

Wisconsin *Personnel Development Model (WPDM)

(Note: Adaptations from the IOWA Model of Professional Development)

The purpose of *The Wisconsin Personnel Development Model* (WPDM) is to assist school communities to identify effective professional development delivery strategies that focus on learning, include shared vision and collaborative decision-making, and involve a commitment to continuous improvement with a results orientation. Personnel development is the means by which educators acquire or enhance the knowledge, skills, attitudes and beliefs necessary to create high levels of learning for all students. (NSDC, 2001) It involves the improvement of practice through job-embedded activities. Professional Development is school-based, teacher driven and directed, standards-based and related to what teachers do in their classrooms and schools.

The current expectation of personnel development is reflected in current legislation including the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA) 2004, which specify the use of research-based content for professional development in order to increase the probability that participation results in increased student learning. It is the intention of the Wisconsin Department of Public Instruction that professional development support “best practices” and be based on the Wisconsin Educator Standards.

If the ultimate indicator of effective professional development is improved student outcomes, then efforts must be continuous and focused on the improvement of practice resulting in measurable advances in the learning of students. An effective framework for professional development represents a model embedded in a continuous improvement cycle aligned with the National Staff Development Council Standards.

The Wisconsin Personnel Development Model

The Wisconsin Personnel Development Model (WPDM) provides guidance for local districts to use when designing, implementing, and evaluating a system wide professional development plan as well as individual teacher professional development plans. The Wisconsin Model provides a process that focuses on improving student learning and engages all teachers in collective professional development.

The WPDM is a recommended framework intended to provide guidance to districts, schools and individuals as they develop professional development programs targeted at the learning needs of their students. Because the elements of the model are the elements common to improvement efforts that consistently produce student achievement gains, it is recommended that districts and schools model their staff development programs on the framework presented in this document.

National Staff Development Standards and the Wisconsin Personnel Development Model

The Wisconsin Personnel Development Model follows the National Staff Development Standards. In general that means that it addresses the organization, system, or culture in which the new learning will be implemented (context); refers to the “how” of staff development-describes the means for the acquisition of new knowledge and skills(process); and refers to the actual skills and knowledge effective educators need to possess or acquire through staff development(content).

In addition, the WPDM:

- aligns with the Wisconsin Teaching Standards;
- focuses on research-based instructional strategies aligned with the school district’s student achievement needs and the long-range and annual improvement goals established by the district;
- delivers professional development that is targeted at instructional improvement and designed with the following components:
 - student achievement data and analysis
 - setting goals for student learning
 - selecting content using scientifically based research
 - designing action plans with training and learning opportunities including
 - theory
 - demonstration
 - practice and feedback
 - coaching
 - teacher collaboration/implementation
 - formative and program (summative) evaluation
- includes an evaluation component that documents the improvement in instructional practice and the effect on student learning; and the professional development needs of individual teachers.

* Personnel development is used interchangeably with terms such as professional development, staff development, staff training, etc. Personnel development is the means by which educators acquire or enhance the knowledge, skills, attitudes and beliefs necessary to create high levels of learning for all students. (NSDC, 2001) It involves the improvement of practice through job-embedded activities. Professional Development is school-based, teacher driven and directed, standards-based and related to what teachers do in their classrooms and schools.