

Professional Development Plans

A Collaborative Model between PK-12 teachers and
Institutions of Higher Education Faculty



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Project Purpose

- Two years: 2007-2008 and 2008-2009
- Support initial educators in their second year of teaching
 - First year = survival to second year= student learning
 - Development of Professional Development Plans
- Second year project expanded 3-5th year teachers
 - Collection of student outcome data to measure and document the effects of professional growth on student learning.
 - Development of an assessment plan aligned to PDP goals

Participants

- Initial educators

Technology education, K-4 teachers, Special Education and Instrumental Music, Family, Consumer Science Education, Physical Education, Business, and Math

- Three-Five year Educators

15 teachers of Special Education, Early Childhood (including 4 and 5-year-old Kindergarten), Elementary Education, Music Education, Marketing/Business Education, and Family and Consumer Science Education. Two School Counselors were also participants.

Participants

- Site based mentors

Teachers from 14 surrounding Local Educational Agencies (LEA)

- University consultants

Faculty from the College of Arts and Sciences and School of Education

Incentives

- Monetary; one credit for initial and 3-5 year educators
- Benefit to university consultants
 - The why/what for.....communicate to current students
 - Partnering with schools adds to the practice
- Benefits to participants
 - Opportunity to interact with colleagues
 - Answers to PDP process
 - Non-evaluative mentoring and support from university consultant

Goals of the Project

- Training and support to initial educators in developing PDP
 - Choosing PDP review team
 - Strategies, activities, resources
 - Tools to assess and create evidences of goal
 - Development of artifacts
 - Web-enhanced community of constituents
- Three-five year educators were taught various methods to formatively assess student learning (e.g., pretest-post-tests, curriculum-based measures, behavioral charting)

Methodology

- August summer institute (2 days)
 - Public school mentors
 - Pre/post tests about PDP
 - PDP review team
 - Identifying strategies and tools to assess goal
 - Drafting of goals, objectives, artifact evidences
 - **Quality Educator Interactive (QEI)**

Methodology continued...

- September and May Dinner Meetings
 - Overview of goals, strategies, activities in PDP
 - Plan of Action for the year: two, two hour visits first semester and second semester
 - Introduction to D2L and requirements
 - Evaluation of goals and project
 - Next steps

Methodology-Consultant Visits

- Partnership developed between initial educator, mentors and university consultants
- Four on-site visits to work on goals set forth at dinner meeting
- Logs recorded interactions between University Consultant and participant
- Various activities occurred: sharing of ideas to increase technology, modeling of good teaching, curriculum feedback, connection of PDP goals to classroom teaching, assessment, redefining PDP goals and objective

Methodology for 3-5th Year Educators

- Pretest/post-test assessment data
- Provide training and support as teacher begin to collect data on the effects of their professional development on student outcomes
- Teach various methods that formatively assess student learning and behavioral outcomes,
- Develop an assessment plan aligned to PDP plan goals
- Online support to participants throughout the fall semester

Data Collection

- Rubrics
 - Participant satisfaction
 - Alignment of university consultant plans and activities to participant's goals, objectives, and activities
 - Participation in Desire to Learn (D2L) discussion board
 - Development of PDP
 - Pre-Post Tests

Overall Findings

- Overall findings from both 2007-2008 and 2008-2009 indicate the grant was beneficial to initial educators
 - Two day summer institute
 - Quality Educator Interactive (QEI)
 - PDP process
 - Relationship between university consultants and initial educators

Mentors

- Initial educators unaware of mentors role and mentors unaware of their role
 - 2007-2008: Four mentors attended summer institute
 - 2008-2009: Two mentors attended summer institute
- Seven mentors in 2007-2008 attended the dinner meeting in September , and four attended the May dinner
- Seven mentors attended dinner in 2008-2009 but only three attended the May dinner

Feedback from Mentors

- Feel the need for a more clear definition of mentor's role both in the development of the PDP and in follow-up to initial educator
- Eager to work with the university consultant
- Mentor was available to assist the initial educator within the school
- Collaborative effort between university consultant and mentor added to the success of initial educator's PDP

University Consultants

- Most successful and integral component of this initiative depending on the degree of connectedness
- Pairing of the university consultant to initial educator was crucial
- Four on-site visits: two in the fall and two in the spring
- Review PDP
- Suggested activities to support PDP goals, assessment and documentation
- Changing of university consultants instructional practice

Development of PDP

- Objective of the initiative as to increase initial educator's awareness of the PDP process and write goals and activities for the PDP.
 - Over the two year period, 19/20 PDP's were approved
 - Summer institute was most valuable
 - D2L site was active in answering continued questions about deadlines, documentation

Goals, Objectives and Activities

- Self-reflection guided initial educators to write goals, objectives and activities for PDP.
- Challenges:
 - Writing PDP goals
 - Goals broad enough to include methods which assess professional growth
 - Evidences of student learning and teacher growth
 - Documenting the impact of their professional growth on student learning
 - Writing specific objectives and activities as outcomes which support the goal

3rd – 5th Year Educators

- Pretest/post-test assessment data demonstrated the participants learned a significant amount of information on various assessment and data collection methods that could be utilized to demonstrate growth in student learning and/or behavioral outcomes..
- Reflection papers demonstrated that participants valued having the opportunity to learn more about assessment.

“I learned how to assess *for* student learning. I use informal and formal assessments much more frequently so I can plan for interventions and make modifications to my instruction.”

Summary

- Economic times cause initiative to end
- Support for initial educators must continue in order to obtain high quality PDPs
- Areas of concern in PDPs
 - Description of how goals impact professional growth
 - Description of how educators growth will affect student learning
 - Documentation of how professional growth impacts student learning
 - Writing of appropriate goals and activities to extend throughout the educator's licensure period.

Suggestions

- Sample size is small however result are worth noting
- Sustained effort needed in the following areas
 - Clear expectations of the mentors role when initial educator has PDP approved
 - Assistance to initial educator in identifying and selecting activities aligned to PDP goals to extend throughout licensure cycle
 - Initial educators support in writing goals to include methods of assessment and documentation of professional growth on student learning

3rd- 5th Year Educators

- Results indicated most three to five year teachers need more information on how to assess student learning and collect data on behavioral outcomes.
- Recommended that:
 - More information be provided to initial educators on how to write goals and develop assessment plans aligned with their PDPs
 - All educators receive training on the various formative assessment techniques that can be used to 1) inform their instruction, 2) determine the effects of their instruction on all learners, and 3) document the effects of their professional development on student learning.

Next Steps

- As a result of this two year initiative, changes within UW-Stout teacher education program includes:
 - Creation of Teacher Work Samples from practicum's and student teaching placements which document activities and ways to assess student learning
 - Introducing the Quality Educator Interactive (QEI) in the Student Teaching Seminars
 - Development and offering of a Professional Development Course through UW-Stout to provide initial educators with the foundations of PDP process