



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

BIOGRAPHICAL INFORMATION		
Educator Name Emily	Educator Telephone Area/No. (111) 222-3333	
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E-Mail Address Emily@ForestHillsHighSchool.edu	Educator File No.*	
Educator School District		
Current Educational Assignment Business, grades 9-12	No. of Years in Current Assignment 1	Years of Educational Experience 1
Month/Year PDP Submitted for Goal Approval (Initial Educators Only)	Month/Year Plan Submitted for PDP Verification	

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

Present Licensure Stage	Licensure Category	Date Current License Expires
<input checked="" type="checkbox"/> Initial Educator <input type="checkbox"/> Professional Educator <input type="checkbox"/> Master Educator	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Administrator <input type="checkbox"/> Pupil Services	6-30-<u>14</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.

This past year my district began to focus on environmental literacy because of its rising importance in Wisconsin's educational policy. As a result, the school district is requiring all staff to incorporate concepts that deal with the environment into their curriculum. I have little background knowledge on how to reach this goal. I have enjoyed my first two years of teaching and interacting with students. Daily I strive to improve upon and refine my classroom management skills. My main focus, though, will be learning about environmental literacy and how to incorporate concepts into my curriculum that will allow my students to become environmentally literate.

Step II: Writing the Plan—COMPONENTS

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

I am currently finishing my second year teaching 9-12th grade business education classes at Forest Hills High School. The subjects I teach daily are keyboarding, marketing, accounting, and computer applications.

Our district mission is to develop prepared citizens who learn from the past, achieve in the present, and envision the future.

The school district serves approximately 6,000 students in both urban and rural settings and has 8 elementary schools, 2 junior high schools, and 1 high school. Forest Hills High School serves 1,850 students in grades nine through twelve. Our school community has a 12% minority population. Approximately 3% of that minority population is Asian, 2% is Native American, 2% is African American, and 5% is Hispanic. Our school also recognizes that 28% of the students are economically disadvantaged and 15% of the school population qualifies for special education services.

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, understand, and master the concepts that foster environmental literacy so that I will be able to design and implement quality lesson plans that improve and expand student comprehension and skill development regarding this topic area.

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.

The school district now requires all staff to incorporate the environment into their curriculum. As I reflect on my first two years of teaching and look ahead to next year, I recognize the challenge of fulfilling this district-wide goal. After discussing things with our business education department, I realized my own limited knowledge of environmental concepts and how to incorporate them into our daily curriculum. I have begun to research environmental literacy concepts and resources throughout WI in which I can gain valuable professional development experiences and materials regarding this topic.

Incorporating environmental concepts into my curriculum is not only a district and state mandate, but also relates to our district's mission/goal through preparing these students as citizens who can learn from the past, achieve in the present, and envision the future. Through my goal, I will meet several of the Wisconsin Educator Standards, including the following:

#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 the subject matter meaningful for pupils.

#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.

#7: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

#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.

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 attend courses, workshops, conferences, and meetings regarding environmental education and environmental literacy. My credentials earned, completed lesson plans, and other practical projects will reflect my participation in professional development opportunities. I will include a narrative that highlights the growth I experience as a result of these opportunities.

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

Review Checklist for Plan for Assessing and Documenting Achievement of 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
I will participate in coursework and professional development activities that enhance my learning and comprehension of the various components of environmental literacy.

Activities	Timeline	Collaboration	Date Completed
Meet with a representative of the Wisconsin Center for Environmental Education at UW-Stevens Point to discuss what options are available to enhance my environmental literacy.	2010-2014	I will work with other professionals in the environmental education community	
Participate in a LEAF (K-12 Forestry Education) workshop.	2010-2014	I will work with other teachers as we learn new curriculum and teaching strategies.	
Participate in a KEEP (K-12 Energy Education) workshop.	2010-2014	I will work with other teachers as we learn new curriculum and teaching strategies.	
Participate in a course offered by Continuing Education through the Masters of Environmental Education Program.	2010-2014	I will work with other teachers as we learn new curriculum and teaching strategies.	
Attend a Wisconsin Association for Environmental Education Conference.	2010-2014	I will participate in sessions with other teachers who want to focus on the environment in their classrooms.	

OBJECTIVE 2
I will use what I learned and observed to create engaging lessons that will enhance my students' environmental literacy.

Activities	Timeline	Collaboration	Date Completed
I will use a variety of resources that I receive from my professional development opportunities.	2010-2014	I will share these resources with the other teachers in my department.	
I will infuse environmental concepts into my curriculum by incorporating various activities that support this subject.	2010-2014	I will discuss these activities with other teachers in my department and business education community.	
I will incorporate multiple learning strategies to enhance my student's knowledge and comprehension of environmental literacy.	2010-2014	I will discuss these strategies with my supervisor.	
I will reflect annually on the infusion of environmental concepts into my classroom and will look into additional opportunities on the EE in Wisconsin website that will strengthen and create more engaging lessons for my students.	2010-2014	I will discuss my reflections and additional opportunities with a mentor teacher in my department.	

	PROFESSIONAL DEVELOPMENT PLAN (cont'd)		
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OBJECTIVE 3

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

Activities	Timeline	Collaboration	Date Completed
I will devise assessments that elicit student understanding of the major environmental concepts and themes.	2010-2014	I will work with my department head so my assessments are valid and appropriate.	
I will have my students self-assess and engage in reflective activities so they may see their own progress. (Such as journaling or record daily observations.)	2010-2014	I will discuss the self-assessments with my students to get an understanding of their progress.	
I will create a pre and post assessment for my students as well as a portfolio of student work over the duration of the PDP.	2010-2014	I will work with other teachers in my department to analyze the results and student growth.	
I will use the student assessment information to continuously improve my teaching and student learning.	2010-2014	I will network with other teachers in a workshop setting to improve the environmental activities offered in my course.	

OBJECTIVE 4

Activities	Timeline	Collaboration	Date Completed

OBJECTIVE 5

Activities	Timeline	Collaboration	Date Completed

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

1. Objectives

- Did you include objectives that directly address the goal?
- 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:	Date:

Reflection (Year 3)	Revision (if needed)
Date:	Date:

Reflection (Year 4)	Revision (if needed)
Date:	Date:

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?

	PROFESSIONAL DEVELOPMENT PLAN (cont'd)	
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- 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.

1. 2. 3. 4. 5.

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.

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

<p>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).</p>
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