what I learned and observed to create engaging lessons that will enhance my students' knowledge of the content of the course

Activities	Timeline	Collaboration	Date Completed
I will use a variety of texts that I have read or will read and researched to teach the students in the class.	2006-2010	I will go over the texts with the head of the English department.	2010
I will teach the advanced literature class in a variety of ways by incorporating variety into my lesson plans. (cross-curricular activities, web-based assignments, literature circles, reading and discussion, small group work, etc.)	2006-2010		2010

PROFESSIONAL DEVELOPMENT PLAN (cont.)

I will incorporate both large and small group discussion to enhance my students' knowledge and comprehension of the texts, as well as foster the development of community in the classroom. I will do this through team-community building activities I learned at an Outward Bound and the Classroom Conference I attended. I will frame discussions such that students broaden their understanding of the diverse voices that characterize American literature.	2006-2010		2010
I will reflect annually on the texts for the course and I will read additional texts critically so I might modify/add to the reading list for the course.	2006-2010		2010

OBJECTIVE 3
I will assess my students in both formative and summative ways to improve my instruction.

Activities	Timeline	Collaboration	Date Completed
I will devise assessments that elicit student understanding of the major concepts and themes in the literature.	2007-2010	I will work with the head of the department so my assessments are valid and appropriate.	2010
I will have my students self-assess and engage in reflective activities so they may see their own progress.	2007-2010		2010
I will use the end of year department wide test results from my students and compare them from year to year to see if and how the test results improve and/or differ.	2007-2010	I will speak with other English teachers who have experience with the school-wide tests to interpret results.	2009
I will use the student assessment information to continuously improve my teaching and student learning	2007-2010	I will try to find a course or workshop so that I can find ways to apply what I learn from the work of others.	2010

OBJECTIVE 4

Activities	Timeline	Collaboration	Date Completed

OBJECTIVE 5			
Activities	Timeline	Collaboration	Date Completed

Review Checklist for Objectives, Activities and Timelines, and Collaboration

1. Objectives

- Did the objectives directly address the goal(s)?
- Are the objectives observable and verifiable?

2. Description of Activities and Timelines

- Do the activities align with the goal(s) and objectives?
- Do the activities extend through multiple years of the licensure cycle?
- Is the timeline stated?

3. Plan for Collaboration

- Does the plan include collaboration with others?:

Initial educators must submit Step II, A-E, for Goal Approval Process.

Step III: Annual Review of your PDP

(Note: You must complete an annual review for each goal identified. Annual reviews are done in years two, three, and four and will be submitted as part of your completion plan in the last year of your licensure cycle.)

- Completion dates for objectives and activities completed during each year.
- Reflection of how you grew professionally.
- A reflection of how that growth had an effect on student learning.
- Description of any revisions made in the goal(s), objectives, or activities.

Annual Review

Completion Date	Reflection	Revision (if needed)
August, 2007	Teaching the advanced literature. class was much harder than I thought it was going to be. Reading the texts was a powerful experience and one that opened my eyes. Richard Wright's Native Son is a book I will not soon forget. My understanding of social and race relations has increased greatly through this book and others. Another book that I had not read was Beloved by Toni Morrison. This book, too, has left a deep impression on me. With regard to teaching the course, I struggled to engage students with the sometimes painful and graphic texts. I kept worrying about how much the students were learning. I tried to	

PROFESSIONAL DEVELOPMENT PLAN (cont.)

	<p>engage students on multiple levels and I felt, at times, that students were unable to deal with the harsh realities portrayed in the texts. Some students were frustrated with the pace of the class, and I had a hard time dealing with their parents at conference times. Students enjoyed the assignments we did. Specifically, students were asked to look at symbolism in Toni Morrison's <i>Beloved</i>. In groups of 4-5 they then created web-pages to share their ideas/insights. The web-sites were powerful and indicated to me that students truly understood the book on many levels. I also had students do an exercise I learned in my university course. Students did a "frozen tableau" exercise with an excerpt from Toni Morrison's <i>Beloved</i>. They took an excerpt from the book and tried to envision it as a physical scene. This was an emotional and powerful learning experience.</p>	
<p>July 2008</p>	<p>My second year teaching the course went much better. I felt more comfortable with the content and was able to focus on my instructional strategies. Students really liked the books and I felt that often I was learning right along with them. We got funding to go to a production of <i>Master Harold and the Boys</i> and the students watched intently. While the play focuses on Apartheid in South Africa and the author is not American, I still felt it was important that my students see this powerful piece. Their reflections indicate growth in many areas. I felt more comfortable as I shared my experiences with students and they, in turn, shared their experiences. I had two parents call to complain about the content of one of the books. I worked with the chair of the department to deal with this. I never realized how literature for courses was chosen and how many people participated in the decision-making.</p>	
<p>July 2009</p>	<p>I have learned so much teaching this course. I learned a lot about myself. I cannot believe that I was not required to read most of these books as an undergraduate. I feel that my knowledge of literature has grown immensely (Wisconsin Teaching Standard 1 - Teachers know the subject they are teaching). I also have benefited from the</p>	

	<p>conferences I attended. I went to the NAME (National Association of Multicultural Educators) conference in Atlanta and the keynote speaker was Maya Angelou. I am planning to use her poem "And Still I Rise" in my course this fall. I learned about different strategies I can use in my literature course to make content relevant to the lived experiences of my students (Wisconsin Teaching Standard 4 - Teachers know how to teach and Wisconsin Teaching Standard 7 - Teachers are able to plan different kinds of lessons). I am eager to try these out. Formal and informal assessments indicate students are mastering the course content well. I collaborated throughout the past three years. I worked with other teachers, my mentor, the head of the English Department, and others as I learned material, acquired new instructional strategies, and ultimately taught the advanced literature course.</p>	
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Note for initial educators: If there are significant changes to your goal(s), you must complete and submit this section to the PDP team for review by April 1 of the year in which significant changes to the goal(s) occur.

Review Checklist for Annual Review

- Did you include a reflection of how you grew professionally.
- Did you include a reflection of how your professional growth had an effect on student learning?
- Did you include a reflection of collaboration?
- Did you include any revisions in your goal(s), objectives, or activities?
- Did you fill in dates for objectives and activities completed this year (refer to Step II E of your plan)?

Step IV: Documentation of Completion of Your PDP

(Must be completed at the conclusion of your licensure cycle.)

PROFESSIONAL DEVELOPMENT PLAN (cont.)

A. Evidence of Professional Growth and Student Learning

The pieces of evidence to show my professional growth and impact on student learning are:

1. Test results from school-wide assessments in English for all students taking "Literature in a Diverse America"

This piece of evidence is consistent with my goal because it demonstrates student learning in the advanced literature class.

2. Sample student work from the course (web page created by students devoted to understanding "Beloved" on multiple levels - Symbolism in Beloved)

This piece of evidence is consistent with my goal because it shows improved student understanding of the content of the course and my ability to use multiple types of assessments for student learning.

3. Assignment I completed as a student in our local university course "The Many Voices of American Literature"

This piece of evidence is consistent with my goal because it shows my professional growth in my content area and my ability to communicate effectively.

Review Checklist for Evidence of Completion of Your Plan

- Did you provide three to five pieces of evidence and a description of each?
- Does your evidence verify your professional growth?
- Does your evidence verify the effect of your professional growth on student learning?
- Did you include your annual reviews for each year of your plan except the first and final?
- Did you include your approved and signed Goal Approval Form (*Initial Educators only*)

B Reflection and Summary

In thinking about all that I have learned during my first five years of teaching, I realize how fortunate I was when I was asked to teach the Advanced Literature course. It forced me to acknowledge deficiencies I had with regard to content knowledge in my field. That really forced me to look at what I did in class and how that influenced the learning of my students. One of the most important lessons I learned, especially with the help of my department head and the teachers in my action research course is to focus. Focusing on the most important content in all my classes has made a huge difference in how I teach and how my students learn. In my earliest teaching I tried to cover everything and I would hope and expect that students were supposed to 'catch' what I threw out. I realize how much I was just confusing them. I have learned student-centered approaches and understand that students must connect content to the lived experiences of students for learning to be meaningful. Now I know how much I can help by letting students know what's essential and getting them more involved in learning it. At the beginning of my PDP I selected teacher standards 1, 4, 7, and 8. As a result of my plan, I know better the subject I am teaching.

Standard #1 - Teachers know the subjects they are teaching - The university course I took helped me greatly in understanding the content, themes, and ideas of many of the books we read. I had not read many of the works and I now understand the books, their significance in American literature, and the importance of including diverse perspectives in literature courses.

Standard #4 - Teachers know how to teach - The action research course I took also helped me. It increased my ability to create a variety of meaningful learning experiences that allowed students to connect their lived experiences to the literature they read. I have used a variety of instructional strategies to encourage critical thinking, problem solving and performance skills both in my Advanced Literature class and in my other English classes.

Standard #7 - Teachers are able to plan different kinds of lessons - I have fostered, through varied lessons (webpage creation, collaborative projects, research assignments, drama, and others) active inquiry, collaboration, and supportive interaction in my English classes and with my peers. The powerful nature of the books we read led my students to truly question social and race relations in the community and in society as a whole. Students collaborated on many projects and I was so impressed with the results.

Standard #8 - Teachers know how to test for student progress. Finally, I have increased my use of both formal and informal assessment strategies especially as a result of my action research course. I utilized multiple and varied assessments for my literature courses. I understand now that I need to use different evaluation methods because students show their progress in different ways.

Review Checklist for Summary and Reflection Statement

- Did you provide a summary and reflection of how you grew professionally in the standards identified in your plan?
- Did you provide a summary and reflection of how your growth had an effect on student learning?
- Did you provide a summary and reflection of how you collaborated with others?
- Did you fill in completion dates for all objectives and activities.