

2008-2009 PK-16 Teacher Quality Initiative Year-End Report

UW-Stout: A Model for Advanced Beginner Teacher Mentoring/Support
Submitted by: Jill M. Klefstad and Mary Hopkins Best, Project Investigators
July 31, 2009

Project goals

One purpose of the UW- Stout Teacher Quality Initiative project was to support ten initial educators in their second year of teaching as they transitioned from a first year survival focus to reflective practice focused on student learning. It was anticipated that the results of the training, colleague mentoring, and university consultant support for each second year initial educators, would guide initial educators to identify the requirements of the PDP process, engage in greater self-reflection, develop appropriate goals and activities for their PDP, select their PDP team and gain final approval of their PDP goals.

Another purpose of the project was to provide training and support to 15 teachers during their third to fifth years in the profession as they began to collect data on the effects of their professional development on student outcomes. It was hoped, as a result of the training and support, the participants would develop plans utilizing a variety of formative measures to inform their instruction and to document the positive effects of their professional growth on student learning and behavior.

Specific goals of the grant included:

1. Providing training and support for second year initial educators choosing to follow PI 34 for license renewal and develop a PDP.
2. Creating PDP goals aligned to Wisconsin Teaching Standards and based on self reflection and formative assessments designed to impact student learning. In particular participants would:
 - a. Identify strategies, activities, and resources designed to lead to the achievement of their professional goals;
 - b. Identify a variety of tools to assess and create evidences of their goal attainment, including but not limited to strategies to assess content knowledge, competence in planning and preparing instruction, meeting the needs of diverse learners, classroom management competence, and fulfillment of professional responsibilities;
 - c. Develop artifacts designed to provide evidence of student learning.
3. Creating a web enhanced learning community of mentors and educators consisting of initial educators renewing their license through the PDP process, the initial educator's site based mentors, and IHE faculty from the School of Education and the College of Arts and Sciences serving as university consultants.
4. Developing individual consultation teams/plans which would create and support initial educators in their activities identified in their PDP.

5. Design and conduct assessment of their own professional development and student learning related to their professional growth as third-fifth year initial e

Completed project activities

Summer institutes were held in August. All initial educators participated in the institute for credit. Mentors were invited to attend two half days of the institute. Two of the participant's mentors participated. The content of the institute included: 1) orientation to Quality Educator Interactive (QEI); 2) overview of the PDP process; 3) use of self-reflection tools to guide goal development including self-guided surveys, performance observations, indicators of student learning, and mentor feedback; and 4) training and practice in the identification of evidences of student learning.

A Pre-Post PDP test was given to the participants at the beginning and end of the two day institute. This Pre/post test consisted of general knowledge regarding the PDP. Results show that before the institute, initial educators were unclear about 1) the people who should make up the review team, 2) the collaboration component with others in the PDP and 3) the role of self reflection in writing the PDP. The question, *self reflection is not required to be in the PDP plan* misled initial educators consistently with more than ¾ of the participants indicating it was a false statement. Results on the Post PDP test both years showed that initial educators clearly understood the components and requirements of the PDP. All ten initial educators had their goals approved.

Various collaborative activities for the initial educator/mentor were provided during the two day workshop. These activities included 1) drafting professional development goals based on initial educator's self-reflection, observations, and student learning; 2) training and practice in converting goals to observable and verifiable objectives; 3) training and practice aligning professional development goals, activities, resources, and collaboration strategies designed to lead to the achievement of objectives and ; 4) training and practice in identifying strategies and tools to assess goal attainment and evidence of student learning, including artifact evidences. At the end of the two day institute, initial educators had a written draft of their goals and objectives for their professional development plan.

Three to five year educators also attended a two day summer institute at the UW-Stout campus in August of 2008 where the participants were taught various methods to formatively assess student learning (e.g., pretest-post-tests, curriculum-based measures, behavioral charting, etc.). Each participant met with the instructor/facilitator to discuss and develop an assessment plan aligned with the goals delineated in their PDP plans. Online support throughout the fall semester of 2008 was then offered to each participant as they developed their assessment plans and collected data on student learning.

Data was collected throughout the grant period. The use of rubrics measured:

- a) Satisfaction of participants involvement in the project beginning with the summer institute and ending with the final dinner meeting
- b) Alignment of university consultant's plans and activities to participants goals, objectives, activities and collaborative efforts
- c) Identification of strategies, activities and resources designed to achieve goals
- d) Participation in Desire to Learn (D2L) discussion threads

Initial educators and university consultants used Desire to Learn (D2L) courseware including the drop box and discussion board as a means to share knowledge, post questions/comments/responses about the PDP process and what they were learning. The coordinators created the discussion questions and

also participated in the discussion with comments and suggestions which challenged and expanded the initial educator's thought.

Evidence of goal attainment

An external evaluator was hired to evaluate the grant. Findings were based on feedback from initial educators, university consultants and mentors and a review of participant's PDPs (For complete report see the Appendix at the end of this report)

Following are summaries of the following project components: goals and objectives, mentors, university consultants, and the development of the PDPs.

Goals and Objectives and Activities

One of the goals and activities of the summer institute was to provide time for initial educators to self reflect. From their reflection about their teaching and learning, the participants were guided to write the goals and activities for their PDPs. The challenge for the initial educator was to write his/her PDP goals broad enough and include methods to assess their individual professional growth. As well, initial educators were to communicate how they would document the impact of their professional growth on student learning. Writing specific objectives and activities as outcomes which support the goal was also a challenge for most of the initial educators. Finally, many initial educators struggled with the expectation that there be evidences of both student learning and teacher growth documented in their PDP.

Participants

The participants found that the two day summer institute which introduced them to the Quality Educator Interactive (QEI) site and the PDP process were most helpful. These initial educators noted especially that the focus on self reflection was an integral part of their developing meaningful goals and activities for their PDP. Likewise, the participants spoke of the value of the university consultant's guidance in reviewing PDP goals and assistance with implementing and collecting evidences for their PDP goals.

Throughout the year, some of the initial educators also participated in PDP workshops hosted by a Cooperative Educational Service Agency (CESA 11), Wisconsin Education Association Council (WEAC), and Northwest United Educators (NUE). While these workshops were helpful for participants to explain the 'next steps' after the approval of the PDP, the expense occurred for reading the initial educator's PDP and participation fee in the workshop was alarming to them. One participant who had attended an information session responded that when the PDP process was presented to the initial educators, it seemed 'quick and dirty' and not as reflective as what she had experienced at the summer institute. The participants felt that the grant allowed for continual communication among consultants, peers, and coordinators, allowed for more openness to suggestions, and continual support and encouragement with the process.

Findings from the third to fifth year educators indicated training and support on methods of data collection and assessment are needed to assist them in documenting the effects of their professional development on student outcomes. Pretest/post-test assessment data from the third to fifth year educators 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. Further, content from the participants' reflection papers

demonstrated they valued having the opportunity to learn more about assessment. For example, one teacher wrote: "I will continue to give pre-tests and post-tests in the future to gauge the learning achieved from various activities and assignments I develop as I complete my Professional Development Plan. I am glad I was able to use the information in a manner that helped me to better understand the learning process of my students; and, in the future, I believe I will be able to continue to provide better instruction through tracking test scores." Another teacher wrote: "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."

Mentors

In August, 2008-2009 only two mentors attended the summer institute and both of these mentors came from the same school district. At the dinner meeting in September, however, there were seven mentors in attendance but only three out of ten mentors attended the May dinner meeting.

Feedback obtained from the mentors of the Local Educational Agencies indicates that a clearer definition of the mentor's role is needed. The expectations of the role of the mentor would assist them in providing greater help and guidance to the initial educator. Most mentors were eager to work with the university consultants. It is noteworthy that this initiative, which included the collaborative effort of the university consultant and mentor, added to the success of the initial educators writing and approval of PDP goals because the mentor was available to assist the initial educator within the school system. The mentor is crucial to the success of the initial educator but there seems to be unclear expectations in some districts regarding the mentor's role to the initial educator the first year and beyond.

University Consultants

One very successful and integral component of this grant was the university consultants. Pairing of the university consultant to the initial educators was based on the initial educator's goals. For example, a participant who identified a goal relative to content knowledge was matched with a faculty member from that content area; a participant who identified a goal related to differentiation of instruction was matched with a special education faculty consultant; and a participant who wanted to try a new instructional technique was matched with a clinical teacher education faculty consultant. A minimum of four individualized consultation meetings; two in the spring and two in the fall were arranged and conducted between the initial educator and the university consultant. These meetings were held at the in the initial educator's classroom in the Local Educational Agency.

Feedback from initial educators in regards to the role of the university consultants noted that the consultant's help in reviewing their PDP, suggesting activities that support PDP goals, and ideas to assess and document student learning and professional growth was valuable. Documentation from the participant's log shows that some university consultants connected more personally with the initial educator and spent more time and effort in communicating with them via email or added visits. A few university consultants even changed their own instructional practices as a result of the project. For example, one consultant had her initial educator come in as a guest speaker to talk to student interns about getting a job, how to determine good fit if a job is offered and general Q and A session where current Stout students could ask questions of a young practitioner in the field. Other consultants noted that sharing relevant hands-on application of materials the initial educator shared while being in the classroom was valuable to current students .

Development of the PDP

The project's objective was to increase initial educator's awareness of the PDP process, and in turn, assist the participants in writing their goals and activities for their PDP's. The objective was successful! The summer institute informed the participants about the PDP expectations by introducing the QEI site and carefully describing each of the sections of the PDP making participants aware of the self-reflection requirement and the expertise of the mentor used during the first year. This was a valuable piece of the project. The summer institute allowed participants to think about the up-coming year and to write their goals for the year with guidance and assurance that they were fulfilling the expectations of their PDP. Out of the ten participants acquired approval of their PDP goals and objectives.

Budget

The project funds were expended to meet all project goals. The salary and fringe rate for Dr. Jill Klefstad was lower than anticipated at the time of submission due to the lack of faculty raises. Because the external evaluator's report was not completed until the project year had ended, that charge was not posted in time and the external evaluator's stipend was paid from other funds. Mentor stipends were lower than anticipated because fewer school based mentors participated with their mentees than anticipated. Participant stipends were increased beyond the budget amount because participants were responsible for paying their own tuition. That reallocation of funding was approved by Dr. Francine Tompkins via email communication on September 9, 2008. Projected and actual amounts follow:

	Projected:	Actual:
PI	\$10,568	\$8,201.25
Instructor Salaries	\$5,400	\$5,400
Univ. F/S Consultants	\$8,000	\$6,800
Participant/Mentor Stipends	\$9,000	\$13,800
LTE clerical support	\$1,456	\$1,456
Evaluator	\$1,000	0 (paid \$1,000 from Other funds)

Summary

The results clearly show that support to initial educators from mentors and university partners is necessary to the writing of well designed goals and activities which impact professional growth and student learning. However, some areas of concern which are worth considering on a larger scale include: 1) clearer expectations of the mentors role after approval of initial educators PDP, 2) assistance to initial educators in identifying and selecting activities aligned to the PDP goals which will extend throughout the licensure cycle and finally, 3) support to initial educators in acquiring a deeper understanding of writing goals that include methods to assess and document professional growth and its impact on student learning.

Results also indicated most three to five year teachers need more information on how to assess student learning and collect data on behavioral outcomes. Without a solid foundation in assessment and formative evaluation, educators will find it difficult to meet the PDP requirement that specifies the need for them to demonstrate how their professional growth had a positive effect on student learning or outcomes. It is recommended that more information be provided to initial educators on how to write goals and develop assessment plans aligned with their PDPs. It is also recommended that all educators receive training on the various formative assessment techniques that can be used to inform their instruction, determine the effects of their instruction on all learners, and document the effects of their professional development on student learning.

APPENDIX

UW-Stout: A Model for Advanced Beginner Teaching/Mentoring /Support,

External Reviewer Evaluation

Introduction

The following is an external evaluation regarding the UW-Stout Pre-K16 partnership program. A series of questions were developed for the evaluator to comment upon. After the questions there is a section that reviews details of the grant objectives and responses.

Analysis and summary of Pre-Post Evaluation Tool and Data

The rubric questions give a good snapshot of what the workshop’s objectives are. Clearly, one purpose of the project is to increase educators’ understanding of the PDP document and process for PI 34. The questions are about the basics of the PDP process and document creation. A copy of the tool is included as Appendix A.

Item #	Correct Response	Pre Test		Post Test	
		True	False	True	False
1	T	9	1	10	0
2	F	1	9	0	10
3	F	3	7	0	10
4	F	1	9	0	10
5	T	8	2	10	0
6	T	1	9	10	0
7	T	2	8	10	0
8	F	0	10	0	10
9	T	7	3	10	0
10	T	8	2	10	0

The pre and post scores on the assessment indicate that the project is effective in providing the participants a solid, base PDP knowledge. Every participant scored 100% on the post assessment. Therefore it can be concluded that the program curriculum has been well-designed to address the content needed to demonstrate mastery of these questions.

In the paper developed for the *2009 Wisconsin Research Seminar on Improving Educator Quality: Improving Practice and Expanding Collaboration in Challenging Times*, the stated purpose of the grant project is “to support initial educators in their second year of teaching as they transitioned from a first year survival focus to reflective practice focused on student learning.” In future projects with this focus,

the evaluation tool questions could be increased or modified to include more questions about quality components of PDP development such as goal development and effect on student learning and effective documentation of goals and learning. However, most initial educators, especially those in the early stages of the PDP process, are more or less uninformed and in the dark about the nuts and bolts of the Process, the current evaluation tool includes practical items of importance for them.

Suggestion for updating the Pre and Post Assessment Tool: Question 6

By stating “The PDP Team is required to approve the PDP goal(s)....,” the question can be interpreted to mean that a PDP review team must approve a PDP whether or not it meets the checklist criteria. One suggestion would be, “An initial educator must obtain PDP approval by a PDP review team but a Professional educator is not required to have her or his PDP approved.”

Another purpose of the project was to provide training and support to 15 teachers during their third to fifth years in the profession as they began to collect data on the effects of their professional development on student outcomes. It was hoped, as a result of the training and support, the participants would develop plans utilizing a variety of formative measures to inform their instruction and to document the positive effects of their professional growth on student learning and behavior.

Evaluation of Participant PDPs

Using the PDP rubric provided by the project facilitator, ten PDPs were evaluated. The rubric (attached as Appendix B) is the standard Wisconsin Department of Public Instruction (DPI) PDP checklist with an additional column added for scoring each checklist item in a likert scale fashion from 1 to 5. The scale provided includes:

1. Not Completed
2. Poor
3. Fair
4. Good
5. Excellent

Without indicators provided for a specific number ranking, this evaluator applied the following system:

1. **Not Completed** – No evidence included in the PDP and this item would not have qualified for a “yes” in an actual PDP review.
2. **Poor** - While there was content provided, it would not have qualified for a “yes” in an actual PDP review.
3. **Fair** – Content was included and met the bare minimum standard for what would have been given a “yes” in an actual PDP review using DPI’s guidelines from the PDP review team training.
4. **Good** – Some missing/unclear elements, but overall this component would have been given a “yes” in an actual PDP review using DPI’s guidelines from the PDP review team training.
5. **Excellent** – Thorough completion, inclusion, and documentation as necessary. This item would have been given a “yes” in an actual PDP review using DPI’s guidelines from the PDP review team training.

PDP Patterns, Strengths, Areas for Improvement

After reviewing all 10 PDPs, the rankings were entered into a spreadsheet for analysis. Participant names are removed and replaced with P1 (Participant 1) through P10, and the average score for each rubric component was calculated and is listed in the far right column. Average scores for each participant were calculated and are listed in the last row across the bottom.

PDP Rubric Scores Sorted Numerically by Item

Name/Rubric Item Number	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	Average
1	4	4	4	5	4	5	5	5	4	4	4.4
2	5	5	5	5	5	5	5	5	4	5	4.9
3	5	5	5	5	5	5	5	5	5	5	5
4	3	2	3	5	4	5	5	5	4	5	4.1
5	5	5	5	5	5	5	5	5	5	3.5	4.85
6	5	2	5	5	5	5	3	5	3	5	4.3
7	3	3.5	5	1	5	5	5	4	3	5	3.95
8	5	5	5	5	5	5	5	5	5	5	5
9	5	5	5	5	5	5	5	5	5	5	5
10	5	5	5	5	5	5	5	5	5	5	5
11	5	4	5	2	5	5	2	2	4	1	3.5
12	5	5	1	5	5	5	5	5	1	5	4.2
13	5	5	5	5	5	5	5	5	5	5	5
14	5	5	5	5	5	5	5	5	5	5	5
15	5	5	5	5	5	5	5	5	3	5	4.8
16	5	5	5	5	5	5	5	5	1	5	4.6
17	5	5	5	5	5	5	5	5	1	5	4.6
18	5	5	5	5	5	5	5	5	3	5	4.8
Participant Average Per	4.72	4.47	4.61	4.61	4.89	5.00	4.72	4.78	3.67	4.64	

Component

PDP Rubric Scores Sorted by Individual Component Scores, Highest to Lowest

Name/Rubric Item Number	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	Average
3	5	5	5	5	5	5	5	5	5	5	5
8	5	5	5	5	5	5	5	5	5	5	5
9	5	5	5	5	5	5	5	5	5	5	5
10	5	5	5	5	5	5	5	5	5	5	5
13	5	5	5	5	5	5	5	5	5	5	5
14	5	5	5	5	5	5	5	5	5	5	5
2	5	5	5	5	5	5	5	5	4	5	4.9
5	5	5	5	5	5	5	5	5	5	3.5	4.85
15	5	5	5	5	5	5	5	5	3	5	4.8
18	5	5	5	5	5	5	5	5	3	5	4.8
16	5	5	5	5	5	5	5	5	1	5	4.6
17	5	5	5	5	5	5	5	5	1	5	4.6
1	4	4	4	5	4	5	5	5	4	4	4.4
6	5	2	5	5	5	5	3	5	3	5	4.3
12	5	5	1	5	5	5	5	5	1	5	4.2
4	3	2	3	5	4	5	5	5	4	5	4.1
7	3	3.5	5	1	5	5	5	4	3	5	3.95
11	5	4	5	2	5	5	2	2	4	1	3.5

These scores indicate that participants had the knowledge, skills, and dispositions to complete a large majority of the PDP tool. The project clearly provides the educators a solid foundation in connecting their plan with their work situation, reflection, and organizing objectives and activities.

When looking for areas for improvement, using the average ranking, items #7 and #11 on the rubric were the lowest scored items – *Describe how your professional growth will have an effect on student learning and Include methods to assess your professional growth.* Overall the most recurrent problem

with this set of PDPs was in item #11 (*Include methods to assess your professional growth*) as many young educators cannot and do not distinguish “attendance” or “participation” in a professional development activity from a method of assessing and documenting their growth from attending or participating in the activity. And, this issue is not limited to these project participants as this issue has been noted in PDPs from educators across the state of Wisconsin.

For the three to five year educators, training on how to collect student outcome data to measure and document the effects of professional growth on student learning was conducted. Three to five year educators learned various methods to formatively assess student learning and behavioral outcomes, and each participant developed an assessment plan aligned with their PDP plan goals. Findings indicated training and support on methods of data collection and assessment are needed to assist educators in documenting the effects of their professional development on student outcomes.

Three to five year educators also attended a two day **summer institute** at the UW-Stout campus in August of 2008 where the participants were taught various methods to formatively assess student learning (e.g., pretest-post-tests, curriculum-based measures, behavioral charting, etc.). Each participant met with the instructor/facilitator to discuss and develop an assessment plan aligned with the goals delineated in their PDP plans. **Online support** throughout the fall semester of 2008 was then offered to each participant as they developed their assessment plans and collected data on student learning.

Pretest/post-test assessment data from the third to fifth year educators 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. Further, content from the participants’ reflection papers demonstrated they valued having the opportunity to learn more about assessment.

For example, one teacher wrote: “I will continue to give pre-tests and post-tests in the future to gauge the learning achieved from various activities and assignments I develop as I as I complete my Professional Development Plan. I am glad I was able to use the information in a manner that helped me to better understand the learning process of my students; and, in the future, I believe I will be able to continue to provide better instruction through tracking test scores.” Another teacher wrote: “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.”

The standards addressed in the first and second year educators’ PDPs are as follow:

Standard Number	1	2	3	4	5	6	7	8	9	10
Frequency Used Out of 10 Opportunities	4	4	2	6	2	3	6	3	3	1

Selected by the project’s participants 60% of the time, the most frequently included standards are 4 and 6. This is to be expected with younger educators as they work to learn pedagogical and classroom management techniques, methods, and skills.

4. Teachers know how to teach.

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.

6. Teachers communicate well.

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

Content Mastery is a vital component of effective professional development for K-12 educators. As these program participants continue through the PDP process, support programs such as the UW-Stout model can support learning and growth by encouraging participants to focus on content. Standard 1, *The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils*, was selected in four of the ten PDPs in this project.

Evaluation Summary

The evaluation data collection tool for project participants, mentors, and university consultants was administered by the project facilitator and consisted of two open ended questions:

1. What questions do you still have regarding the process, your role as (participant, mentor, or university consultant)?
2. What help do you need at this point?

The results and open ended responses were provided to the project evaluator, and summaries follow.

Summary of Initial Educator's Self-Evaluations

Eight of ten participants completed the self-evaluation. From the feedback, none indicated that they had lingering questions. However, 50% of the respondents stated that they had additional, ongoing needs:

- PDP writing assistance (2)
- Support or resources to turn to as the PDP cycle continued
- Technology assistance with the Desire2Learn (D2L) course management system.

Summary of Mentor's Evaluations

Seven mentors completed the evaluation and two had remaining questions:

- What is the status of mentoring overall in the state?
- Request for additional information about the overall PDP process

In the second section of the evaluation, the same two mentors requested additional information and training on mentoring.

Summary of University Consultants' Evaluations

All 10 University Consultants completed the two part evaluation data collection tool. Eight did not have lingering questions. The two questions collected were about evolution of the project and teamwork or mechanics of the collaboration within the program design.

Four of the ten respondents indicated additional help was needed in the following areas:

- PDP evidence collection
- Clarification on visits for the program
- PDP Review Team information
- Specific content area PDP samples/best practices (Special Education)

Overall Summary of Consultation Quality

As with the Pre and Post evaluation tool, this evaluation clearly indicates that the program content and delivery are supporting participants by providing information, skills, and knowledge needed to engage in the PDP process. Few participants, mentors, or university consultants had remaining questions. And, the help topics that remained were not necessarily aligned with the goals of the program. Most importantly, the project participants had no remaining questions. The help requested with PDP writing, ongoing PDP support, and technology support were posed early enough in the process for the facilitator, mentors, and university consultants to deal with in a timely manner.

Retention in Teaching

Each of the project participants from year 1 is still in the education profession at the end of year 2. None have indicated that they have plans to change jobs or professions resulting in a retention rate of 100% for this project. This is an excellent indicator of need for programs like this as the average second Year cumulative attrition rate for educators in Wisconsin is 19.4%.¹

¹ Data Trends of Education Personnel in Wisconsin Public Schools, 2007

Authors: Thomas A. Fischer, Ph.D and Wayne H. Swanger, Ph.D., University of Wisconsin Oshkosh - This report can be downloaded from the Wisconsin Department of Public Instruction web site,
<http://dpi.wi.gov/tepd/supdem.html>.

Attrition Rates of Teachers Over First Five Years of Employment

Year entering teaching	First year attrition	Second year cumulative attrition	Third year cumulative attrition	Fourth year cumulative attrition	Fifth year cumulative attrition
1996-97	14.8	19.8	24.3	28.5	32.7
1997-98	14.0	19.7	24.6	28.7	32.3
1998-99	13.7	19.7	24.5	28.7	32.3
1999-00	12.7	17.7	22.1	26.0	30.0
2000-01	14.9	21.1	26.2	29.6	32.3
2001-02	8.1	18.2	24.2	26.6	31.8
Average	13.0	19.4	24.3	28.0	31.9

Source: Figures school officials reported to DPI.

Summary

The model used by UW-Stout brings together an initial educator, mentor, and a university consultant to address the PDP process, development, and implementation focused on educator growth and student achievement. Given that mentor participation and active involvement along with locating an IHE member for PDP review are two of the most problematic issues for initial educators in Wisconsin, this by itself is an excellent design and support for young educators.

¹ Data Trends of Education Personnel in Wisconsin Public Schools, 2007

Authors: Thomas A. Fischer, Ph.D and Wayne H. Swanger, Ph.D., University of Wisconsin

Oshkosh - This report can be downloaded from the Wisconsin Department of Public Instruction web site, <http://dpi.wi.gov/tepd/supdem.html>.

However, the project is also successful in teaching educators about the PDP, its components, and how to design one. While there are areas of PDP development that can be addressed in future iterations of the project (PDP rubric components 7 and 11), on average, 89% of the components scored a 4 out of 5 or higher.

Results also indicated most three to five year teachers need more information on how to assess student learning and collect data on behavioral outcomes. Without a solid foundation in assessment and formative evaluation, educators will find it difficult to meet the PDP requirement that specifies the need for them to demonstrate how their professional growth had a positive effect on student learning or outcomes.

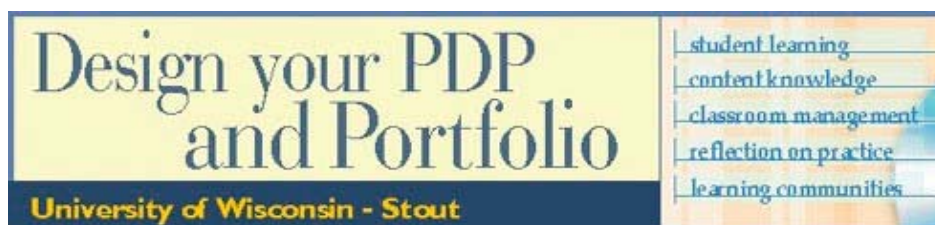
What is most impressive about the project, however, are the comments offered by participants, mentors, and university consultants at the completion of year two's activities:

- *She has expanded her understanding of assessment, what types are effective with her students, how to assess to the standards,and how to report to parents, students, and administration.*
- *Developing the PDP helped me to really step back and take a look at what I would like to improve upon in the classroom.*
- *The best part of being a mentor [for this project] was the relationship with a beginning teacher.*

Recommendations

1. Continue the program design bringing together an initial educator, mentor, and university consultant.
2. Enhance programming in the areas of the PDP that participants need greater assistance with as determined by the rubric evaluation. Note any rubric scores of 1 or 2 and address those with individual educators as well.
3. Continue integrating the Quality Educator Interactive (QEI) website with the program. Multiple project participants commented on its usefulness.
4. Connect participating mentors with various mentor training and assistance programs across the state if requested.
 - a. For example, connect them with the UW-Stout Mentoring Teachers course (see <http://uwstout.edu/soe/profdev/mentor.shtml>) for more information.
5. It is recommended that more information be provided to initial educators on how to write goals and develop assessment plans aligned with their PDPs.
6. It is also recommended that all educators receive training on the various formative assessment techniques that can be used to inform their instruction, determine the effects of their instruction on all learners, and document the effects of their professional development on student learning.

Appendix A



Workshop Pre-Assessment Profile

True or False:

- 1) _____ Every PDP must include goals and objectives that address two or more Wisconsin Educator Standards.
- 2) _____ The PDP Review Team for Initial Educators consists of two (2) peer teachers, and one (1) administrator.
- 3) _____ Writing a PDP is for the sole purpose of educator growth.
- 4) _____ Evaluation of classroom management is a key component of the PI-34 initiative.
- 5) _____ The PDP must include collaboration with others.
- 6) _____ The PDP Team is required to approve the PDP goal(s) for the initial educator but it is not required by the professional educator.
- 7) _____ Self-Reflection is not required to be in the PDP.
- 8) _____ An initial educator's mentor is automatically a part of his/her PDP Review team.
- 9) _____ Mentors play an integral role in the initial educator's creation of a PDP.
- 10) _____ Wisconsin educators progress through four steps when creating and completing a PDP.

Appendix B

UW-Stout and School District PK-16 Partnership Project PDP Rubric Rating-External Evaluator

Name of Participant:

Rating Scale: 1 Not completed

2 Poor

3 Fair

4 Good

5 Excellent

PDP Step	PDP Component	Indicator	Rating	Comment
Step II A	Included a description of their teaching, pupil services or administrative position	Explained their teaching, pupil serve and administrator position.		
Step II A	Include the number of years teaching, been an administrator or in pupil services?	Listed the number of years in their current position.		
Step II A	Include whether the school is located in an urban, suburban, or rural setting?	Explained the context of their work setting.		
Step II A	Include the ethnic, cultural, special needs and socioeconomic makeup of the school population?	Described the population they served.		
Step II A	Include a description of their building and/or district goals?	Described the goals of building and district.		
Step II B	Describe how their goal(s) will impact their professional growth?	Explained what they will learn and how they will apply that learning to their setting.		
Step II B	Describe how their professional growth will have an effect on student learning	Explained what affect their growth will have on student learning.(Social emotional, behavioral, academic, etc.)		

Step II C	Include a rationale for how their goal(s) link to their self reflection	Referenced their self-reflection by thinking how their current situation connects to their goal.		
Step II C	Include a rationale for how their goal(s) connects to their school/teaching/administrative/pupil service situation?	Explained how their goal connects to their current position.		
Step II C	List which Wisconsin Educator Standards will promote their professional growth? (two or more)	Used wording from the Wisconsin Educator Standards (teacher, pupil services, or administrator.		
Step II D	Include methods to assess their professional growth?	Identified how they will collect data about their growth. (methods)		
Step II D	Include methods to assess the effect of their professional growth on student learning?	Identified how they will collect data on the affect of their growth on student learning.(methods).		
Step II E Objectives	Include objectives that directly address the goal(s)?	Articulated objectives that align with goal(s).		
Step II E Objectives	Include objectives that are measurable and verifiable?	Included objectives that can be documented, seen, and/or heard.		
Step II E Activities	Align activities with the goals(s) and objectives?	Activities are aligned with objectives and goals(s).		
Step II E Activities	Extend the activities throughout the licensure cycle?	Activities are listed for each year of the licensure cycle.		
Step II E Activities	State the timeline?	Timelines for each activity are included. Some may be "ongoing".		
Step II E Collaboration	Include collaboration with others in the plan?	Included people with whom they will collaborate.		

