

Pre-Professional Development Plan (PrePDP) for Student Teachers

University of Wisconsin Oshkosh
PrePDP Form and Checklist
(July, 2011)

BIOGRAPHICAL INFORMATION	
Name	Telephone Area/No.
Address <i>Street, City, State, ZIP</i>	Semester Year
E-Mail Address	Licensure Area and Levels
Student Teaching Placement	
<i>District</i> _____ <i>School</i> _____ <i>Content, Grade Levels</i> _____	
Cooperating Teacher _____ University Supervisor _____	

Step I: Description of School and Student Teaching Placement

A. The Classroom Context

Age range of students in your class(es): Total number of students in your class(es): Number of students receiving free or reduced lunch: Areas in which students live: <i>check all that apply</i> _____ Urban _____ Suburban _____ Rural	Number of male students: Number of female students: How many students in the school? Is your group of students representative of the demographic make-up of your whole school? If not, how are they different?		
Ethnicity of students (provide numbers)	_____ African American or Black _____ American Indian/Alaskan Native _____ Asian or Pacific Islander _____ White, not Hispanic _____ Hispanic or Latino _____ Other (specify) _____		
Language proficiency of students (provide numbers)	_____ English only (native speakers) _____ English Learner(s) not yet English Proficient _____ English Learner(s) Fluent English Proficient		
Identified special needs categories represented (provide numbers)	<table style="width: 100%; border: none;"> <tr> <td style="border: none;"> _____ Specific Learning Disability _____ Hard of Hearing _____ Deaf _____ Deaf-Blind _____ Other Health Impaired _____ Multiple Disabilities _____ Traumatic Brain Injury _____ Gifted/Talented </td> <td style="border: none;"> _____ Speech/Language Impaired _____ Visually Impaired _____ Orthopedically Impaired _____ Emotional/Behavioral Disability _____ Cognitive Disability _____ Autism _____ Developmental Disability </td> </tr> </table>	_____ Specific Learning Disability _____ Hard of Hearing _____ Deaf _____ Deaf-Blind _____ Other Health Impaired _____ Multiple Disabilities _____ Traumatic Brain Injury _____ Gifted/Talented	_____ Speech/Language Impaired _____ Visually Impaired _____ Orthopedically Impaired _____ Emotional/Behavioral Disability _____ Cognitive Disability _____ Autism _____ Developmental Disability
_____ Specific Learning Disability _____ Hard of Hearing _____ Deaf _____ Deaf-Blind _____ Other Health Impaired _____ Multiple Disabilities _____ Traumatic Brain Injury _____ Gifted/Talented	_____ Speech/Language Impaired _____ Visually Impaired _____ Orthopedically Impaired _____ Emotional/Behavioral Disability _____ Cognitive Disability _____ Autism _____ Developmental Disability		
Explain how knowing this demographic information will influence your academic instructional planning, including assessment.			

PRE-PROFESSIONAL DEVELOPMENT PLAN (cont.)

Self Checklist:

- Did you include a description of your placement (class and school enrollment, and classroom environment)?
- 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 descriptions of how this information will impact your teaching and assessment?

Step II: Preparing to Write the Plan – REFLECTION

Reflect on potential PrePDP goal(s). Think about your current classroom context and dynamic, talk with your cooperating teacher, and think about your past field experiences. Then, look back at your Standard #9 goal in the Admission to Student Teaching Portfolio to determine whether to continue with this goal. What was your goal? Why did you choose this goal? Is this goal still applicable given your new setting? Is this goal focused enough for you to determine progress during your placement(s)?

Self Checklist:

- Did you describe the process you went through as you considered your potential goal(s)?

Step III: Writing the Plan

A. Description of Goal to be Addressed

It is recommended that you use this stem: **I will learn about _____ and apply that information to my instruction so that...** (describe the impact on student outcomes).

Self Checklist:

- Did you describe how your goal will impact your professional growth? This is the “I will” part of your objective.
- Did you describe how your professional growth will have an effect on student outcomes? This is the “so that” part of your objective.

B. Rationale for the Goal: Links to Professional Situation and Wisconsin Educator Standards

Based on your reflection above, explain the reason for your goal. Include how your goal relates both to your development as a teacher and to your students’ strengths and needs as described earlier. Also, explain how your goal is linked to your educational situation and state the Wisconsin Educator Standards (two or more) on which you will focus to meet your goal.

PRE-PROFESSIONAL DEVELOPMENT PLAN (cont.)
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Self Checklist:

- Does the rationale tell how your goal connects to your school and student teaching situation?
- Did you state the Wisconsin Educator Standards on which you will focus to meet your goal? (must select two or more)

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

Develop 2 objectives to help you reach your goal. Then, list 2-3 activities you will complete to meet each objective. Include a timeline for completion, professionals with whom you may collaborate, resources you will use, the anticipated methods you will use to assess your professional growth (objective #1), and the effect on student outcomes (objective #2).

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

Objective 1 should be written to help you increase your knowledge regarding the skill you have chosen as your goal. Use the following stem: **I will research _____ to increase my ability to _____.** Your activities should be the ways you will gather information related to your goal. *Your method of assessing professional growth will be the artifacts you collect with notes and reflections on what you learned from each activity.*

Artifacts may include:

- copies of articles
- tests and scores at the end of on-line training modules
- copies of workshop materials
- observation notes from classroom visits
- interview transcripts
- other materials used to gather your information

Objective 1				
Activities	Timeline/ Completion Date	Collaboration	Resources	Assessing Student Learning – Artifacts & Analysis

Objective 2 should be written to help you apply your knowledge regarding the skill you have chosen as your goal. Use the following stem: **I will apply principles associated with _____ in my classroom to increase my students' _____.** Your activities should include lesson plans and other artifacts that demonstrate how you will teach needed skills or content to your students related to your goal.

Activities may include:

- Teaching
- Planning
- Developing a classroom/behavior management system
- Anything else you might do to implement your goal

Assessments should include the actual artifacts you will use to determine student learning *and how you will analyze these to determine student outcomes.*

Artifacts may include:

PRE-PROFESSIONAL DEVELOPMENT PLAN (cont.)
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- Copies of pre- and post-tests
- Progress monitoring data
- Samples of student work
- Video of lessons
- Other ways that you may assess/demonstrate student learning

The data gathered, and its analysis, will be used in Step IV.

Objective 2				
Activities	Timeline/ Completion Date	Collaboration	Resources	Assessing Student Learning – Artifacts & Analysis

Self Checklist:

1. Objectives

- Did you include objectives that directly address the goal?
- Did you include objectives that are observable and measurable?

2. Description of Activities, Timelines, Collaboration and Resources

- Did you align your activities with your goal and objectives?
- Did you state a timeline for completing the activities?
- Did you include collaboration with others in your plan?
- Did you include resources to support your professional development?

3. Assessment

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

PRE-PROFESSIONAL DEVELOPMENT PLAN (cont.)
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Step IV: Documentation of Completion of the PrePDP

Your PPDP must include assessment data from your objectives that document professional growth and the effect on student learning.

A. Reflection and Summary

Explain how your evidence (you must include your data from both of your objectives) documents your professional growth in relationship to the Wisconsin Educator Standards identified in your plan **and** the effect of your growth on student learning. Include your analysis of the data you gathered from your students in your explanation. Additionally, please describe how you collaborated with others while working on your PrePDP.

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Self Checklist:

- Did you discuss the evidence gathered supporting your activities?
- 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 outcomes?
- Did you describe how you collaborated with others?

B. Submitting the Completed PrePDP

<p>Submit your completed and signed PrePDP, including your evidence, to your University Supervisor as part of Tab 9 in the Transition to Teaching Stage of your Portfolio. Successful review of the Pre-Professional Development Plan (PrePDP) serves as evidence that all candidates have met performance-based standards as defined by the Wisconsin Department of Public Instruction.</p>
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Placement Review Signatures

Student Teacher/Intern: _____	/	Date: _____
Print name	Sign	
Cooperating Teacher: _____	/	Date: _____
Print name	Sign	
University Supervisor: _____	/	Date: _____
Print name	Sign	