



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<br>School Social Worker   | No. of Years in Current Assignment<br>11  | Years of Educational Experience<br>11                       |
| Month/Year PDP Submitted for Goal Approval ( <b>Initial Educators Only</b> )<br>October 2006   | Month/Year Plan Submitted for PDP Verification<br>October 2006  |   |
| *Educator file numbers may be found on the DPI Educator License lookup at: <a href="http://dpi.wi.gov/tepd/lisearch.html">http://dpi.wi.gov/tepd/lisearch.html</a> .                 |   |   |
| <b>Present Licensure Stage</b><br><input checked="" type="checkbox"/> Initial Educator<br><input type="checkbox"/> Professional Educator<br><input type="checkbox"/> Master Educator | <b>Licensure Category</b><br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Administrator<br><input checked="" type="checkbox"/> Pupil Services | <b>Date Current License Expires</b><br><br><b>6-30-2010</b> |

**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.

My school changed from a K-5 to a K-8 school and with that change has come a dramatic increase in the number of students who have been suspended from school. There were no students suspended in the 2002-03 school year, but there were 56 suspensions in 2003-04 and 112 suspensions in 2004-05. This year there have already been 37 suspensions. Suspensions reduce students' time in school to learn and can negatively impact the school's relationship with families.

As a school social worker I want to use my knowledge and expertise to help the school use more constructive discipline practices. I want to learn more about and help my school implement disciplinary approaches that will help students learn better responses to challenging situations. I have been using the Love and Logic program to help students become more responsible and independent individuals, but I want to also utilize Restorative Justice (RJ) practices to better address our high number of suspensions. I want to collaborate with the administrators, teachers and office staff to find ways in which we can use RJ practices as alternative means to discipline, attendance/tardiness issues, and other student (or school wide) issues.

**Step II: Writing the Plan—COMPONENTS**

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

I have been a school social worker with the \_\_\_ Public Schools for 11 years. My current placement is at \_\_\_ School, a K-8 school. Despite its location in an upper class and predominately white neighborhood, the majority of the students (75%) are African American. Additionally, 10.8% of the students are White, 3.4% Hispanic, and 3.3% Asian. The students come from a wide range of socio-economic backgrounds. Several students come from middle to upper middle class families, while many others are from low-no income households. At this time, 71.3% of the students receive free or reduced lunch and 15 students qualify as homeless. Currently, 13% of students are receiving special education services and this includes seven students in our K-3 program, which is specifically for young children with special needs.

I provide a wide range of services, including attendance monitoring and interventions, and special education services (evaluation,

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**PROFESSIONAL DEVELOPMENT PLAN (cont'd)**


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IEP and PST participation, related services, etc.). I serve as the homeless and family-school liaison for our school and I am the primary contact for child abuse/neglect cases. Additionally, I assist families with meeting their basic needs as well as provide them with resources for outside services. I also provide individual services to students in the areas of social skills, organization, and peer relationships. Throughout the year I also take on various responsibilities, such as organizing a school-wide food drive, facilitate Love and Logic classes for parents/teachers, and school-wide attendance interventions. I am also a member of the school's Governance Council, District Action Team, and Learning Team.

The mission of the school district is to challenge students to achieve excellence, maximize their unique talents and abilities, prepare them to face the demands of the future, and be literate, contributing members of society. The more time students spend outside the classroom for disciplinary reasons, the harder it is for the school district to realize its mission for these students.

**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 seek out and take advantage of learning opportunities regarding restorative justice practices in schools. These will include but not be limited to collaboration with other pupil services professionals, attendance at professional development events, exploration of websites, and reading journal articles and books.

I will utilize and help implement RJ practices at \_\_\_\_ School so that fewer students make decisions that result in punitive outcomes (particularly, suspension). By using RJ practices such as conflict resolution circles, I will help students learn how to identify alternative ways to solve problems other than through verbal abuse, violence, etc. When students become accustomed to taking responsibility for their actions through the circle process, they are less likely to make the same harmful decisions in the future. As a result, students spend more time in the classroom learning (rather than in detention, suspension, etc.) and are better able to succeed academically. Likewise, they learn important social skills and tools for dealing with conflict, which will benefit them throughout their lives. The school as a whole will benefit because along with the students, the staff and administrators will learn how to deal with student conflict in non-punitive ways, which will help to lower the overall suspension rate.

Likewise, by building my own skills in RJ practices I will become more aware of which interventions are the most successful. As a result of my increased knowledge and experience, I will be better able to help the school develop and consistently carry-out alternative, non-punitive consequences for students who are struggling, particularly the "repeat offenders." By using circle and other RJ practices on a regular basis, I will become more skilled and confident in my ability to positively impact the students at my school.

**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.

On a daily basis I am given referrals to help students who are exhibiting behavioral concerns within the school setting. Often times, the students who are sent to me have already been suspended at least once and this type of punitive consequence has not provided them with the opportunity to learn from their past mistake(s). Likewise, many of these students have started to believe that they are not capable of performing/behaving well in school and therefore have reverted to behaving in negative and harmful ways.

In the past, I provided more traditional individual school social work services with students where we focused on building the skills they need to make better decisions. Restorative justice practices have been shown to reduce the need for suspensions in schools that have implemented them.

I will focus on the following Wisconsin Pupil Service Standards in accomplishing my goal.

#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.

**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.

Method A (Professional Growth): I will identify specific learning I will apply in my work from each professional development event I participate in (i.e., collaborative professional groups, conferences and trainings, journal articles, websites, and books).

Method B (Professional Growth/Student Learning): I will continue to monitor the number (and names) of referrals I receive for individual behavioral interventions and conflict resolution. I will create two graphs, one that displays the number of individual students who are referred to me for behavioral problems on a monthly basis and the other graph will display the number of restorative justice circles I conduct each month for the purpose of conflict resolution. I will also review the monthly school-wide and individual suspension rates to determine if there is any correlation between my efforts and the suspension rate.

Method C (Professional Growth/Student Learning): I will provide surveys for students and staff involved in conflict resolution and community building circles. I will use the results from these questionnaires to help me determine in what ways RJ practices are effective in both the small and large group settings, and what ways I can modify my approach/method. These surveys will be reflective and allow students the opportunity to identify how the circle process has impacted their ability to problem solve and get along with adults and students within their classroom and school environment.

**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**  
Strengthen skills in restorative justice practices.

| Activities   | Timeline | Collaboration   | Date Completed |
|--|----------|---|----------------|
| Attend/Participate in RJ enrichment experiences outside of my school building. | 3 years  | Collaborate with other school social workers and other individuals who are committed to using RJ practices. | June 2009      |
| Attend conferences and trainings that address                                  | 3 years  | Attend these events with  | June 2009      |

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| <b>PROFESSIONAL DEVELOPMENT PLAN (cont'd)</b> |
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|---|---------|---|-----------|
| using RJ practices in schools.  |         | other pupil services professionals.                   |           |
| Explore websites that include RJ practices and how they are effective in schools. | 3 years | Share what I learn with other educators in my school. | June 2009 |
| Read journal articles and books that address using RJ practices in schools.       | 3 years | Share what I learn with other educators in my school. | June 2009 |

**OBJECTIVE 2**

Increase implementation of Restorative Practices at \_\_\_\_\_ School.

| Activities  | Timeline | Collaboration   | Date Completed |
|---|----------|---|----------------|
| Facilitate restorative community-building circles and conflict resolution circles.  | 2 Years  | Work with teachers, students, and school counselor to create schedules, meeting places, and goals.  | June 2009      |
| Implement a variety of RJ practices that can be used in place of punitive measures. | 2 Years  | Collaborate with the administrators and other educators to put into practice a disciplinary system that is less punitive (i.e, reduce suspensions, detentions).   | June 2009      |
| Educate families in RJ practices through educational/experiential opportunities.    | 1 Year   | Collaborate with school social workers and professionals who have experience training parents in RJ practices. Continue to work with educators to increase use of restorative practices during Problem Solving Meetings, parent conferences, etc. | June 2009      |
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|   |          |   |                |

**OBJECTIVE 3**

| Activities | Timeline | Collaboration | Date Completed |
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| <b>OBJECTIVE 4</b> |
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| Activities | Timeline | Collaboration | Date Completed |
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| <b>OBJECTIVE 5</b> |
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| Activities | Timeline | Collaboration | Date Completed |
|------------|----------|---------------|----------------|
|            |          |               |                |
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**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.

## PROFESSIONAL DEVELOPMENT PLAN (cont'd)

| Reflection (Year 2)  | Revision (if needed)  |
|--|---|
| <b>Date:</b> June 2007   | <b>Date:</b> August 2007  |
| <p>I connected with 3 other school social workers who have been implementing RJ practices in their schools and feel very fortunate, because I have learned a lot from them. I attended the workshop two of them presented at the WSSWA Conference about their work. I also observed all 3 facilitating RJ circles. It was very helpful to see how they all used slightly different techniques while all were very faithful to RJ principles.</p> <p>I feel ready to facilitate restorative justice circles in my school next year. The number of suspensions grew to 176 this year, so we really need to do something to change how we discipline our students to keep them in the classroom more.</p> <p>My principal has agreed to meet with me before the beginning of the next school year to identify what kinds of students to refer to RJ circles, instead of suspending them from school. We agreed to start with students who are sent to the office for non-violent offenses. If the data shows we are successful, we will consider referring other students, as well.</p> | <p>Our school district is considering bringing Positive Behavioral Interventions &amp; Supports (PBIS) into our schools. The PBIS approach would complement my efforts to bring restorative justice practices to my school.</p> |

| Reflection (Year 3)  | Revision (if needed)  |
|--|---|
| <b>Date:</b> June 2008   | <b>Date:</b> August 2008  |
| <p>It was a good first year implementing RJ circles. There were 35 fewer suspensions this year compared to last year. The student surveys showed that they overwhelmingly prefer the RJ circles to detention or suspension. I even had 3 students (who hadn't been referred to the office) come to me and ask if I would facilitate a circle to help them manage a conflict with other students.</p> <p>My principal is pleased with the initial results and has agreed to look at using circles as a response for more students who are sent to the office.</p> <p>I continue to network with other educators who use RJ practices in their schools. By the end of the year, I felt I was actually offering some of my own suggestions on how to better facilitate circles and use RJ practices in schools.</p> <p>I found 2 very good websites and explored their resources. I have some ideas on how to possibly improve some of the strategies, but I want to share those with my collaborative partners, before I try to implement them.</p> <p>The school staff has made a commitment to bring PBIS to our school. I will be a member of the school-based team that is trained this summer.</p> <p>I briefly shared the initial data from the use of RJ circles and suggested this practice could be part of the school's PBIS implementation. I was happy to see many heads nodding in agreement in the audience.</p> | <p>I attended the PBIS training with my team this summer. I was picked as the team's internal coach. As part of PBIS, the school team picks what evidence-based strategies that it will use in its school. PBIS emphasizes data-based decision-making. I am really glad I took the time to gather data about the reduction in suspensions after implementing RJ circles, because our team definitely wants to continue using them as part of our PBIS implementation.</p> |

| Reflection (Year 4)  | Revision (if needed)   |
|--|--|
| <b>Date:</b> June 2009   | <b>Date:</b> August 2009   |
| <p>I almost doubled the number of circles I did this past year and the suspensions are down another 78 (63 for the year). In addition, we only had 15 students who had more than one suspension; that is a big reduction from past years. What I have learned is that RJ circles, while a great strategy for most students, don't work for everyone. Some students don't respond well and need other interventions. That just goes to show that there are no "magic bullets." However, that has not dampened my enthusiasm for using RJ circles to manage conflict.</p> <p>Honestly, though, some of the reduction in the suspensions may be due to our school beginning to implement PBIS. There's no way to really</p> | <p>I attended the PBIS coaches training in Stevens Point. I learned a lot more about PBIS and how to help our team advance PBIS implementation in our school. I am interested in learning more about PBIS and how to become an external coach.</p> <p>I would like to explore how our school's use of RJ practices could be extended to working with community systems like law enforcement, the municipal court, and social services.</p> |

determine how much of the reduction in suspensions this past year was due to the RJ circles, but I feel confident that my work contributed to this reduction at least in part.

This year I invited some parents to participate in some of the RJ circles (with the student’s permission). Four out of five of these circles went really well. In addition, I was able to include some information about the use of RJ practices in the parent newsletters.

**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.

1. Demonstrated ability to facilitate restorative justice circles (professional growth). Summarized learned strategies are attached.
2. 64% reduction in students suspended from school, which increases learning time in the classroom (effect on learning). Data summary is attached.
3. More than 8 of 10 students surveyed were able to identify at least 2 constructive strategies to manage conflict. All students surveyed were able to identify at least one strategy (effect on learning). Survey summary is attached.
- 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.

Standard #6 – I learned a lot about RJ practices and PBIS over the past few years, both of which are system-wide social-behavioral interventions. Student surveys demonstrated they learned constructive strategies to manage conflict and student learning time in the classroom increased significantly.

Standard #7 – I collaborated with students, administrators, teachers, other school social workers and parents to bring RJ practices to our school and help the school begin the initial implementation steps of PBIS. I hope to collaborate in the future with law enforcement, the local municipal court, and social services about RJ practices.

**Review Checklist for Summary and Reflection Statement**

- Did you describe how you grew professionally in the Wisconsin Educator standards identified in your plan?

**PROFESSIONAL DEVELOPMENT PLAN (cont'd)**

- 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).**