



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

BIOGRAPHICAL INFORMATION		
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Educator School District St. Clement School		
Current Educational Assignment Pre-Student Teacher	No. of Years in Current Assignment 0	Years of Educational Experience 0
Month/Year PDP Submitted for Goal Approval (Initial Educators Only) 11/11	Month/Year Plan Submitted for PDP Verification 01/12	

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

Present Licensure Stage	Licensure Category	Date Current License Expires
<input checked="" type="checkbox"/> Initial Educator <input type="checkbox"/> Professional Educator <input type="checkbox"/> Master Educator	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Administrator <input type="checkbox"/> Pupil Services	6-30-<u>17</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.

My education career began at a Junior college in IL where I was unsure to begin with what I wanted to study but I knew from the start that I loved to be around children. It was then two years into my schooling that I chose my major to be Elementary Education, I have a passion for children. Upon graduating from Highland Community College, Freeport, IL I transferred to UW-Platteville and began taking classes for an Elementary Education major with a minor in Early Childhood Education. I began my tutoring hours in Dubuque, IA with an after school program at Audubon Elementary y School through a program run by St. Mark’s Community Center. I attended volunteered at the school three days per week for the majority of my semester. I’ve also done tutoring at Platteville Middle School in 4th/5th grades and also in the special education classroom. I have also completed numerous observations at my ‘home’ school in Illinois. My most recent teacher/student interaction was during my pre-student teaching placement from January 2011-May 2011. I have a big heart for children so I know I will make be a good role model for students because I want them to succeed in everything they do, therefore they need positive influence in all areas of their life. I feel like I can be that positive influence when they are at school by being compassionate, caring, and organized and a well rounded person. I know as a teacher I can work on my classroom management techniques. I know this from my pre-student teaching placement; it was a challenge for me to gain full control of my students. This is something I think about very often and want to achieve in my first years of teaching.

Step II: Writing the Plan—COMPONENTS

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

St. Clement School is very small in size being only approximately 147 students total from grades kindergarten through 6th grade. This is a private school located in a rural town in Wisconsin which also has a public school which may also reduce the enrollment students. The mission statement of St. Clement School is to “invite our students to achieve a solid academic foundation, enlivened by the Gospel, which will enable them to become problem solvers, communicators and caretakers of the world.” The goals at St Clement are to seek respect for all students as unique persons with special gifts, talents, and limitations. Through Christian, value-

PROFESSIONAL DEVELOPMENT PLAN (cont'd)

oriented education, we encourage those entrusted to us to become problem solvers who witness their faith in an ever-changing world.

I was teaching in the kindergarten and the 1st grade classrooms while I spent my time at St. Clement School. In kindergarten there were 20 students and 19 in 1st grade. In my 1st grade class there was one boy who showed signs of A.D.D and A.D.H.D but had not been tested so therefore there were no special classes he had to attend. St. Clement also doesn't have a special education teacher, so those students that require extra assistance receive that from their general education teacher. In each class we taught every subject with the exceptions of music and physical education.

At St. Clement they have an IMC (Instructional Materials Center). The purpose of the IMC is to extend and enrich the curriculum in educational directions across all grade levels. In the IMC students are offered instruction and learning activities in small group settings. Classes are also taught in library skill and computer literacy. St. Clement also has an Accelerated Reader Program that is offered for grades 3-6. Accelerated Reader was developed in WI but is now used in over 75,000 schools across the United States. This is a computer based reading program that was developed to get children to read books independently within their reading zone but to also challenge them to reach a higher goal.

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 teach responsibility in my classroom so that my students are aware that they can be responsible for their own things and understand they don't have to rely on others.

I want to become more knowledgeable on creating an inquiry based classroom where my students can ask questions based off of what they are interested in so they are actively involved in the learning process.

I will focus on reading in my classroom and make it an enjoyable experience for students because when I was younger reading was not my favorite subject because it did not come easy for me. I feel when students are given the appropriate instruction on reading it will come easier to them. Students also need to work on comprehension in order to fully enjoy reading as well. Therefore I will focus on comprehension strategies as well to help increase students comprehension.

I will want my students to understand that we are in an ever changing and growing community. The diversity is much larger than it has been in the past and I just want my students to know that no matter what skin color you have we are all people and should all be treated equally.

I will participate in continuing education classes to make sure that I am teaching my students the up to date information that they deserve to be taught. Teaching students old information can be a positive teaching technique for some topics but many topics have new and improved thoughts and more descriptive information.

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 will continue to take classes and do research to find new and simple ways of teaching reading comprehension. I will also take the extra time it takes for some students to explain further specific reading strategies to use when teaching reading comprehension. I understand first hand that not all students are 'good' readers and they don't all comprehend right away. This is where I will need to find ways to teach comprehension to students in a way that it will make sense to them. My goal address Standard 2--: Teachers know how children grow- the teacher understands that not each student is going to learn at the same rate. Standard 3: Teachers know that children learn differently, Standard 4:Teachers know how to teach and Standard 5: Teachers know how to manage a classroom- teachers should understand that many students work best in a quiet classroom, so they should encourage low or no talking while working on homework and especially quizzes and tests.

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.

As the teacher I will assess myself by assessing my students on their reading comprehension. I will do this by questioning them on books they are reading and questions they should know answers to. In order to do this however, I will need to have read the book they are currently reading, so I will need to make sure I am reading as much as the students are to stay familiar with the books I introduce. I will also increase my reading comprehension and skills by taking continuing education classes on comprehension and also attending seminars that address this topic. I will also keep track of my students reading comprehension by keeping a folder and sheets in the folder of dates when I assessed their comprehension and how they performed. Another way to assess my students reading would be to have weekly or bi-weekly student/teacher conferences to see what they are reading, the level, how they are doing on their reading and if it seems to be too difficult or too easy. Another option of assessing would be to keep track of their scores on test they take if the Accelerated Reader program is implemented at the school.

Review Checklist for Plan for Assessing and Documenting Achievement of the Goal

- Did you include in the plan the anticipated methods you will use to assess your professional growth?
- Did you include in the plan the anticipated methods you will use to assess the effect on student learning?

E. Plan to Meet the Goal: Objectives, Activities, Timeline, and Plan for Collaboration

Note: Completion dates will be filled in during Step III as each objective/activity is completed.

OBJECTIVE 1

I will continue my education especially on reading comprehension to encourage my students to read more, to become interested in reading and to be able to understand fully what they are reading about.

Activities	Timeline	Collaboration	Date Completed
Attend reading comprehension seminars	Summer 2013		
Study more of what students are reading and how they are doing on the tests after they've finished the book.	August-May 2013-2014		

PROFESSIONAL DEVELOPMENT PLAN (cont'd)

OBJECTIVE 2

I will become more educated on teaching students with special needs and including them in all classroom activities.

Activities	Timeline	Collaboration	Date Completed
I will take continuing education inclusion classes at a local college to where I will be living/teaching.	Fall 2013		
Attend inclusion based seminars throughout the school year to become more familiar with different activities and tools to use in the classroom.	Spring 2014		

OBJECTIVE 3

I will collaborate with my colleagues at the same grade level to see what they are doing to increase reading comprehension.

Activities	Timeline	Collaboration	Date Completed
Have weekly meetings with colleagues about reading comprehension strategies.	August-May 2013		
Meeting with the reading specialist to gain new ideas of how to help students who are struggling with reading.	Bi-weekly, August-May 2013		

OBJECTIVE 4

Activities	Timeline	Collaboration	Date Completed

OBJECTIVE 5

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.

Reflection (Year 2)	Revision (if needed)
Date: Summer 2013	Date:
I attended a reading comprehension workshop offered through my district and have reviewed my notes and made rough draft lessons plans to implement these new strategies in my classroom. I went through the books in my classroom library and have labeled them from low-high comprehension level so I will have a better idea of what specific students should be reading.	

Reflection (Year 3)	Revision (if needed)
Date: Summer 2014	Date:
I enrolled in an Inclusion continuing education class on once a week for 9 months and have been better trained on how to include students with special needs in my general education class.	

Reflection (Year 4)	Revision (if needed)
Date: May 2013	Date:

PROFESSIONAL DEVELOPMENT PLAN (cont'd)

<p>I have met with my co-workers and have learned new techniques on teaching reading comprehension so students understand more of what they are reading.</p>	
<p>Working with the reading specialist has also given me great insight on what to implement in my classroom and what not to spend a lengthy amount of time on.</p>	

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.

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| <ol style="list-style-type: none"> 1. Certificate from attending the Reading Comprehension seminar. This helped both myself and my students because I am now more aware of different techniques and tools to use in aiding in ones process. 2. Transcript from Lewis University stating I completed the inclusion class and proof that I have learned more on how to include these types of students more in my classroom. 3. Journal reflecting on meetings with my co-workers and the Reading Specialist in my school district. Looking back on my notes has helped me dig deeper into my thought process of how students comprehend. Also collaborating with other teachers helped immensely because I value another's opinion greatly and like to know how other teachers teach. 4. 5. |
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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.

<p>I think I grew professionally especially under Standard 3- Teachers understand that children learn differently. I have learned this through collaborating with my co-workers that just because a certain technique worked for them doesn't necessarily mean it will work for me, or even all my students. I understand that students are all different and learn differently and a different paces.</p>
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<p>After going through the books in my classroom library I have made books more accessible to my students and I can monitor better what they are reading and will be able to tell more quickly if that is appropriate for their level. I will be able to do this by a sticker I</p>

have placed on the binding of the book.

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).