



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 School Social Worker	No. of Years in Current Assignment 1	Years of Educational Experience 1
Month/Year PDP Submitted for Goal Approval (Initial Educators Only) 9/07	Month/Year Plan Submitted for PDP Verification 9/07	

*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 type="checkbox"/> Teacher <input type="checkbox"/> Administrator <input checked="" type="checkbox"/> Pupil Services	6-30- <u>2010</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 have been hired through a 3-year grant to focus on Drug and Alcohol Education, Support and Prevention. My role with the school will involve individual AODA screening; parent, individual and group support; community awareness; and school-wide events. The grant goals include 1) reduce alcohol abuse among targeted high school students, 2) provide substance abuse prevention education to high school students, 3) provide screening, support and referral services to high school students and parents, 4) provide current information to parents of students about drug and alcohol use, and 5) increase community awareness of and support for the project.

My previous experience was with a county department of human services. I worked in the area of juvenile justice and child protection. One of the things that I noticed while working there is that there were several parents who did not engage with the schools. The county used wraparound approaches to try to engage parents to be more involved in their children's lives. My knowledge of the human services and juvenile justice systems should help me to ensure students' families are accessing important services that may not be available through our school system.

Step II: Writing the Plan—COMPONENTS

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

District ethnicity data (2007-08) currently reflect the student population to be 81% white, 8% Hispanic, 7% black, 3% Asian, and 1% American Indian and other nationalities. Over the past 5 years there has been an increase in the number of minority students enrolled in the district. There has also been a significant increase in the number of students who qualify for free or reduced lunch. Current figures reflect a 32% (K-12) poverty level, up from 12% 11 years ago. Additionally, district data reveals an increase in the number of students who are homeless (2006-07: 37 elementary, 13 middle school, and 21 high school). The district has also experienced an increase in the number of English Language Learners: 2006-07: 100 elementary, 33 middle school, 52 high school. Fourteen percent of students are enrolled in special education.

PROFESSIONAL DEVELOPMENT PLAN (cont'd)

I currently work at a high school in a rural setting, which has an enrollment of 1,313 students. We have 3 school counselors, a half-time school psychologist and a part-time school nurse. There are no other school social workers in the school district.

The high school has an alternative program for students who are not successful in the traditional school setting. A number of these students have experienced challenges related to alcohol or other drugs.

We have a new high school principal this year who seems to be very interested in helping students who have struggled in school to be successful.

Our school district goals include responding to changing demographics (poverty, race, and language), better use of technology, better differentiation in the classroom, family support, and promoting student citizenship. Our school building goals include increasing student attendance, increasing the number of students with IEPs participation in general education settings (inclusion), and implementing a new math curriculum. The grant that I am funded under has goals of reducing AOD abuse among high school students, providing AOD abuse prevention education to students and parents, and increasing community support for and connections to the school's AOD program.

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 new interventions for working with students who are struggling with AOD issues so that they can learn better ways to cope with the stress of being an adolescent and be more successful in school. I want students to learn healthy coping skills that do not involve the use of alcohol or other drugs. This will allow them to focus more on school-related responsibilities (i.e., regular attendance, homework completion, exam preparation) that are critical to success in school. These interventions will include direct services provided by me, as well as practices that engage other educators in the high school, families of students, and community 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.

I have been hired specifically to address the AOD concerns of students at the high school. My goal is designed to help improve my ability to do this. This goal is directly related to two of the seven Pupil Services Standards.

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.

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.

AOD abuse adversely affects students' ability to be successful in school. Schools cannot provide all of the services necessary for all students to be successful in school. System-wide and inter-system strategies are important to students' success.

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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 expand my practice in this area. I will monitor the students targeted in interventions through monitoring attendance and academics. I will also provide a school-wide pre-post survey to determine if the chosen interventions are improving students' ATOD attitudes and use.

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 01/08, I will increase my knowledge of ATOD issues.

Activities	Timeline	Collaboration	Date Completed
Training on ATOD issues	6/08	Supervisor	5/08
Review at least one article on ATOD and adolescent brain development	6/08	Supervisor	6/08
Obtain educational materials for students	1/08	NIMH, Minnesota Institute	01/08

OBJECTIVE 2
By 6/08, I will implement grant-sponsored activities in the high school.

Activities	Timeline	Collaboration	Date Completed
New Comer's Group	10/07	Teachers & School Counselors	11/08
Prevention Education Series - Freshman Class	6/08	Health Teachers	6/08
AOD Use/Abuse Groups	6/08	Assistant Principals	6/08

PROFESSIONAL DEVELOPMENT PLAN (cont'd)

OBJECTIVE 3

By 10/08, I will report to staff on the grant's progress to reduce ATOD issues.

Activities	Timeline	Collaboration	Date Completed
New Staff Orientation & Staff In-Service	8/08	Principal	9/08
Attendance/Grades comparison of students receiving services	12/08	Skyward-Technology Staff	01/09

OBJECTIVE 4

By 10/09, I will establish and maintain a working relationship with critical community professionals and systems.

Activities	Timeline	Collaboration	Date Completed
Attend monthly providers meeting	12/07	United Way	Ongoing
Monthly contact with ATOD providers	12/07	AOD Center	Ongoing
Establish relationship with ATOD provider	12/07	ATOD agencies	01/08

OBJECTIVE 5

By 01/10, the grant activities will be fully implemented in the high school.

Activities	Timeline	Collaboration	Date Completed
Prevention education in classrooms	12/09	Health teachers & administration	01/10
School-wide events (minimum 2/year)	6/10	Student groups, SAPs, Teachers, Parents	Ongoing
Groups (minimum 4/year)	6/10	Teachers, school counselors, administration	Ongoing

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)
<p>Date: 6/08</p> <p>This is my 2nd year in the school district and working with this grant program. I attended training in October 2007 and May 2008 and refined what I already knew about working with teens who are struggling with AOD issues. I obtained educational materials for students through the National Institute for Mental Health and the Minnesota Institute. I used some of these materials in groups and some in classroom presentations.</p> <p>This year I attended 2 regional cluster meetings to generate ideas to make the high school program more successful. I think it is very beneficial to get to know the providers on a first-name basis, because they are more likely to trust my referrals and the level of urgency that I assign to the student's situation.</p> <p>The article I chose to read was about a study conducted through the National Institute on Drug Abuse on marijuana use by teens. I used this information in classroom presentations. I understand how important it is to keep current with research to make sure I am sharing accurate information with students, staff and families. More and more research is available on-line. I now receive email notifications with article summaries related to teen AOD use.</p> <p>I attended motivational interviewing training and have used this technique with students I work with. I think this new skill has helped me to better reach students and help them see healthier alternatives and coping strategies.</p> <p>I ran 4 groups this year, including a New Comers Group and an Affected Family Members group.</p> <p>I presented at each of the freshman health classes at least once.</p> <p>I compared the quarter GPA's for 6 students I worked with on an individual basis and found that 5 of them improved their GPAs.</p>	<p>Date: 9/08</p> <p>I provided a summary of the program data to all high school staff. The two assistant principals thanked me for sharing the information.</p>

Reflection (Year 3)	Revision (if needed)
<p>Date: 12/08</p> <p>This semester I ran 6 more groups. This year rather than just looking at pre/post GPA data, I also looked at pre/post attendance data for students in the Use/Abuse groups. Of the 9 students in these groups who qualified as habitually truant under state law, all but one of them improved their attendance significantly to the point where the school decided that a referral to truancy court was not necessary.</p>	<p>Date: 4/08</p> <p>I had to work through some confidentiality issues with the treatment providers. Even though names were not shared during a consultation, I was able to determine which student was being discussed.</p>

PROFESSIONAL DEVELOPMENT PLAN (cont'd)

<p>I established relationships with AOD treatment organizations in the community. This took a lot of time in meetings outside of school, but I think it was worth it. It helps to be on a first-name basis with the community treatment providers. I think they will trust my referrals more now. I learned more about treatment guidelines and laws related to services to both minors and adults. This has helped me to make better referral choices and decisions.</p>	
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Reflection (Year 4)	Revision (if needed)
Date: 12/09	Date:

<p>I have been attending about half of the monthly provider meetings. Sometimes the topics don't apply to my work at the high school. I know them well enough now that when they have a high school student in treatment, they obtain permission to contact me to help with the in-school adjustment. This is a very positive development. I encourage all of my students who are in treatment to sign a release form with the community provider, so we can ensure a continuum of care and avoid duplication of services.</p> <p>I have frequent contact with the school district AOD Coordinator. My mentor has been very accessible to me. She always seems to have the answer to my questions or know where to find the answer.</p> <p>I have begun an ATOD Education Group and a Senior Group. Second semester I plan on doing two more groups.</p> <p>Each month I have been putting out flyers throughout the building that focus on ATOD issues. I believe this is valuable not only to the students that I work with but also for the students I don't have any contact with.</p>	
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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.

<ol style="list-style-type: none"> 1. I have taken the time to look at several different research-based materials to use in my everyday practice including finding the most current materials on ATOD topics, using a research-based program in school and using research-based materials in the groups I run. In August 2009 I was trained in Prime for Life, which is a research-based alcohol education class. I conducted by first Prime for Life class in November 2009. 2. I conducted 11 groups over the past 3 years, including New Comer Group, Senior Group, Affected Family Groups, and Drug and Alcohol Group. Dates and number of students served is attached. 3. I have attached pre/post data on students' attendance and GPAs to demonstrate their improvement in school following groups and other interventions. 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.

#6 AOD issues adversely affect student learning. I learned how to run specific groups to help students better deal with these issues, resulting in improved attendance and GPAs.

#7 I learned about community-based AOD treatment, improving my ability to coordinate services for students in in-patient and out-patient treatment and transitioning to/from school and treatment.

I worked with other educators and treatment staff. My mentor provided very helpful feedback and insight.

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).