



Professional Development Plan (PDP) forms available at: <http://dpi.wi.gov/tepd/pdp.html>

BIOGRAPHICAL INFORMATION		
Educator Name	Educator Telephone Area/No.	
Educator Address <i>Street, City, State, Zip</i>	Educator Fax Area/No.	
E-Mail Address	Educator File No.*	
Educator School District		
Current Educational Assignment 2006-07	No. of Years in Current Assignment 1	Years of Educational Experience 1
Month/Year PDP Submitted for Goal Approval (Initial Educators Only) September 2006	Month/Year Plan Submitted for PDP Verification October 2006	
*Educator file numbers may be found on the DPI Educator License lookup at: http://dpi.wi.gov/tepd/lisearch.html .		
Present Licensure Stage <input checked="" type="checkbox"/> Initial Educator <input type="checkbox"/> Professional Educator <input type="checkbox"/> Master Educator	Licensure Category <input type="checkbox"/> Teacher <input type="checkbox"/> Administrator <input checked="" type="checkbox"/> Pupil Services	Date Current License Expires 6-30- <u>10</u>

PROFESSIONAL DEVELOPMENT PLAN

Step I: Preparing to Write the Plan—REFLECTION

Reflect and prepare to write your PDP goal in Step II. While reflection is a required step in the PDP process, recording your reflection below is optional.

I find myself frustrated when elementary-age children are not successful in school because they do not attend school on a regular basis. I know that poor attendance at this age is generally more related to family issues than the children choosing not to attend school. However, I am concerned that if school attendance does not improve at this age, this pattern of poor attendance will become habit and these children will choose not to attend in middle and high school.

Drug and alcohol abuse, homelessness, and economic crises impact many of the families I have worked with this past year. In addition, much of the professional reading and development I have completed over the past year indicates there is a strong correlation between domestic violence and school failure. It is difficult for these children to focus on learning when they witness domestic violence within their respective homes. I need to better understand the family dynamics in these situations, in order to provide more effective interventions.

Step II: Writing the Plan—COMPONENTS

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

My school district serves approximately 10,500 students. The district is an urban school district comprised of 17 schools, including 12 elementary schools (grades PreK through 5), three middle schools (grades 6-8), and two high schools (grades 9-12). Currently, the district demographics are changing and becoming more diverse. The school district also has a charter school targeted for our most alienated at-risk high school students. The district offers a variety of special and general education options at all levels, which provide students with a range of services. Educational services are designed under the district's strategic plan. A multi-year goal identified by the School Board is to increase student attendance.

The minority population in our community is increasing by approximately 1% each year. Recently, we have seen an influx of students who are Hispanic and speak English as a second language. For the 2005-06 school year, 88.5% of the students were White (non-Hispanic), 4.5% were Hispanic, 4.7% were African-American, and 2.3% were other ethnicities. There also continues to be an

PROFESSIONAL DEVELOPMENT PLAN (cont'd)

increase in the number of students enrolled who qualify for free or reduced lunch within our district (now at 22.6%, K-12). Ten years ago the school district was at the 12% poverty level. We have also experienced an increase in homeless students, based upon data collected under the No Child Left Behind (NCLB) legislative requirements. Our 2005-06 data shows a total of 274 homeless students (116 elementary students, 41 middle school students, and 110 high school students).

The pupil services department is comprised of 10 school psychologists, 11 school social workers, 6 nurses and 26 school counselors. The department annually works on goals and objectives that reflect the coordination of activities, the sharing of best practices and the development of specific skill areas. As a result of strategic planning, the pupil services staff goal is to provide support services to teachers, students and other district personnel that connect to and have a positive effect on student behavior and academic learning.

The district has a well-defined educational system for all students, including those with special needs. Students receiving special education services are 17% of the total student population. Pupil services staff are involved in providing services to students and their families. They are involved with students considered at-risk for not graduating due to issues of truancy, alcohol and drug abuse, mental health concerns, abuse and neglect, and teenage pregnancy. School social workers provide individual and group counseling, complete social histories and connect the school system to the greater community environment.

Over the past several years, about a third of our high school students are habitually truant. Truancy is increasing across all grades, but especially at the elementary level. There has been an increase in expulsions for drug possession and athletic code violations for alcohol use. The latest Youth Risk Behavior Survey indicates our high school students binge-drink and use drugs at a higher level than other students in the state of Wisconsin. There has been an increase in discipline referrals for aggressive behaviors at both the elementary and middle school levels.

I currently work as a school social worker and have been in the position for one year. I provide services at three elementary schools. Our schools have one guidance counselor, a half-time school psychologist, and a social worker and nurse 1-2 days each week. One of my elementary schools has an enrollment of 400 students. The school has programs and services for specific learning disabilities (SLD), emotional-behavioral disabilities (EBD), and early childhood (EC).

The school district has been concerned about the increase in truancy and acting out behaviors in elementary schools. The district has a School-Community Truancy Committee. Presenters from the National Center for Missing and Exploited Children (NCMEC) recently trained a community group, which included members of the school district, regarding how to identify risk and protective factors in school-age children. I have been asked to serve on the School-Community Truancy Committee and have an interest in learning more about risk and protective factors.

Review Checklist for Description of School Situation

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

B. Description of Goal to be Addressed

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

I will learn to improve interventions for elementary-age children who do not attend school on a regular basis or live in homes where domestic violence occurs, so that they will be consistently in school and ready to learn. This work will be done working with the School-Community Truancy Committee and in collaboration with other pupil services professionals.

Review Checklist for Description of the Goal

- Did you describe how your goal will impact your professional growth?
- Did you describe how your professional growth will have an effect on student learning?

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

Based on your reflection, describe the reason for your goal. Describe how your goal is linked to your educational situation, and write out the Wisconsin Educator Standards (two or more) that you will focus on to meet your goal.

Goal: I will learn to improve interventions for elementary-age children who do not attend school on a regular basis or live in homes where domestic violence occurs, so that they will be consistently in school and ready to learn. This work will be done working with the School-Community Truancy Committee and in collaboration with other pupil services professionals.

Pupil Services Standard #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.

Pupil Services Standard #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.

Pupil Services Standard #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.

Working as a member of the School-Community Truancy Committee and in collaboration with pupil services colleagues will allow me to be part of a process that will identify what strategies are most effective in increasing the attendance of elementary-age children. Some of these strategies may be primarily direct school social work services, while others may involve mobilizing school and community systems. This will increase my skills as a school social worker in ways that should directly lead to improved student achievement.

Based upon the strategic plan for student services, the school social work department is involved in developing interventions for students who are discussed at Network Team meetings. At a training session considering risk and protective factors in children, a correlation was noted between aggressive behavior in school and domestic violence in the home. Data gathered on discipline referrals for the training sponsored by NCMEC revealed a doubling in the number of referrals for aggressive behavior at the elementary level over the past three years. Research presented demonstrated a high correlation between aggressiveness and domestic violence in elementary-age children.

Review Checklist for Rationale for the Goal

- Does the rationale tell how your goal connects to your school, teaching, administrative, or pupil services situation? (*Choose the category that applies to your situation*)
- Did you write out the Wisconsin Educator Standards that you will focus on to meet your goal? (must select two or more)

D. Plan for Assessing and Documenting the Goal

Record the anticipated methods you will use to assess your professional growth and the effect on student learning. It may be helpful to review steps III and IV when writing your assessment plan as they outline what is necessary when documenting your completed plan.

I will assess my professional growth by documenting 1) the professional development events attended, 2) the journal articles and other publications studied, 3) the consultation I engage in with my mentor, pupil services colleagues, and others, and 4) the other professional development activities that will inform my practice in this area. In addition, I will document the new strategies that I identify and utilize to improve student attendance and reduce student aggression.

I will monitor the attendance of students targeted in interventions on a pre/post-services basis to determine if the chosen interventions are improving school attendance. In addition, I will ask the classroom teacher(s) to respond to a simple checklist to determine if classroom performance has improved, as well.

Review Checklist for Plan for Assessing and Documenting Achievement of the Goal

- Did you include in the plan the anticipated methods you will use to assess your professional growth?
- Did you include in the plan the anticipated methods you will use to assess the effect on student learning?

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

Note: Completion dates will be filled in during Step III as each objective/activity is completed.

OBJECTIVE 1

By August 2007, I will increase my knowledge and skills related to strategies to improve student attendance at the elementary level.

PROFESSIONAL DEVELOPMENT PLAN (cont'd)

Activities	Timeline	Collaboration	Date Completed
I will complete readings about research focused on increasing elementary student attendance.	2006-07 school year	Truancy Committee Pupil services colleagues	6/07
I will attend the UW Truancy Workshop in November 2006 with other team members to learn what other school districts have successfully implemented.	2006-07 school year	Pupil services colleagues Elementary student services representatives Elementary school administrators	11/06
I will investigate effective attendance strategies that have been identified by the Wisconsin School Attendance Alliance.	2006-07 school year	Truancy Committee Department of Public Instruction	3/07
I will meet with my mentor to share my findings and seek feedback.	January 2007 June 2007	Mentor	6/07

OBJECTIVE 2

By April 2008, I will collect and analyze attendance data in collaboration with school staff, community representatives, and families.

Activities	Timeline	Collaboration	Date Completed
I will survey elementary school staff on the effectiveness of current school interventions.	December 2007	Truancy Committee Pupil services colleagues	12/07
I will continue to collect and share attendance data on a weekly basis regarding students at my elementary schools.	Ongoing	Interagency Attendance Committee Pupil services colleagues Network Teams	
I will participate in at least three Family Intervention Teams that include parents and community support systems for habitually truant students.	2007-08 school year	Interagency Attendance Committee Pupil services colleagues Network Teams	5/08
I will meet with appropriate representatives to share the results of the survey, data collection and intervention outcomes.	2007-08 school year	Truancy Committee Interagency Attendance Committee Pupil services colleagues Network Teams	4/08
I will meet with my mentor to share my findings and seek feedback.	January 2008 June 2008	Mentor	5/08

OBJECTIVE 3

By January 2009, I will work with my school and supportive committees to implement and evaluate strategies that effectively reduce truancy in elementary school.

Activities	Timeline	Collaboration	Date Completed
I will work with my Network Teams and school social work colleagues to implement effective interventions for truant elementary students.	2008-09 school years	Truancy Committee Interagency Attendance Committee Pupil services colleagues Network Teams	02/09
I will continue to gather and share data	2008-09 school years	Truancy Committee	01/09

regarding student attendance and effective interventions.		Pupil services colleagues Network Teams	
I will meet with my mentor to share the outcomes of the work completed and seek feedback.	January 2009	Mentor	02/09

OBJECTIVE 4

By August 2008, I will increase my knowledge related to how domestic violence influences children displaying aggressive behavior in school.

Activities	Timeline	Collaboration	Date Completed
I will complete research readings relative to risk factors, i.e, domestic violence, prevalent in families with aggressive elementary-age children.	2007-08 school year	Pupil services colleagues Principals	12/07
I will collect data regarding disciplinary challenges of students at my elementary schools.	2007-08 school year	Principals	12/07
I will complete research readings on protective factors and school-based interventions for aggressive children.	2007-08 school year	Pupil services colleagues School Social Work Department	03/08
I will contact the Wisconsin Coalition Against Domestic Violence (WCADV) to identify resources that will inform my professional practice in working with students from families experiencing domestic violence.	2007-08 school year	WCADV	04/08
I will meet with my mentor for an update of work completed and for guidance.	2007-08 school year	Mentor	06/08

OBJECTIVE 5

By February 2009, I will increase my knowledge and skills related to strategies to reduce the aggressive behaviors displayed by children from homes with domestic violence.

Activities	Timeline	Collaboration	Date Completed
I will attend a conference on the impact of domestic violence on school-age children.	2008-09 school year	School Social Work Department	7/08
I will meet and discuss with my SSW colleagues in a nearby district and my district to assess how to develop successful intervention programs for students with high levels of aggression.	2008-09 school year	School Social Work Department Network Teams	2/08
I will collect discipline data pre/post-services and share the information with colleagues.	October 2008 January 2009	Pupil Services Staff Network Teams Principals	01/09
I will meet with my mentor for an update of work completed and for guidance.	January 2009	Mentor	01/09

Review Checklist for Objectives, Activities, Timeline, and Plan for Collaboration

1. Objectives

Did you include objectives that directly address the goal?

PROFESSIONAL DEVELOPMENT PLAN (cont'd)

Did you include objectives that are observable and verifiable?

2. Description of Activities and Timelines

Did you align your activities with your goal and objectives?

Did you extend the activities through multiple years of the licensure cycle?

Did you state a timeline for completing the activities?

3. Plan for Collaboration

Did you include collaboration with others in your plan?

Initial educators must submit Step II, A-E, to a PDP Team for Goal Approval.

Step III: Annual Review of the PDP

Annual reviews are done in years two, three, and four and will be submitted as part of your completed plan in the last year of your licensure cycle.

- Return to Step II E and enter completion dates for each activity completed.
- Write a reflection in year two summarizing the progress made towards completing your goal.
- Indicate, in your reflection, how you grew professionally and/or how your professional growth had an effect on student learning.
- Write any revisions to your objectives or activities in the revision area.
- Return to this step annually until your PDP is complete and ready to be submitted for verification.
- **Initial Educators** may complete a 3, 4, or 5 year plan. One annual review is required for a three-year plan, two annual reviews are required for a four-year plan, and three annual reviews are required for a five-year plan. If there is a substantial change to your **GOAL**, you must complete and resubmit section II A-II E to a team for review and approval of the new goal.
- **Professional Educators** must complete a five-year plan with three annual reviews.

Reflection (Year 2)	Revision (if needed)
Date: August 2007	Date:
<p>I was able to locate and read several articles that dealt with elementary truancy from peer-reviewed journals. These supported my earlier belief and hypothesis that poor attendance in primary school is usually related to family issues, rather than the student choosing not to attend school. Consequently, successful interventions need to focus on the families of these students. What is controversial in the literature is whether family-focused interventions should concentrate on increasing engagement with the school or should also provide for court interventions that families would perceive as punitive. I need to study this more.</p> <p>The UW Truancy Workshop was disappointing. The focus was on strategies that target middle school and high school students, so I didn't really get much help there.</p> <p>The contact with Dan Wiltrout at DPI was much more helpful. Some of the strategies that school districts in the Alliance for Attendance have identified as being effective are focused on the families of elementary-age students.</p> <p>My pupil services colleagues, including my mentor, and the Truancy Committee have been supportive, even those working at the middle and high school levels. They understand that to the extent we can create strong attendance patterns at the elementary level, there will be fewer attendance problems in later grades.</p> <p>My PDP did not project attempting any interventions in the first year, so I do not have any reflections on student learning at this point.</p>	

Reflection (Year 3)	Revision (if needed)
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<p>Date: June 2008</p>	<p>Date:</p>
<p>I was disappointed at first that more teachers did not respond to my request for information on the effectiveness of our current attendance interventions, but my mentor suggested I follow up in person with the teachers, rather than just putting the request in their boxes in the office. That helped a lot. I guess that's just part of learning how to work with other educators.</p> <p>The school secretary showed me how to access the attendance data from the school district's database, once the building principal authorized my involvement. I brought her some cookies I baked to say thank you and now she asks if there's anything else she can do to help. It sure pays to do things to make sure people know you appreciate their help.</p> <p>It seems like the majority of the members of the Interagency Attendance Committee support court interventions for these families. From my involvement in the Family Intervention Teams, it seems that these kinds of interventions do improve attendance, but I wish we could/would do more to work with families before it gets to that point.</p> <p>From the information I shared at meetings with the Truancy Committee, the Interagency Attendance Committee, and other pupil services colleagues, I think most will be receptive to trying some more proactive interventions.</p> <p>Based upon the attendance data that I gathered, our current attendance interventions helped initially with about 85% of the targeted families/students. However, it appears that only about half of the students maintained their improved attendance throughout the school year. So, it's clear to me that we need to investigate other interventions that will help to improve and sustain the attendance of all of the students.</p> <p>I discovered through my readings and talking with my pupil services colleagues and WCADV representatives that there are real philosophical differences between child welfare (CW) and domestic violence (DV) advocates. While CW advocates focus on the health and safety of children, DV advocates focus on the safety of the mother and helping empower her to regain control over her life. Sometimes these two goals can come into conflict with each other. I found a Wisconsin state publication that attempts to balance these 2 important but sometimes competing priorities.</p> <p>I focused my collection of disciplinary data on students who, based upon teacher feedback, appeared to be agitated or unusually active upon first arriving at school. My hypothesis is that these children are bringing issues with them when they arrive at school, rather than being related to something happening in school.</p>	

<p align="center">Reflection (Year 4)</p>	<p align="center">Revision (if needed)</p>
<p>Date: January 2009</p>	<p>Date:</p>
<p>I'm pretty excited. We started a new strategy this year that invites the families of the new Kindergartners in for an orientation, so we can communicate the importance of school attendance to the parents. In addition, we encouraged parents to contact me, if they were experiencing any challenges related to school attendance. This really worked. We haven't had attendance problems with any of the Kindergartners so far this year. I actually had 3 parents contact me first semester for help. They see me as an asset to help them, rather than someone from school who is "harassing" them.</p> <p>Home visits by SSWs have always been a standard attendance intervention, but we've incorporated a brief, informal assessment that helps us to better understand why the family's child(ren) may not be attending school regularly. So, in addition to communicating why school attendance is so important, we are helping families address legitimate barriers to school attendance. Once again, the families are more likely to see the SSW as an asset. This semester, there was almost a 30% reduction in families that</p>	

PROFESSIONAL DEVELOPMENT PLAN (cont'd)

needed to be referred to Family Intervention Teams.

After sharing the data with the Truancy Committee, the Interagency Attendance Committee, other pupil services colleagues, and building principals, people are universally supportive of these new or adapted interventions. If the data continues to be positive second semester, our pupil services director wants to give a report to the School Board.

The WCADV conference was really helpful to me. In graduate school, I was trained to focus on children when dealing with issues of safety. At the conference, it helped me to hear from and interact with so many DV advocates. I really do understand how it is important to let the abused woman decide if, when, and how to leave the home. I also learned how to set up safety plans with children from homes with domestic violence and decided to use this intervention this first semester. Working to gather feedback from the classroom teachers, these students showed a 37% reduction in days in which they come to school in an agitated state. Consequently, 28% fewer behavior problems in school were reported.

I still struggle with the fact that these children live in homes with domestic violence and the mothers, sometimes for their own safety and the safety of their children, choose to not leave.

Review Checklist for Annual Review

- Did you include in your reflection how you grew professionally and/or how your professional growth had an effect on student learning?
- Did you include any revisions to your objectives or activities?
- Did you fill in completion dates for activities? (refer to Step II E of your plan)

Step IV: Documentation of Completion of the PDP

Your PDP must include 3-5 pieces of evidence that document professional growth and the effect on student learning. Number and label each piece of evidence (i.e., 1. Student test score analysis). You may use a single piece of evidence that focuses solely on professional growth or the effect on student learning as long as your completed plan includes both types of documented evidence. When attaching evidence, please include the number and label entered below.

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

- Number and label each piece of evidence.
- Indicate whether each piece of evidence documents professional growth, the effect on student learning, or both.
- Describe each piece of evidence identifying what is documented and the relationship of the evidence to the goal.

I have attached the following pieces of evidence to demonstrate my professional growth and the impact on student learning:

1. An annotated list of the articles I read with a brief summary of what I learned from each one. This demonstrates I completed my research readings on both elementary school attendance and the effect of domestic violence on behavior in school.
2. A summary of my notes from my conversation with Dan Wiltout, DPI Consultant for Compulsory School Attendance. This documents my efforts to gather information on the successful strategies of the Wisconsin Alliance for Attendance.
3. A sample of some of the pre-post attendance data collected from first semester of the 2008-09 school year compared to data from the previous school year. This data demonstrates how the school had fewer students with chronic attendance in 2008-09 compared to 2007-08.
4. A sample safety plan I completed with one of my students (the name has been deleted for confidentiality reasons). Although I still believe that adults must protect children, this plan shows that I learned how to help a child prepare to take steps to keep her/himself safe in a home with domestic violence.

Review Checklist for Evidence of Completion of Your Plan

- Did you provide three to five pieces of evidence?
- Did you describe how your evidence documents your professional growth?
- Did you describe how your evidence documents the effect on student learning?

B. Reflection and Summary

- Describe how you grew professionally in the Wisconsin Educator Standards identified in your PDP.
- Describe in detail the effect of your professional growth on student learning.
- Describe how you collaborated with others while working on your PDP.

I've learned a great deal over the last few years and feel much better prepared to work with students and families that have 1) school attendance problems or 2) domestic violence in the home. In addition, I've learned how important it is to elicit the support of other people in the school when attempting different SSW interventions. I'm still struggling with the fact that some women in abusive relationships may choose not to leave and how that affects their children who witness the domestic violence. Fortunately, my social work training that taught me clients have the right to self-determination. It's just harder to accept in these circumstances.

The interventions I tried helped to improve student attendance and student behavior in school. I'm looking forward to continuing these interventions and adding others to help students even more.

I'm very glad that I have a mentor assigned to me. She has so much "practice wisdom" that I have learned from, and not just SSW practice. I learned a lot about how to work successfully in a school environment, how to consider the needs and priorities of teachers and administrators when approaching them. My pupil services colleagues have been very supportive, even though I am the "new kid on the block." I look forward to continuing to work with them.

I believe I grew professionally in all 3 of the Pupil Services Standards that I identified:

#2 - The research I did helped me to better understand 1) why some families of elementary school children struggle to support regular school attendance, and 2) why a child welfare approach is not successful working with students from homes with domestic violence.

#6 - I researched, designed, implemented and evaluated evidence-based interventions to improve student attendance and reduce problem behaviors that interfere with learning.

#7 - I worked with the Interagency Attendance Committee and WCADV. The first is made up of public agency representatives, while the second is a private, non-profit organization. I learned there are real assets and limitations to both kinds of groups.

Review Checklist for Summary and Reflection Statement

- Did you describe how you grew professionally in the Wisconsin Educator standards identified in your plan?
- Did you describe the effect of your professional growth on student learning?
- Did you describe how you collaborated with others?

C. Submitting the Completed PDP for Plan Verification

Submit your completed PDP including your 3-5 pieces of labeled evidence to a PDP Team no later than January 15 of the final year of the plan. If you are an Initial Educator, include a copy of your signed Goal Approval Signature Form(s).