

# Professional Development Plan

## Educator Toolkit

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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 1995, 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.

In the 2004–05 school year, 3,500 initial teachers were certified and licensed 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 professional 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.

This guide is a tribute to my wonderful friend and dedicated former assistant state superintendent, Jack Kean. It was through Jack's leadership that this initiative was implemented successfully in Wisconsin. Jack was a true lifelong learner, who will be remembered as an outstanding educator and advocate of quality teachers for all students.

Elizabeth Burmaster  
State Superintendent



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# Guidelines for Renewing a License with a Professional Development Plan (PDP)

This section provides you with an overview of PI 34 and licensure stages, guidelines for writing a PDP, the licensure cycle and timeline for the initial and professional educator, the PDP Team composition, the Team review process, and the appeals process.

## Introduction

Educator licensure is a guarantee by the state of Wisconsin that the licensee is able to carry out the demands of the education profession. Multiple levels of licensure and renewal of a license are now being implemented to assure the public that its professionals will maintain a commitment to the thoughtful acquisition of knowledge in their individual area(s) of endorsement, as well as the application of best educational practices in their area(s) of expertise. There are three levels of licensure: initial educator, professional educator, and master educator.

The initial educator is an individual who has successfully completed an approved preservice program after August 31, 2004, and has been endorsed for a license by the institution of higher education. The Department of Public Instruction (DPI) issues this individual an Initial Educator License for the first time in a particular category (teaching, administration, or pupil services). A mentor provides support to the initial educator. To move to the Professional Educator License stage, the initial educator must complete a professional development plan (PDP) and have that plan verified by a trained Professional Development Plan (PDP) Team.

The professional educator is an individual who has successfully completed the Initial Educator License stage with three or more years of experience and a verified PDP. Professional educators must renew their license every five years. If the professional educator received a Wisconsin license before August 31, 2004, he or she has the option of renewing the license by completing a PDP or by taking six credits from an approved higher education program. The professional educator licensed after August 31, 2004, must renew by completing a PDP and having the plan verified by a trained PDP Team.

Becoming a master educator is a voluntary process, and once completed it will give the individual a ten-year renewable master educator license. The Wisconsin Master Education Assessment Process (WMEAP)

includes the development of a portfolio by the educator that documents mastery of the Wisconsin standards, professional contributions, and improved student learning. The educator must hold a master's degree. A DPI-trained WMEAP team assesses the portfolio. An individual may also be licensed as a master educator if he or she successfully completes the National Board for Professional Teaching Standards Certification.

The Wisconsin Educator Standards for licensure as outlined in Wisconsin Administrative Rules PI 34<sup>1</sup> for teachers, pupil services personnel, and administrators provide the framework for professional development and license renewal.

## **Purpose of the Professional Development Plan (PDP)**

It is up to the individual licensee to develop a PDP. The planning process for writing a PDP ensures that Wisconsin educators are broadly informed, deeply committed, and perform actions that will keep Wisconsin schools and districts places that motivate and engage all students and will result in enhanced student learning. The PDP is the property of the applicant.

The PDP serves as a mechanism for renewal of your license among you, a PDP Team, and the state superintendent. The plan must demonstrate your increased proficiency and professional development based on the Wisconsin Educator Standards (*see appendix C*).

This process allows you the opportunity to direct your own professional growth through a written PDP and indicate how that growth will affect student learning. The following principles provide the foundation for developing PDPs.

A PDP

- is a means to work with others to further the educator's vision and goal and affect student learning;
- addresses the needs of the individual educator by enhancing his or her knowledge and skills and thus the quality of student learning;
- addresses two or more of the educator standards as outlined in PI 34;
- encourages educators to think outside the box; and
- may include district and/or building initiatives.

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1. Chapter PI 34, Wis. Administrative Rules: DPI website, <http://www.dpi.state.wi.us/dpi/dlsis/tel/pi34.html>.

## Writing the PDP

Teachers, administrators, or pupil services personnel who are issued an Initial Educator License are required to complete a PDP as one of the license requirements to advance to the Professional Educator License stage. The other requirement for advancement is three years of experience in a regular (not substitute) position that requires an Initial Educator License. Once the initial educator advances to the Professional Educator License stage, renewal of the Professional Educator License shall require verification of completion of a PDP. A professional educator licensed or eligible for a license prior to August 31, 2004, may choose to complete a PDP or six semester credits for license renewal. This choice needs to be made at the beginning of the licensure cycle.

The PDP should demonstrate professional growth in two or more of the Wisconsin Educator Standards and the impact of that growth on student learning. Successful completion of the PDP shall be documented and that completion shall be verified by a majority of the PDP Team and communicated to the state superintendent.

The PDP shall include

1. goal(s) and objectives that address two or more of the Wisconsin Educator Standards;
2. identified activities related to the professional development goal(s) with evidence of application to the classroom or learning community;
3. a timeline for achieving the professional development goal(s) with evidence of annual review of objectives and activities;
4. evidence of collaboration with others; and
5. an assessment plan that specifies indicators of growth and how meeting the goal(s) will improve the educator's professional knowledge and affect student learning.

*(See sections II and III for further explanation of the process for creating a PDP and the PDP form. There is a quick at-a-glance view of the PDP on the last page of Section II.)*

## Licensure Cycle for Initial and Professional Educators

The PDP is part of a cycle of professional growth. A timeline has been established that provides for meaningful professional development that affects student learning. *(See timeline for the PDP process for license renewal for the initial and professional educator on the following pages.)*

In the initial educator cycle, the plan may be completed in three years but must be completed within five years. The initial educator licensure timeline is connected to regular employment (not as a substitute) in a position that requires the Initial Educator License; therefore, the license cycle timeline begins at date of employment. If the initial educator's employment is interrupted, the license may be renewed.

In the professional educator cycle, the license renewal period is five years.

## Timeline for the Initial Educator's PDP Process for Advancement to the Professional Educator Stage

<b>Time Frame</b>	<b>Component</b>	<b>Description</b>	<b>PDP Form</b>
Year one of your employment/ license cycle	Preparing to Write the Plan—Self-Reflection	The first year of employment is for self-reflection, selection of a goal, and formulation of the plan.	PDP Step I
By October 1 of year two of your employment/license cycle	Writing the Plan— Components	You are required to write a PDP and submit it to a PDP Team for their approval of the goal(s). You are responsible for initiating this review with the PDP Team.  If you have identified more than one goal in your plan, you must follow Step II, A–E, for each goal.	PDP Step I and Step II, A–E
December 1	Goal Approval by PDP Team	A PDP Team reviews your plan. A two-thirds majority is needed for goal approval.	PDP Goal Approval Form
January 15–June 1	Goal Revisions	If a majority of the PDP Team does not approve your goal, comments are given, and you must resubmit your revised goal.	PDP Step I and Step II, A–E
Years two, three, four	Documentation of Annual Review	It is your responsibility to review your plan annually, including a reflection summary and any revisions to your goal(s), objectives, and activities each year of your license cycle except the first and last years.  These annual reviews must be submitted to the PDP Team as part of your completion plan.	PDP Step III
April 1	Plan Revisions	If there are substantial revisions to your plan, you must submit the annual review to the PDP Team each year revisions are made.	PDP Step III
July 1–January 15 during the final year of your employment/ license cycle	Documentation of Completion of the Plan	It is your responsibility to document and submit your completed plan and include your approved and signed Goal Approval Form to the PDP Team for their review and verification.	PDP Step IV
April 1	Verification of Completion of the Plan by the PDP Team	The PDP Team will review your plan and verify documentation of completion of the plan.	PDP Verification Form
January 15–June 1	Completion Plan Revisions	If a 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
June 1	DPI Notification	You are responsible for submitting the signed PDP Verification Form along with your completed application and appropriate fee(s) to the DPI for license renewal.	PDP Verification Form

## Timeline for the Professional Educator’s PDP Process for License Renewal

Time Frame	Component	Description	PDP Form
Year one of your license cycle	Preparing to Write the Plan—Self-Reflection	The first year is for self-reflection, selection of a goal, and formulation and writing of the plan.	PDP Step I
	Writing the Plan—Components	If you have identified more than one goal in your plan, you must follow Step II, A–E, for each goal.	PDP Step I and Step II, A–E
Years two, three, four	Documentation of Annual Review	It is your responsibility to review your plan annually, including a reflection summary and any revisions to your goal(s), objectives, and activities each year of your license cycle except the first and last years.  These annual reviews must be submitted to the PDP Team as part of your completion plan.	PDP Step III
July 1–January 15 during the final year of your license cycle	Documentation of Completion of the Plan	It is your responsibility to document and submit your completed plan to the PDP Team for their review and verification.	PDP Step IV
April 1	Verification of Completion of the Plan by the PDP Team	The PDP Team will review your plan and verify documentation of completion of the plan.	PDP Verification Form
January 15–June 1	Completion Plan Revisions	If a majority does not verify your plan, comments are given, and you may need to resubmit your revised completion plan to a PDP Team for verification.	PDP Step IV
June 1	DPI Notification	You are responsible for submitting the signed PDP Verification Form along with your completed application and appropriate fee(s) to the DPI for license renewal.	PDP Verification Form

### PDP Team Composition

The PDP Team approves the goal for initial educators and verifies completion of the PDP for both initial and professional educators. The educator initiates this process. The PDP Team is composed as follows:

#### **PDP Team for the INITIAL EDUCATOR:**

- One peer (teacher, administrator, or pupil services personnel)
- One administrator
- One higher education representative (IHE)

The PI 34 rules state that the initial educator convenes the team. PDP teacher team members are selected through a peer review process. The

IHE Team member is designated by a Wisconsin institution of higher education. The administrator Team member is designated by the school district administrator, subject to approval by the school board. Therefore, an initial educator could select the team members based on a list that would be available.

### **PDP Team for the PROFESSIONAL EDUCATOR:**

At least three licensed teachers (if you are renewing a license as a teacher) or three administrators (if you are renewing a license as an administrator) or three pupil services personnel (if you are renewing a license in pupil services) selected by your peers

## **PDP Team Review Process**

The PDP Team is required to approve the PDP goal(s) for the initial educator, but it is not required by the professional educator. If a majority of the PDP Team do not approve your goal, comments are given, and you must resubmit your revised goal to the PDP Team. The PDP Team is required to verify completion of the PDP for both initial and professional educators.

You are required to annually review your PDP. This is done in years two, three, and four of your licensure cycle. The annual review information should include a reflection summary and any revisions to your goal(s), objectives, and activities. If you are an initial educator and major revisions to the plan are necessary, the annual review form must be submitted to the PDP Team no later than April 1 of the year revisions are made.

You must submit your completed PDP to the PDP Team by January 15 of the final year of your licensure renewal cycle. Prior to the submission of your plan, you should complete the PDP Review Checklist (*see section III*) to ensure all required components have been addressed. It is your responsibility to initiate the verification process. The PDP Team must notify you no later than June 1 of verification status of the PDP. If a majority do not verify your plan, comments are given, and you must resubmit your revised plan to the PDP Team for verification. If two-thirds of the Team do not verify your plan at this stage, you may appeal the decision to the state superintendent.

## **Appeals Process**

You may appeal the decision made by the PDP Team. For teachers or pupil services personnel who wish to contest the decision, appeals are made directly to the state superintendent. The Professional Standards Council may establish procedures to hear appeals referred. If the Profes-

sional Standards Council agrees to hear an appeal, it shall, upon completion of its deliberations, make a recommendation to the state superintendent. The state superintendent shall issue a decision concerning the appeal.

For administrators, appeals shall be made in writing within thirty days to the state superintendent as prescribed in PI 34.35(8).

# Writing a PDP

## SECTION

# II

This section provides the applicant with a step-by-step approach to writing a PDP from the reflective process of preparing to write, to the steps and components involved in writing a plan. It also guides the applicant through the process of annual reviews of the plan and documenting completion of the plan. **See Section III for the PDP Writing Form and Checklist.**

## Step I: Preparing to Write the Plan— Self-Reflection

Your self-reflection is a dynamic active process that involves the analysis of feedback about your professional performance and its relationship to student learning. Quality PDPs are dependent on ongoing and thoughtful reflection on your professional practice. The intent is to improve, expand, and strengthen your teaching, pupil services, or leadership repertoire, based on your strengths and self-identified needs. Your self-reflection constitutes the foundation of your plan and needs to address the knowledge, skills, and dispositions of the Wisconsin Educator Standards.

Examples of self-reflection processes you may want to use:

- Rubrics describing components of effective teaching, pupil services, or leadership based on Wisconsin Educator Standards
- Reflection journal logs
- Student, peer, parent, board, and/or community feedback
- Collection of student data/work over time or faculty comments
- Analysis of results from classroom observations or goal-setting efforts
- Examination of critical incidents

*(A sample self-assessment can be found on the DPI website, <http://www.dpi.state.wi.us/dlsis/tel/pdp.html>)*

As you are self-reflecting, you can look for

- patterns of performance;
- areas of interest;
- compelling student or professional need; and
- effectiveness of teaching or leadership based on student learning results.

As you formulate your goal(s), you are encouraged to discuss the results of your self-reflection with others. You may opt to attach your self-reflection to your PDP, but *it is not required*.

## Step II: Writing the Plan—Components

(Note: If you are selecting more than one goal, you must follow Step II, A–E, for each goal.)

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

You will need to provide a context for your PDP, a summary of carefully selected demographic information that is relevant to your teaching, administrative, or pupil services situation and the goals of your plan. This information will allow the PDP Team to clearly understand your school/district and its culture.

Include aspects such as (note the first four bullets must be included in your description)

- a description of your current grade level, content, or pupil services area or administrative position;
- the number of years you have taught, have been an administrator, or have been in pupil services;
- whether the school is located in an urban, suburban, or rural setting;
- the ethnic, cultural, special needs, and socioeconomic diversity of the school population;
- special district needs (building project, referendum, etc.); and
- information that is pertinent to your plan, such as building and district initiatives.

### B. Description of the Goal(s) to Be Addressed

Your goal(s) should be verifiable and relevant to your self-reflection and aligned with Wisconsin Educator Standards. The goal(s) must impact professional growth and have an effect on student learning. It is recommended you use the stem: **I will . . .** (research, study, learn, apply, etc.) **so that . . .** (describe what you want to see happening differently with student learning).

## **C. Rationale for Your Goal(s) and Link to Self-Reflection, Educational Situation, and Standard(s)**

A rationale for your goal(s) needs to be developed. The rationale should describe and link your goal(s) to

### **1. Self-reflection**

Include any necessary information from your self-reflection that links to your rationale.

### **2. School/leadership/professional situation**

Include any necessary information from your description of your school, district, teaching, pupil services, or leadership situation that links to your rationale. Note: If during this licensure cycle you are using your plan to move to a different stage or license category, include this information in this section.

### **3. Licensure standards to be addressed**

Over the duration of your PDP, a goal(s) should be set that promotes growth in two or more of the Wisconsin Educator Standards for Licensure. List the standards you have chosen, including the number and statement for each standard selected (see appendix C).

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

State how you plan to assess the results of your goal. These assessments document the results of your efforts to improve your professional growth on statewide educator standards, and your effort to have an effect on student learning.

Include, where appropriate, a description of current student learning data that are relevant to your rationale and goal. This description may include multiple measures such as state or district assessment results, work samples, targets/benchmarks, and behavioral data such as attendance, tardiness, or office referrals.

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

### **I. Objectives**

Objectives are observable and verifiable actions. An objective is verifiable if it can be confirmed or substantiated by another individual. Objectives describe how your goal promotes your professional growth and how

your professional growth will have an effect on student learning. The completion of these objectives should result in the accomplishment of your goal. Goals will answer the question, Where do I want to go? and objectives will address the question, How do I get there?

## 2. Description of Activities and Timeline

The activities outline the actions, steps, and timeline that will lead to the achievement of objectives and goal(s) that will impact professional growth and have an effect on student learning. The activities may draw upon a wide array of types of professional development. Some activities may be completed in a year or less. Others may take a year or more to complete. A general description of your planned activities should be included in your plan with the understanding that more specific activities may be included in your plan for assessment. As you complete each activity, note the date of completion. Activities may include but are not limited to

- Serving as a mentor to new teachers in your district.
- Meeting with an accomplished person in education or other fields who shares extensive knowledge with you over an extended period of time. Record the highlights of your discussions.
- Watching other accomplished people in education or other fields as they work, making notes of instructional practices or subject knowledge for future use in the classroom.
- Meeting with education leaders or accomplished people in education or other fields for feedback as you begin to apply knowledge and skills to student learning.
- Completing a university course, technical college course, summer seminar, or distance-learning course related to your goal.
- Trying a new instructional approach and documenting the results.
- Attending scheduled sessions that will advance your professional growth.
- Attending or presenting at a national conference or participating in national web-talk that will advance your professional growth.
- Changing your student instruction and PDP after analyzing students' daily work and progress.
- Participating in study groups that provide additional information or collegial support.
- Participating in professional readings, viewing of videos, and website searches to locate and record new content knowledge, resources, and instructional strategies that can be immediately used in the classroom.

### 3. Collaboration

Collaboration takes many forms: collaboration with professional peers with higher education, with a professional learning community, or with your mentor. Evidence of collaboration must be included in your documentation of successful completion of the plan. State whom you plan to work with in formulating and carrying out your PDP and how often you plan to meet.

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, gather feedback, etc.
- Working with other educators on similar activities and objectives.
- Choosing a master educator in teaching, pupil services, or administration to provide an ear for your ideas more regularly than once a year.

## Step III: Annual Review of Your Plan

You are required to review your PDP annually. This is done in years two, three, and four of your licensure cycle. The annual review information should include a reflection summary and any revisions to your goal(s), objectives, and activities. If you are an initial educator and substantial revisions to your plan are necessary, the annual review must be submitted to the PDP Team no later than April 1 of the year revisions are made.

Please note that the annual reviews for years two, three, and four of the licensure cycle *must be submitted as part of your PDP completion documentation*, by both initial and professional educators, to the PDP Team for their review at the end of your licensure cycle.

The annual review of the plan must include the following:

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

## Step IV: Documentation of Completion of Your PDP

You must submit your completed plan and appropriate documentation to the PDP Team no later than January 15 of the final year of your licensure renewal cycle. Appropriate documentation includes evidence of your growth and its effect on student learning, three annual reviews, and if you are an initial educator, your approved and signed Goal Approval Form. Prior to the submission of your plan, you should review the PDP Review Checklist (found at the end of Section III) to ensure all required components have been addressed. It is your responsibility to initiate the verification process. The PDP Team must notify you no later than June 1 of the verification status of your plan.

### A. Evidence of Professional Growth and Student Learning

You will need *three to five pieces of evidence* to document your growth and its effect on student learning. The quality is of greater importance than quantity, so be selective. Evidence should be collected on an ongoing basis throughout your licensure cycle. You should provide a description of each piece of evidence identifying what it is, what it is documenting, and its relationship to your goal. It is the summary of your evidence that illustrates the results of reaching your goal(s), impact on your professional growth, and effect on student learning.

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

- evidence of 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;
- changes in lesson plans (i.e., indicates student growth, how planning occurred, etc.) over time and effect on student learning;
- ongoing documentation of classroom management techniques and results;
- journal summaries documenting samples of pupil errors and analysis of teacher interpretations of errors;
- action research projects and results;
- application of knowledge, skills, and dispositions gained from college, university, or technical college course work;

- curriculum adaptations for children with disabilities or other exceptionalities with related outcome measures; and
- summaries of supervisor and mentor comments of classroom performance over the licensure cycle.

Evidence for administrators and pupil service personnel may include, but is not limited to:

- evidence of impact on student learning as measured by state, local, formal, and informal assessments;
- strategic plans (indicates student learning, how planning occurred, etc.);
- recognition of building level performance;
- journals documenting analysis of leadership or pupil service 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, or surveys from students, staff, board, and/or community;
- action research projects and results; and
- application of knowledge, skills, and dispositions gained from college, university, or technical college course work.

## **B. Reflection and Summary**

The summary includes a reflection of how you grew professionally in the standards identified in your plan, a reflection of how that professional growth had an effect on student learning, a description of how you collaborated with others, and a discussion of the achievement of your goal(s), which includes any changes made to your goal(s) throughout the cycle.

# Professional Development Plan at a Glance

Educator's Name: \_\_\_\_\_ Educator's Phone Number: \_\_\_\_\_

Educator's Address: \_\_\_\_\_

Educator's SS#: \_\_\_\_\_ Educator's Fax Number: \_\_\_\_\_

Educator's E-mail: \_\_\_\_\_

Educator's School District: \_\_\_\_\_ School Year Plan Submitted: \_\_\_\_\_

Current Educational Assignment: \_\_\_\_\_ No. of Years in Current Assignment: \_\_\_\_\_

No. of Years of Educational Experience: \_\_\_\_\_

Licensure Renewal Date: \_\_\_\_\_ License(s) to Be Renewed: \_\_\_\_\_

**Present Licensure Stage:**  Initial Educator  Professional Educator  Master Educator

**Licensure Stage Sought:**  Professional Educator

**Professional Licensure Category:**  Teacher  Administrator  Pupil Services

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## Step I: Preparing to Write the Plan: SELF-REFLECTION

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### 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/Pupil Services Situation
- B. Description of the Goal(s) to Be Addressed
- C. Rationale for Your Goal(s) and Link to Self-Reflection, Educational Situation, and Standard(s)
- D. Plan for Assessing and Documenting Achievement of Your Goal(s)
- E. Plan to Meet Your Goal(s): Objectives, Activities and Timeline, and Collaboration

Date goal(s) (including Step II, A–E) submitted to the PDP Team: \_\_\_\_\_

Date goal(s) approved/not approved by the PDP Team: \_\_\_\_\_

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### Step III: Annual Review of Your Plan

*(to be completed in years two, three, and four of the licensure cycle)*

- A. Completion dates for objectives and activities completed during each year
  - B. Reflection summary of your growth made throughout the year
  - C. Description of any revisions made in your goal(s), objectives, or activities
- 

### Step IV: Documentation of Completion of Your Plan

*(to be completed at the conclusion of the licensure cycle)*

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

Also include your Annual Reviews and, for the initial educator, your approved and signed Goal Approval Form

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Date plan submitted to the PDP Team: \_\_\_\_\_

Date plan verified/not verified by the PDP Team: \_\_\_\_\_

# PDP Writing Form & Checklist

## SECTION

# III

This section includes the form needed to write a PDP. The form includes questions that follow each component for you to review your work. There is an at-a-glance *PDP Review Checklist* at the end of this section for the applicant to use when completing the plan for PDP Team verification. This PDP Writing Form is also available on the DPI website—<http://www.dpi.state.wi.us/dlsis/tel/pdp.html>.

# Biographical Information

Educator's Name: \_\_\_\_\_

Educator's Address: \_\_\_\_\_

Educator's Phone Number: \_\_\_\_\_

Educator's Fax Number: \_\_\_\_\_

Educator's E-mail: \_\_\_\_\_

Educator's SS#: \_\_\_\_\_

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Educator's School District: \_\_\_\_\_

Current Educational Assignment: \_\_\_\_\_

No. of Years in Current Assignment: \_\_\_\_\_

Years of Educational Experience: \_\_\_\_\_

School Year Plan Submitted: \_\_\_\_\_

License(s) to Be Renewed: \_\_\_\_\_

Licensure Renewal Date: \_\_\_\_\_

### Present Licensure Stage:

Initial

Professional

Master

### Licensure Stage Sought:

Professional

### Professional Licensure Category:

Administrator

Pupil Services

Teacher

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## Step I: Preparing to Write the Plan: SELF-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 and 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? (*Optional*)

### B. Description of the 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 Description 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 Self-Reflection, Educational Situation, and Standards:**

(Relate how your goal(s) is linked to your self-reflection and your educational situation, and list 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 self-reflection (Step I) 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: \_\_\_\_\_ Date completed: \_\_\_\_\_

Activities	Timeline	Collaboration	Date Completed

Objective 2: \_\_\_\_\_ Date completed: \_\_\_\_\_

Activities	Timeline	Collaboration	Date Completed

**Review Checklist for Objectives, Activities and Timelines, and Collaboration:**

**1. Objectives**

- Do 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 throughout the licensure cycle?
- Is the timeline stated?

**3. Plan for Collaboration**

- Does the plan include collaboration with others? Examples of collaboration may include the following:

- Collaboration with colleagues
- Collaboration with higher education
- Collaboration with a professional learning community
- Collaboration with a mentor (initial educator only)

**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 throughout the year within the standards identified in your plan.
- 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)

**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 throughout the year in the standards identified in your plan?
- 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 three annual reviews?
- 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?

## PDP Review Checklist at a Glance

This review checklist provides you with the same list of questions that follow each step in the PDP Writing Form and planning process. It provides an at-a-glance list of the necessary components of a PDP and can be used when completing your plan, prior to submitting to the PDP Team. Using this checklist is optional.

PDP Step	Review Questions	Check
Step II A	Did you include a description of your teaching, pupil services, or administrative position?	
Step II A	Did you include the number of years you have taught, been an administrator, or been in pupil services?	
Step II A	Did you include whether the school is located in an urban, suburban, or rural setting?	
Step II A	Did you include the ethnic, cultural, special needs, and socioeconomic makeup of the school population?	
Step II A	Did you include your building and/or district goals? ( <i>Optional</i> )	
Step II B	Will your goal(s) impact your professional growth?	
Step II B	Will the professional growth you identified have an effect on student learning?	
Steps I & II C	Does the rationale include how you related your self-reflection (Step I) to your goal(s)?	
Step II C	Does the rationale tell how your goal(s) connects to your school/teaching/administrative/pupil services situation?	
Step II C	Did you list the Wisconsin Educator Standards that will promote your professional growth (must select two or more)?	
Step II D	Did you include methods to assess your professional growth?	
Step II D	Did you include methods to assess the effect of your growth on student learning?	
Step II E	Do the objectives directly address the goal(s)?	
Step II E	Are the objectives observable and verifiable?	
Step II E	Do the activities address the goal(s) and objectives?	
Step II E	Do the activities extend throughout the licensure cycle?	
Step II E	Is the timeline stated?	
Step II E	Does the plan include collaboration with others?	
Step III	Did you include a reflection of how you grew professionally throughout the year in the standards identified in your plan?	
Step III	Did you include a reflection of how your professional growth had an effect on student learning?	
Step III	Did you include a reflection of collaboration?	
Step III	Did you include any revisions in your goal(s), objectives, or activities?	

PDP Step	Review Questions	Check
Step III	Did you fill in the dates for objectives and activities completed this year (Step II E)?	
Step IV A	Did you include an annual review for years two, three, and four of your plan?	
Step IV A	Did you provide three to five pieces of evidence and a description of each?	
Step IV A	Does your evidence verify your professional growth?	
Step IV A	Does your evidence verify the effect of your professional growth on student learning?	
Step IV B	Did you provide a summary and reflection of how you grew professionally in the standards identified in your plan?	
Step IV B	Did you provide a summary and reflection of how your growth had an effect on student learning?	
Step IV B	Did you provide a summary and reflection of how you collaborated with others?	
Step IV B	Did you fill in the completion dates for all objectives and activities?	
	<i>For the Initial Educator:</i> Did you include your approved and signed PDP Goal Approval Form?	

# Sample Plans

S E C T I O N

IV

This section includes three sample PDPs written by a third-grade teacher, an elementary principal, and a school guidance counselor.

# **Example of a Second-Grade Teacher’s PDP: Balanced Literacy Plan**

## **Step II: Writing the Plan: Components**

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

The Badger Area School District serves a growing suburban student population of approximately 4,000 students. The district has a well-defined and well-developed educational system for all students, including those with special needs, gifted and talented, and children with diverse ethnic and socioeconomic backgrounds. In 1997, the school board adopted the district’s strategic plan developed by a team composed of staff, students, and community members. The mission of Badger Area School District reads, “Our mission, in cooperation with parents and the community, is to ensure academic achievement for all.” As a result of the strategic plan’s implementation, all curriculum, assessment, and instruction has become aligned with state standards. Each school created a school improvement plan based on their student data.

I am currently teaching second grade and have been teaching at Badger Elementary School for six years. Badger Elementary School has an enrollment of six hundred students in kindergarten through fifth grade. There are three classrooms per grade that work in teams with the support of a team leader. Instructional support services for our school include a full-time school psychologist, a reading program staffed with a reading consultant, a Title I teacher, a half-time gifted and talented resource teacher, and special education programs.

Several years ago the district implemented a balanced literacy program across the system in an effort to align the district’s English language arts with the state standards to better meet student needs. Even with the instructional support and the alignment of our curriculum to state standards, Badger Elementary School’s reading achievement data is the lowest in the Badger Area School District with 40 percent of the students performing at minimal and basic levels on the fourth-grade WKCE.

### **B. Description of the Goal(s) to Be Addressed**

To improve my skills in implementing a balanced literacy approach in my classroom with a special emphasis on guided reading in order to increase my students’ achievement based upon my school’s grade-level benchmarks, as well as increase their interest and enjoyment of reading.

### **C. Rationale for the Goal(s) and Link to Self-Reflection, Educational Situation, and Standard(s)**

Our district has been working toward establishing a balanced literacy program throughout our four elementary schools. The emphasis has been on training for and implementing guided reading, writers' workshop, and other literacy initiatives into all K–5 classrooms [school and district situation]. Improving students' reading and writing achievement is one of my school's goals based upon our school-wide student achievement data. My self-reflection supported my need to learn more about current best practices in the teaching of reading. I can see the need to be more skillful in using guided reading strategies to better focus my instruction to specific student needs. Previously, I have been primarily using whole class instruction and, as a result, I feel my low and high student needs are not being adequately addressed [self-reflection]. My student data shows that my low performing students are not improving and frequently my high achieving students tell me they are not interested in or challenged by the content [student learning]. My goal addresses the Wisconsin teacher standards #1, #4, #7, #8, and #9 [licensure standards addressed].

### **D. Plan for Assessing and Documenting Achievement of the Goal(s)**

I will use a guided reading running record to assess student progress toward grade-level reading benchmarks, along with the DRA benchmark assessment given at the beginning and at the end of the year. To assess student interests and enjoyment of reading, I will use an informal reading inventory. I will assess my professional growth through my reflection notes, observation notes from grade-level team members, mentor coaching, and rubric of a quality balanced literacy program.

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

**GOAL:** To improve my skills in implementing a balanced literacy program in my classroom with a special emphasis on guided reading in order to increase my students' interest and enjoyment of reading and their achievement based upon my school's grade-level benchmarks.

**Objective #1:** I will increase my understanding of balanced literacy so that I am able to successfully implement the program in my classroom and increase my students' achievement.

**Date completed:**  
\_\_\_\_\_

<b>Activities</b>	<b>Timeline</b>	<b>Collaboration</b>	<b>Completion Date</b>
I will read books about balanced literacy.	August 2003– December 2003	Get advice from our reading specialist on books to read about balanced literacy.	
I will attend a conference on balanced literacy.	December 2003		
I will observe a classroom where the teacher uses a balanced literacy program.	Winter and spring 2004	Interview the teacher whose classroom I visit about implementing a balanced literacy program.	

**Objective #2:** I will implement the guided reading portion of a balanced reading program in my classroom.

**Date completed:**  
\_\_\_\_\_

<b>Activities</b>	<b>Timeline</b>	<b>Collaboration</b>	<b>Completion Date</b>
I will watch videotapes by Gay Su Pinnel and Patricia Cunningham about guided reading.	Summer 2004		
I will meet with my team to discuss leveling of books in our school.	Summer 2004	Discuss and decide with my team the leveling procedure for our books in our school.	
I will work with my team to create a book room of leveled books that match our students' reading abilities.	August 2004	Determination of levels of books with members of my team.	
I will have other teachers in my building observe me as I implement guided reading.	January–June 2005	Team members will use observation forms to provide feedback.	
I will attend a workshop or take a class on guided reading to discover new strategies.	Summer 2005		

**Objective #3:** I will assess my students formally and informally to measure their progress.

**Date completed:** \_\_\_\_\_

<b>Activities</b>	<b>Timeline</b>	<b>Collaboration</b>	<b>Completion Date</b>
I will attend a class on assessment of student progress in reading.	Summer 2005		
I will ask the reading specialist for assistance in doing a running record.	Summer 2005	Get direction and feedback from the reading specialist on giving and assessing running records.	
I will research interest inventories about student reading.	Summer 2006		
I will use the DRA benchmark assessment kit to measure progress for my students.	Each quarter of the year		
I will meet with my team members to analyze data and adjust the program for the next year.	At the end of each year	Analysis and discussion of student growth data using guided reading with my team members.	

### Step III: Annual Review of the Plan

<b>Completion Date</b>	<b>Reflection</b>	<b>Revision (if needed)</b>
<b>November 2003</b>	<p><b>Year Two:</b></p> <p>The books that I read about balanced literacy were helpful. I find that I like the organization of the Four Blocks model by Patricia Cunningham for my classroom. I feel so strongly about the importance of comprehension as students are learning to become better readers that I am going to make sure comprehension is the major emphasis for my guided reading instruction.</p>	<p><b>Year Two:</b></p> <p>I am going to view videotapes of the Cunningham model only because it is the model of guided reading I would like to pursue.</p>
<b>December 2003</b>	<p>When I attended the Four Blocks conference in Madison, I was more comfortable about the concept of using guided reading within this model because of my previous readings. The most helpful part of the experience at the conference was the opportunity to network with teachers who had already implemented</p>	<p><b>Change:</b> Objective #2, Activity #1: I will watch videotapes by Patricia Cunningham about Guided Reading the Four Blocks Way in Grades 1 and 2.</p>

Completion Date	Reflection	Revision (if needed)
<b>Spring 2004</b>	guided reading the Four Blocks Way. I had a great visit in one classroom because of this networking.	
<b>August 2004</b>	<p><b>Year Three:</b></p> <p>I am rethinking my guided reading approach. I once thought all my students should be reading books on their own level. I now feel that there are ways to use a common piece of literature to teach a strategy, even if that piece is above the reading level of some students. I keep learning more and more ways of supporting readers through a reading selection. I have found that my struggling readers benefit from the discussion about these pieces of literature and love being part of those discussions.</p>	<p><b>Year Three:</b></p> <p>I need to use more than just the Gay Su Pinnel Matching Books to Readers resource for leveling my books. I want to know more about lexile levels.</p> <p>I would like to <b>add</b> an activity to Objective #2: I will investigate the use of the lexile system.</p>
<b>Winter 2005</b>	<p>This reaction from my students has led me to the implementation of leveled books as part of my guided reading time for “practice” of the comprehension strategy I taught with a large group. I now use running records to check on decoding while I am having my self-selected reading block.</p>	<p>I would also <b>add</b> an activity to Objective #3: I will use the Scholastic Reading Inventory to determine a lexile level for each of my students so they can be matched to books at their level.</p>
<b>May 2006</b>	<p><b>Year Four:</b></p> <p>I have learned much about the use of guided reading from what I have read and observed. But I have learned more from my students as they take part in whole group instruction on comprehension strategies, as they read books on their own levels in a small group, and as they read books independently on their own levels.</p> <p>In the final stage of my licensure cycle, I need to continue reflecting on what I have read and observed in conjunction with what is happening in my classroom. I need to not only look at the growth of my students on assessments but also reflect on why they have made that growth. More than that, I need to reflect about students who are not making progress, determine why not, and determine ways to help them.</p>	<p><b>Year Four:</b></p> <p>I would like to <b>remove</b> the fifth activity from Objective #2. Instead of going somewhere else for a workshop, I want to use this last stage to learn from the students in my classroom.</p> <p>I will continue to do assessments of their reading levels and their comprehension and to analyze those assessments in order to provide instruction to the students to aid their reading growth.</p>

## **Step IV: Documentation of Completion of Your PDP**

### **A. Evidence of Professional Growth and Student Learning**

The evidence that I have gathered and listed below documents my professional growth of learning a new approach to teaching reading. The evidence documents my growing skill implementing the Cunningham guided reading approach that helped many of my students improve their ability in decoding and comprehension. It also documents my students' newfound interest in reading for pleasure.

- Sample of guided reading running records with my interpretations, which documents the comprehension part of reading by the use of retelling; these running records are a quick way to assess decoding and retelling.
- DRA benchmark assessments results, which document individual student progress in reading and comprehension; these results demonstrate improvement for many of my struggling readers.
- Student self-reflections about their attitudes toward reading as well as their thoughts about the books they are reading.
- Reflective journal entries of my knowledge and dispositions of guided reading from conference attendance, observations of other teachers using guided reading, and their comments of observing me doing guided reading.
- Second-grade team results of leveled book list project, which documents the changes we made in leveling books in our school to better match student reading abilities.

### **B. Reflection and Summary**

I started my professional development plan with the realization that I needed to change how I do balanced literacy, especially guided reading. I knew that I wanted to learn more about a model of guided reading that would take me away from the whole group approach that I was using to smaller, more flexible groups that would allow me to monitor the growth of my students more carefully. I also wanted to positively affect the attitudes of my students toward reading.

I found the professional development opportunities that were part of my activities to be very valuable. I especially liked comparing various approaches to “guided reading” to find out which worked best with my instructional style. I found that the various approaches are more alike than different. I was pleased to find one that emphasized a plan for guiding students in their understanding of what they read more than in their decoding. My classroom looks totally different now. There are many dif-

ferent grouping patterns and students fit into those groups based on assessments that I do on an informal basis, as well as the more formal DRA assessments our district uses. I have found that I organize my lesson plans differently now also. Each of my guided reading lessons includes some before-, during-, and after-reading activities to help my students grow in comprehension. This change is due to the books I read and the videos I watched as well as good advice from some fellow teachers.

My students have shown growth in their ability to understand what they are reading. Some of this growth may come from the fact that we never just read something anymore—we always talk about what happened or what we learned. Their DRA results are better than before I started my plan. Anecdotally, I notice that my students like to discuss the stories we read together and the books they read independently with each other. I find these discussions to be so much more interesting than the ones I previously had with students. The informal assessments show that my students like to read and many of them think of themselves as readers. Some of them even ask for reading homework!

The collaboration piece of my plan was very inspiring. I visited with some teachers who were using the guided reading format that I wanted to try and found their classrooms to be alive! They helped me find a way to start—baby steps—in my own classroom. When I worked with my fellow second-grade teachers in our book room, I was thrilled with the discussions that came about as we were organizing resources we already had and planning to order new ones. We had professional discussions and I could tell them what I was learning. As a result, several of them have used me as a resource to change how they do guided reading.

I feel that I accomplished most of my goal. The one thing that I did not do was learn more about the SRI and lexiles. I know that most of my students are still at levels of reading that can be measured by the DRA, but those who are beyond it might be able to use this measure. I guess I have something to study in a new plan!

## **Example of an Elementary Principal’s PDP: Culture Building Plan**

*Note: In this example, the plan only covers Step II A–E and Step III*

### **Step II: Writing the Plan: Components**

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

The Badger Area School District serves a growing student population of approximately 4,000 students. The district has a well-defined and well-developed educational system for all students, including those with special needs, gifted and talented, and children with diverse ethnic and socioeconomic backgrounds. In 1997, the school board adopted the district’s strategic plan developed by a team composed of staff, students, and community members. The mission of Badger Area School District reads, “Our mission, in cooperation with parents and the community, is to ensure academic achievement for all.” As a result of the strategic plan’s implementation, all curriculum, assessment, and instruction has become aligned with state standards. Each school created a school improvement plan based on their student data.

I am currently the principal at Badger Elementary School and have been in this position for six years. Badger Elementary School has an enrollment of six hundred students in kindergarten through fifth grade. I am the only administrator in the building. There are three other elementary principals, one middle-level principal, and one principal and two assistant principals for the high school in the district. In addition, central office administrators include a director of pupil services, one director of instruction, a business manager, and the district administrator. Instructional support services for our building include a full-time school psychologist, a reading program staffed with a reading consultant, a Title I teacher, a half-time gifted and talented resource teacher, and special education programs.

Similar to most Wisconsin school districts, the student population at Badger Elementary is in transition. As our community changes, the student body is becoming more diverse. The current strategic plan calls for the staff at Badger Elementary to work with multiple learning styles in an inclusive classroom environment. Several teachers and an administrative team recently participated in a data retreat. Badger Elementary has a goal to provide a safe environment for all students and to use data to support program changes.

#### **B. Description of the Goal(s) to Be Addressed**

Based upon strategic planning efforts to ensure an atmosphere where all children are respected, I want to work toward creating a safe environment

where all students feel valued, where students seek out teachers for guidance and support with their learning needs, and where all students are known by at least one teacher in the building.

### **C. Rationale for the Goal(s) and Link to Self-Reflection, Educational Situation, and Standard(s)**

Based on our district's strategic plan and in conjunction with the board of education, Badger Elementary is building a culture of inclusiveness where student learning for all is our target and all students feel valued and supported. Given the change in the complexion and socioeconomic, racial, and ethnic makeup of the district, there is a need to address the differences and multicultural aspect of the school. On the whole, Badger's WKCE scores are strong, with 85 percent of our students showing proficient and/or advanced in each of the tested areas at grade four. A team from our building recently participated in a data retreat. The data retreat highlighted two issues. One, when the WKCE test data is disaggregated, clearly certain segments of our population are not succeeding at the level of the total population. Second, as our team attempted to utilize data to create a picture of our school, no perception data could be located [school and district situation]. This past year I have read three books on how to build an inclusive culture [self-reflection]. The WKCE data for Badger Elementary shows that my low performing students are not improving and frequently my high achieving students tell me they are not interested in or challenged by the content [student learning]. My goal addresses the Wisconsin administrator standards #1, #2, #3, #4, and #5 [licensure standards addressed].

### **D. Plan for Assessing and Documenting Achievement of the Goal(s)**

I am in the process of attending a data retreat workshop. In addition, I will attend a workshop on culture building for inclusiveness sponsored by my professional organization. After attending those workshops I will develop benchmarks for the implementation of two activities that include community members. One benchmark will measure student satisfaction. Another benchmark will use disaggregated data from the WKCE to measure student learning across all represented categories. I will assess my professional growth through my reflection notes, observation notes from administrative team members, mentor coaching, and rubrics for student satisfaction.

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

**GOAL:** To improve my leadership skills in building a culture that values each and every student at Badger Elementary and to increase the achieve-

ment scores of all represented populations at Badger Elementary. The progress toward this goal will be reported yearly to the school board and the community through a report of student satisfaction and WKCE disaggregated scores.

**Objective #1:** I will increase my skills in leadership related to culture building for success for all students attending Badger Elementary. **Date completed:** \_\_\_\_\_

<b>Activities</b>	<b>Timeline</b>	<b>Collaboration</b>	<b>Completion Date</b>
I will read books about leadership for student success.	June 2003– December 2003	I will get advice from colleagues during a local PAC meeting.	
I will attend a conference on culture building.	December 2003		
I will attend a workshop on leadership for student success sponsored by my professional organization.	Spring 2004	I will interview colleagues attending the workshop and set up a time to visit their buildings.	

**Objective #2:** I will implement achievement benchmarks for each grade level based on information from the data retreat information using disaggregated data. **Date completed:** \_\_\_\_\_

<b>Activities</b>	<b>Timeline</b>	<b>Collaboration</b>	<b>Completion Date</b>
I will participate as part of a team in a data retreat workshop.	Summer 2004		
I will meet with my team to discuss information coming from the data retreat.	Summer 2004	Discuss and decide with my team the yearly goals related to student achievement.	
I will work with my team to create grade-level benchmarks for student success.	August 2004	Determine the benchmarks for yearly progress.	

<b>Activities</b>	<b>Timeline</b>	<b>Collaboration</b>	<b>Completion Date</b>
I will work with my team to create and implement surveys to gauge student satisfaction.	Winter 2005	Team members will provide feedback.	
I will attend a workshop or take a class related to leadership for student success.	Summer 2005		

**Objective #3:** I will assess students and staff formally and informally to measure progress and satisfaction. **Date completed:** \_\_\_\_\_

<b>Activities</b>	<b>Timeline</b>	<b>Collaboration</b>	<b>Completion Date</b>
I will attend a class on assessment of student progress.	Summer 2005		
I will ask staff, students, board members, and community for assistance in developing the rubrics for student satisfaction.	Fall 2005	Get direction and feedback from the various groups.	
I will research rubrics for achievement and student satisfaction.	September 2005		
I will use the WKCE disaggregated results to measure student progress.	At the end of the year		
I will meet with a core team to analyze data and make adjustments for the next year.	At the end of each year	Analysis and discussion of student growth and satisfaction data with the core team members.	

### Step III: Annual Review of the Plan

Completion Date	Reflection	Revision (if needed)
<p><b>Jan. 2004</b></p> <p><b>March 2004</b></p>	<p><b>Year Two:</b></p> <p>The books that I read about leadership for culture building were helpful. I find that I also liked the AASA website and information found in the School Administrator publication. Website information tends to be timely and I am finding many more articles on culture building. I feel strongly that input from students related to their satisfaction needs to be incorporated into the assessment.</p> <p>When I attended a leadership workshop sponsored by my professional organization, I was more comfortable about the concept of using student input because of my previous readings. The most helpful part of the experience at the workshop was the opportunity to network with other administrators who had already implemented methods to collect student input related to satisfaction.</p>	<p><b>Year Two:</b></p> <p>I am going to visit two other elementary buildings where personnel are working on culture building because of the networking I was able to do at the leadership workshop. I will be able to speak with principals as well as students, parents, and staff in the buildings I will visit.</p> <p><b>Change:</b> Objective #2, Activity #3. Before working with my team to create grade-level benchmarks for student success, I will visit two elementary buildings that are working toward culture building for student success.</p>
<p><b>May 2005</b></p>	<p><b>Year Three:</b></p> <p>I am learning that culture building for student success takes time and the involvement of not only school people but board and community people as well. I am rethinking my timeline for implementation of the student achievement benchmarks for each grade level.</p> <p>At the onset of this plan I believed I could have the student benchmarks for each grade level in place by the end of the first year. What I have learned is that I need to involve more people and carefully review all the data before sound decisions regarding the achievement of all students can be made. In addition, I am learning that building the culture for student success will take time, more time than I originally planned.</p>	<p><b>Year Three:</b></p> <p>I need to find a conference related to leadership styles and skills that would allow me to engage in networking and listen to sessions from other leaders who are involved with culture building at the school level.</p> <p>I would like to <b>add</b> an activity to Objective #2: I will investigate development of a community survey to gather additional data.</p>

Completion Date	Reflection	Revision (if needed)
	<p>This reaction to the implementation of grade-level benchmarks by the end of this year from my students, faculty, and community members has led me to rethink the pace of this implementation effort. It has also caused me to consider involving additional community and also board members with the steering committee that is responsible for guiding the effort.</p>	<p>I would also <b>add</b> an activity to Objective #1: I will use some time at my chosen conference on leadership to do networking and build relationships with other administrators from around the country so that I have a support system as I move toward building a culture for achievement at Badger Elementary School.</p>
<p><b>Fall 2005</b></p> <p><b>June 2006</b></p>	<p><b>Year Four:</b></p> <p>I have learned much about the use of leadership skills for increasing student achievement, but I have learned more from viewing other leaders who are using these leadership skills and also from networking with accomplished leaders than I was able to glean from books. In addition, I have learned how valuable the support of the district administrator, the board of education, and the community is when making changes at the building level.</p> <p>In the final stage of my licensure cycle, I need to continue reflecting on what I have read and observed in conjunction with what is happening in my building. I need to not only look at the growth of student achievement for all represented populations but also to reflect on the results of the student satisfaction instruments. More than that, I need to reflect about students who are not making progress, determine why not, and develop ways to help them.</p>	<p><b>Year Four:</b></p> <p>I would like to <b>remove</b> the first activity from Objective #3. Instead of taking a class on assessment, I want to spend more time implementing and supporting the ideas coming from the team that attended the data retreat.</p> <p>I will continue to consider taking a class on student assessment, but that will be down the road after I have a plan of action set up. I will need that level of depth of knowledge on assessments once the team has designed a direction for overall student assessment in the building.</p>

# Example of a High School Guidance Counselor’s PDP: School-Based Suicide Prevention Plan

*Note: In this example, the plan only covers Step II A–E and Step III*

## Step II: Writing the Plan: Components

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

The Badger Area School District serves a growing student population of approximately four thousand students. The district has a well-defined and well-developed educational system for all students, including those with special needs, gifted and talented, and children with diverse ethnic and socioeconomic backgrounds. The four elementary schools have well-developed family involvement and outreach activities, but these diminish in the middle and high schools. Pupil services staff provide some limited small group and individual counseling for students with personal challenges that interfere with their school performance and progress.

Over the past several years, there has been a slow but steady increase in the number of adolescent suicide attempts and completions in the school district. The district does have a functioning crisis response team. Suicide prevention instruction is incorporated into the required health education class offered at the high school. Last semester, the school district administered the Youth Risk Behavior Survey (YRBS) to the students at the high school. Similar to the state YRBS results, our district’s survey found that 22 percent of our students had seriously considered committing suicide in the past year.

I currently work as a school counselor and have been in this position for the past six years. One of my schools is the high school, which has an enrollment of approximately 1,100 students. The high school has two additional school counselors, a half-time school psychologist, a half-time school social worker, and a half-time school nurse. An in-school alternative program is provided for students that have difficulty functioning within the traditional high school structure.

The school board, alarmed by the increase in suicide attempts and completions by students over the past several years and the high number of students that reported on the YRBS having seriously considered suicide, has directed the administration to expand the school district’s suicide prevention efforts, including having community members in the planning effort. In addition to wanting to take steps for the safety of our students, the school board also believes that students so distraught as to consider or attempt suicide are not mentally and emotionally ready to learn. A minority of school board members and school administrators are concerned

additional suicide prevention activities may actually increase some students' propensity to attempt suicide. I have been asked to serve on the team that will organize and implement these new efforts.

### **B. Description of the Goal(s) to Be Addressed**

Based upon the clear need for more effective suicide prevention efforts and the school district's stated desire to expand these activities, I want to become a skilled and effective member of the newly established suicide prevention work group, taking care to ensure that all of our activities will make suicide attempts by all students less likely.

### **C. Rationale for the Goal(s) and Link to Self-Reflection, Educational Situation, and Standard(s)**

Though I do have some expertise in this area, it is not as extensive or current as I believe it should be. Also, at times I feel frustrated when trying to diplomatically negotiate team or committee decisions [self-reflection]. Considerations by the work group for program improvement will include such issues as classroom instruction, individual screening for suicide risk, universal screening for depression, school climate, student engagement in school activities, parent education, emergency first aid, crisis response team performance and preparation, targeted prevention activities for high-risk groups of students, and linkages to community mental health, emergency medical services, and law enforcement for referral and assistance. Team members will take responsibility for investigating professional development opportunities and available resources in different areas.

Review of the individual records of students who attempted or completed a suicide over the past few years indicate a few experienced a noticeable drop in attendance and/or academic performance prior to the suicide attempt or completion. A higher-than-proportional percentage of these students are currently or previously involved in the high school's alternative education or special education programs (school situation).

My goal addresses pupil services standards #2, #5, #6, and #7.

### **D. Plan for Assessing and Documenting Achievement of the Goal(s)**

I have requested the school-based suicide prevention materials available through the Department of Public Instruction to be sent to us at Badger High. I have an appointment to meet with a local clinical psychologist to discuss opportunities for training regarding adolescent suicide risk screening, including a review of appropriate screening tools. In addition, we will examine the possibility of using such benchmarks as student

grades, test scores, attendance, and homework completion to identify students who are potentially depressed and/or suicidal and may need intervention. We will use these same benchmarks to determine any change following our intervention. A representative from our CESA will be meeting with our team to discuss crisis response plans and procedures. A community mental health care provider will meet with our team to discuss coordinated community services. The number of suicide attempts and completions will be tracked each school year, as well as students' responses related to depression and suicide on the YRBS.

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

**GOAL:** To improve my skills and knowledge related to school-based suicide prevention to help ensure students at Badger High School are safe and ready to learn. This work will be done as part of a collaborative pupil services team with formally established linkages with community-based services, that is, mental health and law enforcement.

**Objective #1:** By August 2004 I will increase my knowledge and skills related to school-based suicide prevention strategies and programs, including my knowledge of the specific status of suicide prevention efforts at Badger High School.

**Date completed:** \_\_\_\_\_

Activities	Timeline	Collaboration	Completion Date
I will attend training to obtain the necessary knowledge and skills to screen individual students for immediate suicide risk and determine the appropriate course of action.	Fall 2003	Training will be arranged through a local mental health professional. At least one other pupil services professional from Badger High School will participate as well. Other area high schools will be invited to participate.	
I will attend training on comprehensive, school-based suicide prevention.	Spring 2004	We will attend this as a team.	
I will read recommended articles and other materials that identify best practices for school-based suicide prevention and intervention.	September 2003–June 2004	I will summarize and present the conclusions of these articles and materials to the other members of my team.	
I will take a graduate course on adolescent mental health issues.	Summer 2004		

**Objective #2:** By June 2004 I will increase my skills related to group dynamics, personal leadership, and group facilitation.

**Date completed:**

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<b>Activities</b>	<b>Timeline</b>	<b>Collaboration</b>	<b>Completion Date</b>
I will attend a leadership training seminar offered through the community college.	Semester 1, 2003–4	Participation, discussion, and team/group assignments with classmates.	
I will attend a group facilitation conference offered through the local mental health association.	Semester 2, 2003–4		

**Objective #3:** By September 2004 I will work with the team to assess the suicide prevention efforts of Badger High School and identify specific programs, strategies, and modifications that are necessary and feasible to improve student safety and readiness to learn.

**Date completed:**

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<b>Activities</b>	<b>Timeline</b>	<b>Collaboration</b>	<b>Completion Date</b>
I will utilize the DPI suicide prevention materials to coordinate an assessment of our high school's suicide prevention efforts.	Summer 2004	Team members will help gather the necessary data and talk with the appropriate school staff to complete this assessment.	
I will analyze my individual assessment for program gaps and needs and ask a university professor within my field to critique my work.	Fall 2004	University professor will review.	
I will examine available school-based suicide prevention programs and assess their quality using the DPI suicide prevention toolkit.	Summer 2004	Team members will help identify appropriate programs to consider.	
I will work with my team to develop and conduct a student survey to help determine youth-engaging suicide prevention strategies.	September 2004	Suicide prevention team.	

**Objective #4:** By June 2006 I will work with my team to select, implement, and evaluate additional suicide prevention efforts at Badger High School.

**Date completed:** \_\_\_\_\_

Activities	Timeline	Collaboration	Completion Date
Based upon our learning and research, I will work with my team to select appropriate strategies, program(s), and curriculum to enhance Badger High School's suicide prevention efforts.	December 2004	Suicide prevention team.	
I will work with my team to implement the selected strategies, program(s), and curriculum.	January 2005–May 2006	Suicide prevention team.	
I will work with my team to evaluate Badger High School's suicide prevention efforts, including tracking suicide attempts and completions and review of student records, student surveys, and evaluations.	January 2005–June 2006	Suicide prevention team.	

### Step III: Annual Review of the Plan

Completion Date	Reflection	Revision (if needed)
<b>Spring 2004</b>	<p><b>Year Two:</b></p> <p>The books and trainings about leadership were helpful. The DPI suicide prevention materials were a useful tool to serve both as a template for program assessment and development and my individual learning.</p>	<p><b>Year Two:</b></p> <p><b>Additional activity for Objective #2:</b> Because of the networking I was able to do in my community leadership course, I am going to attend several meetings of a similar type of community planning group to observe the group dynamics and facilitation skills of the leader.</p>

Completion Date	Reflection	Revision (if needed)
<p><b>June 2004</b></p> <p><b>Fall 2004</b></p>	<p>Though educational materials were valuable, I found the combination of developing an actual product in collaboration with my colleagues and the experience of having a knowledgeable person critique my work to be most helpful. Also, the most helpful part of the experience of attending a workshop was the opportunity to network with other more experienced pupil services staff.</p> <p>In looking at benchmarks for suicide prevention program development and evaluation, I discovered that the high school's data collection system is much too cumbersome and inaccurate. Currently, the high school is unable to track attendance beyond "excused" and "unexcused" absence. Before we can use student benchmarks, we need to strategize a more workable and detailed system.</p>	<p><b>Additional activity for Objective #3:</b> I need to better understand data collection systems, especially how the various systems in the high school could be integrated or streamlined. I will need to research best practices and use my professional network to identify and suggest a workable solution.</p>
<p><b>May 2005</b></p>	<p><b>Year Three:</b></p> <p>I have significantly improved in my understanding of meeting dynamics, especially in my ability to diplomatically challenge others' ideas. I have not had opportunities to chair a group to adequately test my leadership skills.</p>	<p><b>Year Three:</b></p> <p><b>Additional activity for Objective #2:</b> In order to test my leadership skills, I will organize and lead a subcommittee of the larger suicide prevention committee and ask my committee members to critique my leadership using a valid instrument from the School of Business.</p>
<p><b>May 2006</b></p>	<p><b>Year Four:</b></p> <p>I have increased my knowledge of suicide prevention and intervention, but as I have been working with the health education staff, I recognize that I could contribute to the development of curriculum if I had a better grasp of teaching methods and curriculum development.</p>	<p><b>Year Four:</b></p> <p><b>Additional activity for Objective #4:</b> I will be attending a graduate-level class at the university on teaching methods and curriculum development.</p>

APPENDIX

# **PDP Goal Approval Form**

# **A**

# PDP Goal Approval Form

(To Be Completed by the PDP Team)

## Applicant's Information

Applicant's Name: \_\_\_\_\_ Applicant's License No.: \_\_\_\_\_

Date Goal Submitted: \_\_\_\_\_

## Professional Development Plan Team Members

Team Member Name: _____ Date Trained: _____ (As a Team Member) Representing (check one): <input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE Signature: _____ Date: _____	(Circle one)  Goal Approved  Not Approved
---	---

Team Member Name: _____ Date Trained: _____ (As a Team Member) Representing (check one): <input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE Signature: _____ Date: _____	(Circle one)  Goal Approved  Not Approved
---	---

Team Member Name: _____ Date Trained: _____ (As a Team Member) Representing (check one): <input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE Signature: _____ Date: _____	(Circle one)  Goal Approved  Not Approved
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**Note:** The initial educator must have this form completed and signed by the PDP Team. A copy of this signed and approved form must be submitted along with your completed plan for the PDP verification process.

APPENDIX

# **PDP Verification Form**

# B

# PDP Verification Form

(To Be Completed by the PDP Team)

## Applicant's Information

Applicant's Name: \_\_\_\_\_ Applicant's License No.: \_\_\_\_\_

Date Goal Submitted: \_\_\_\_\_

## Professional Development Plan Team Members

Team Member Name: _____ Date Trained: _____ (As a Team Member) Representing (check one): <input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE Signature: _____ Date: _____	(Circle one)  PDP Verified  Not Verified
---	--

Team Member Name: _____ Date Trained: _____ (As a Team Member) Representing (check one): <input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE Signature: _____ Date: _____	(Circle one)  PDP Verified  Not Verified
---	--

Team Member Name: _____ Date Trained: _____ (As a Team Member) Representing (check one): <input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE Signature: _____ Date: _____	(Circle one)  PDP Verified  Not Verified
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**Note to Applicant:** Submit this completed PDP Verification Form with your license renewal application and fee to DPI.



# Subchapter II— Wisconsin Standards

## APPENDIX

# C

To receive a license to teach, or in an administrator or pupil services category, in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

### Subchapter II—PI 34.02 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.

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A complete listing of the Wisconsin Educator Standards can be found at the following DPI website: <http://www.dpi.state.wi.us/dpi/dlsis/tel/pi34.html#teacherstandards3402>.

### **Subchapter II—PI 34.03 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.

### **Subchapter II—PI 34.04 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.