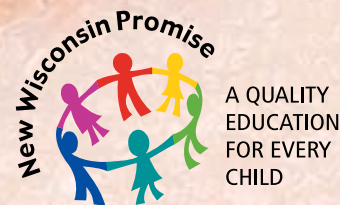


2006-2007

Annual Report

**Professional Standards Council
Teacher Education, Professional
Development and Licensing**





2006 - 2007 Annual Report

**of the
Professional Standards Council
and
Teacher Education, Professional
Development and Licensing Team**



Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent
Madison, Wisconsin, USA



Foreword

The Wisconsin Quality Educator Initiative—PI 34—provides the foundation for our New Wisconsin Promise: to ensure a quality education for every child and close the achievement gap between economically disadvantaged students, students of color, and their peers. To raise all students' achievement, we need quality teachers in every classroom and strong leadership in every school.

In 1994, the State of Wisconsin embarked upon redesigning our professional education and preparation program approval process and professional educator licensing system to reflect the accomplishment and demonstration of accepted educational standards. This resulted in the promulgation in 2000 of the Wisconsin Quality Educator Initiative, as defined in the Wisconsin Administrative Code, PI 34.

Recognized nationally for our high-quality teachers, we are positioned to do even more, thanks to the collaboration of local school districts, teachers and administrators, higher education, educator unions, professional and school board organizations, parent organizations, and the Department of Public Instruction. Annually, we receive approximately 29,000 applications for educator licenses. During the 2006-2007 school year, almost 5,000 issued licenses went to first-time initial educators.

As State Superintendent, I am pleased to offer the first combined Teacher Education, Professional Development and Licensing (TEPDL) and Professional Standards Council Annual Report for 2006-07. This expanded report provides details on the status and activities related to the implementation of PI 34 and serves as the annual report of the Professional Standards Council to the Legislature, as required under PI 34.36(4)(j). I hope that you will find this report an informative and useful document.

Elizabeth Burmaster
State Superintendent





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Part I

The Professional Standards Council Report to the Legislature

A Message from the 2006–2007 Professional Standards Council (PSC) Chair

In 1997, Wisconsin Act 298 created the Professional Standards Council under the direction of the Department of Public Instruction (DPI). The Council consists of 19 members appointed by the State Superintendent of Public Instruction and confirmed by the Senate; professional associations or institutions nominate seventeen members. Additionally, a parent representative and a student representative are members of the Council. Members serve for three-year terms.

As noted in a 1998 Wisconsin Legislative communication:

“The primary focus of the Council is on classroom teaching. The purpose of the Council is to ensure the quality of the profession of teaching by recommending to the State Superintendent a set of high standards for licensing that maintains quality classroom teaching, addresses the changing needs for the instruction of pupils in the state and provides the continual professional development of teachers.”

The Act provides a statutory mechanism to review, propose, or revise teacher preparation policies and to assist the State Superintendent in improving teacher preparation, licensure, and regulation. Consistent with the statutory duties of the PSC to “report annually to the appropriate standing committees of the Legislature on the activities and effectiveness of the Council,” the Council respectfully submits this annual report.

Linda Helf, Chair
Professional Standards Council

*The purpose of
the Council is to
ensure the quality
of the profession of
teaching.*

Professional Standards Council Responsibilities

The Professional Standards Council has a wide range of duties, including those that directly involve licensure, such as advising the state superintendent on educator licensure standards for initial licensure and license renewal.

The Professional Standards Council reports annually to the education committees in each house of the legislature on the activities and effectiveness of the Council.

The Council also proposes to the superintendent:

- standards for evaluating and approving teacher education programs
- ways to recognize excellence in teaching, including the assessment administered by the National Board for Professional Teaching Standards and master educator licensure
- alternative procedures for the preparation and licensure of teachers
- standards and procedures for revoking a teaching license

The Council reviews and makes recommendations regarding administrative rules proposed by the department that relate to educator preparation, licensure and regulation. Finally, the Council reports annually to the education committees in each house of the Legislature on the activities and effectiveness of the Council. The Professional Standards Council meets three times annually.

Members of the Council are the connection between the Department and teachers, administrators, universities, students, and parents in the area of licensure. The Council meetings often include a discussion of how PI 34 is working in the Wisconsin schools.



The 2006–2007 Professional Standards Council Membership Roster

Chair	Linda Helf, <i>Teacher</i> Jefferson School, Manitowoc
Vice Chair	Ryan Champeau, <i>Principal</i> Waukesha North High School
Secretary	Russ Kaeske, <i>School Board Member</i> Whitnall Schools

Jeffrey Barnett
Dean
College of Education
University of Wisconsin-Whitewater

Amy Blazkovec-Johnson
Teacher
Bay View High School
Milwaukee Public Schools

Frances Bohon
School Board Member
Marshfield Schools

Ann Cattau
Pupil Services
Neenah School District

Connie Foster
Dean
College of Ed. & Prof. Studies
UW-River Falls

John Gaier
District Administrator
Neillsville School District

Gloria Goss
Teacher
St. John Vianney Grade School
Brookfield

Richard Johnson
Student Representative
UW-Oshkosh

Pat Lewno
Parent Representative
Racine, Wisconsin

Hilary Pollack
Professor
Northland College
Ashland

Al Pyatskowitz
Teacher
Menominee Indian High School
Keshena

Terry Schoessow
Teacher
Wilson School
Mequon

Muriel O. Smith-Gross
Teacher
Hamilton High School
Milwaukee Public Schools

Katherine F. Staff (Kay)
Pupil Services
Craig Montessori School
Milwaukee Public Schools

Mary Zimmerman
Pupil Services
Ellsworth High School

Lynn Zindl
Teacher
Menomonee Falls High School

Synopsis of 2006–2007 Professional Standards Council Activities

August 11, 2006 – A special meeting was held to examine policies and procedural issues arising from PI 34 developmental licensure levels and teacher assignments. Timelines and processes for collecting 2006-07 district information for developmental level assignments were determined.

October 23, 2006 Meeting Highlights

While 98.9% of Wisconsin educators were recognized as meeting the NCLB definition of “highly qualified,” the Council supported and encouraged the Department in its efforts to improve the ratio of effective and experienced teachers in high need schools.

- Examined findings from the U.S. Department of Education audit of Wisconsin’s progress in meeting “highly qualified” teacher (HQ) provision under the No Child Left Behind Act (NCLB) of 2001. While 98.9% of Wisconsin educators were recognized as meeting the NCLB definition of “highly qualified,” the Council supported and encouraged the Department in its efforts to improve the ratio of effective and experienced teachers in high need schools.
- Recommended revisions to Professional Development Plan (PDP) resource materials. Enhancements include the addition of a separate “Initial Educator Toolkit” and the addition of more explicit, exemplary sample PDPs.
- Reviewed information on the following programs: the Wisconsin Master Educator Assessment Process (WMEAP), the National Board for the Certification of Teachers, and the Wallace Fellows.
- Requested future DPI reports on PDP team training; exemplary district practices regarding PI 34 implementation; reading specialist licensure; and teacher compensation and advancement district practices in light of PI 34.

January 2007 Meeting Highlights

- Discussed potential advantages and disadvantages regarding the transition of PDP team trainings from two days to one. Reviewed data from surveys on previous two-day trainings that indicated the face-to-face activities could be conducted in a one-day format.
- Reviewed and provided feedback for improvement of the online PDP training module which replaced that portion of the two-day PDP Team Training session formerly conducted by DPI staff. The module is available for viewing at the <http://dpi.wi.gov/tepd/pdptrain.html>. Discussed other materials and resources for PDP development including the new Initial Educator Toolkit currently undergoing revision.
- Endorsed DPI programs to recruit teachers from diverse backgrounds and the development of “future teacher” organizations in urban schools.
- Endorsed the State Superintendent’s intention to request districts to designate PI 34 coordinators and promoted other activities that support the implementation of PI 34 in school districts.

April 2007 Meeting Highlights

- Reviewed the 2006-07 pilot educator preparation program approval review process for Wisconsin institutions of higher education and requested updates. As required by PI 34, every program leading to licensure will be reviewed for compliance with PI 34 under this five-year cycle.
- Discussed survey responses from participants attending the spring 2007 one-day PDP team training pilot sessions and noted that responses were overwhelmingly positive. Requested information regarding the development of resources to support the re-training/updating of PDP team members.
- Reviewed and provided feedback on the following programs: Mentoring Grants for Initial Educators; the Initial Educator Support Seminar (June 25-26); License Renewal Support Centers; On-Line Licensing Application Project; and Alternative Licensure Trends.
- Requested future DPI reports on effective professional practices for PDPs and mentoring programs; charter school licensing; DPI-IHE collaboration; and the June 25-26 Seminar.

Additional information about the Professional Standards Council, including past meeting minutes and a current membership roster, is available at <http://dpi.wi.gov/tepd/pschome.html>.

“The schools of this country are its future in miniature.”

—T. Hsieh



Part II:

The Quality Educator Initiative, PI 34—Career-Long Professional Development and Licensure

“Our progress as a nation can be no swifter than our progress in education.”

—John F. Kennedy

The Framework for Career-Long Professional Development

Wisconsin’s Quality Educator Initiative features three licensure stages: initial educator, professional educator, and master educator. The three stages are founded on the principle that a renewal system framed by performance-based standards will best assure the public that educators will engage in continuous professional growth. It further assures that growth includes the acquisition of knowledge and skills, both in the educator’s area of licensure and the improvement of student learning. (see Figure 1).

Figure 1: The Framework for Career-Long Professional Development and Licensure

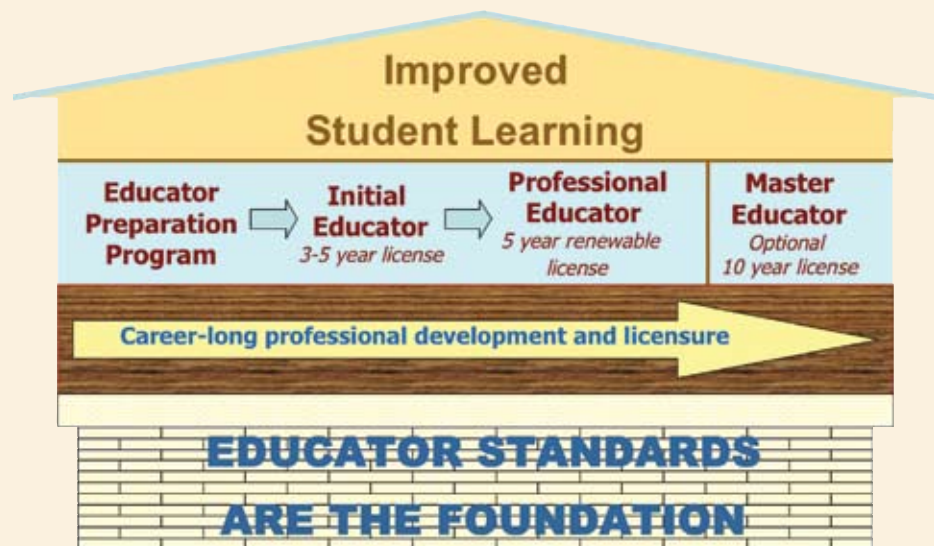


Figure 1 provides a graphic representation of the framework. Performance-based educator standards provide the foundation for career-long professional development and licensure.

Program Approval and Educator Preparation

The State Superintendent of Public Instruction is required by law to establish rules and standards of attainment governing the preparation and licensing of those who will serve in the public elementary and secondary schools of Wisconsin. The rules establish that Wisconsin will follow the program approval plan for the licensing of professional school personnel.

Program Approval of Wisconsin Educator Preparation Programs

The DPI conducts approval reviews of Wisconsin educator preparation programs every five years, using standards identified in the Quality Educator Initiative, PI 34.05-15. Under the program approval approach to educator licensing, graduates of Wisconsin colleges and universities or approved experimental or innovative programs are granted a license by the department based on the recommendation of the certifying officer of the institution at which they have successfully completed an approved program. PI 34 also provides for alternative approaches to educator preparation. These programs are designed and offered in a more flexible way for those who already have an undergraduate degree. Often, they are developed in partnership with a school district and/or are designed to meet staffing needs in a shortage field.

Another route to licensure is through the Wisconsin Improvement Program (WIP). WIP offers an internship in lieu of student teaching. WIP interns cannot be used to replace a teacher or to act as a substitute teacher. Rather, WIP interns work under the direction of a fully licensed practitioner. WIP interns hold a DPI license and receive a stipend from the employing school district for their one-semester internship. During the 2006-2007 school year, 151 interns from 18 universities and colleges were placed in Wisconsin schools.

“Laws for the liberal education of youth... are so extremely wise and useful that to a humane and generous mind, no expense for this purpose would be thought extravagant.”

—John Adams



Figure 2: Wisconsin's Approved Educator Preparation Institutions Public Universities (UW System)

- 1. UW - Eau Claire
- 2. UW - Green Bay
- 3. UW - La Crosse
- 4. UW - Madison
- 5. UW - Milwaukee
- 6. UW - Oshkosh
- 7. UW - Parkside (Kenosha)
- 8. UW - Platteville
- 9. UW - River Falls
- 10. UW - Stevens Point
- 11. UW - Stout (Menominee)
- 12. UW - Superior

- 13. UW - Whitewater

Independent Colleges and Universities

- 14. Alverno College, Milwaukee
- 15. Beloit College, Beloit
- 16. Cardinal Stritch University, Milwaukee
- 17. Carroll College, Waukesha
- 18. Carthage College, Kenosha
- 19. Concordia University, Mequon
- 20. Edgewood College, Madison
- 21. Lakeland College, Sheboygan
- 22. Lawrence University, Appleton
- 23. Maranatha Baptist Bible, Watertown
- 24. Marian College, Fond du Lac
- 25. Marquette University, Milwaukee
- 26. Mount Mary College, Milwaukee
- 27. Northland College, Ashland
- 28. Ripon College, Ripon
- 29. St. Norbert College, De Pere
- 30. Silver Lake College, Manitowoc
- 31. Viterbo University, La Crosse

- 32. Wisconsin Lutheran College, Milwaukee

Innovative/Experimental Programs and Pilot Alternative Programs

- A. New Leaders for New Schools Milwaukee, WI
- B. University of Wisconsin – Platteville Alternative Educational Licensure
- C. Urban Education Fellows Program, Milwaukee, WI
- D. Accelerated Certification for Teachers (ACT) Carthage College, Kenosha, WI
- E. Proficiency-Based Licensure (PBL) CESA 1 Program Brookfield, WI
- F. Residency in Teacher Education (RITE) CESA 6 Oshkosh, WI
- G. Teacher Development Center - Alternative Licensure Program CESA 7 Green Bay, WI
- H. Concordia University Alternative Teacher Preparation Program - Accelerated post Bachelor Degree licensure Mequon, WI
- I. Marian College Fond du Lac, WI
- J. mTec (Milwaukee Teacher Education Center) for Milwaukee Public Schools Milwaukee, WI
- K. NORDA Inc., - Project Teaching, 10SPED (Special Education), and WISCAD (Administration/Pupil Services) Ladysmith, WI
- L. PAVE (Partners Advancing Values in Education) Milwaukee, WI
- M. MSAL Program University of Wisconsin-Green Bay
- N. Alternative Careers in Teaching (ACT!) University of Wisconsin – Oshkosh

Wisconsin's Approved Educator Preparation Institutions

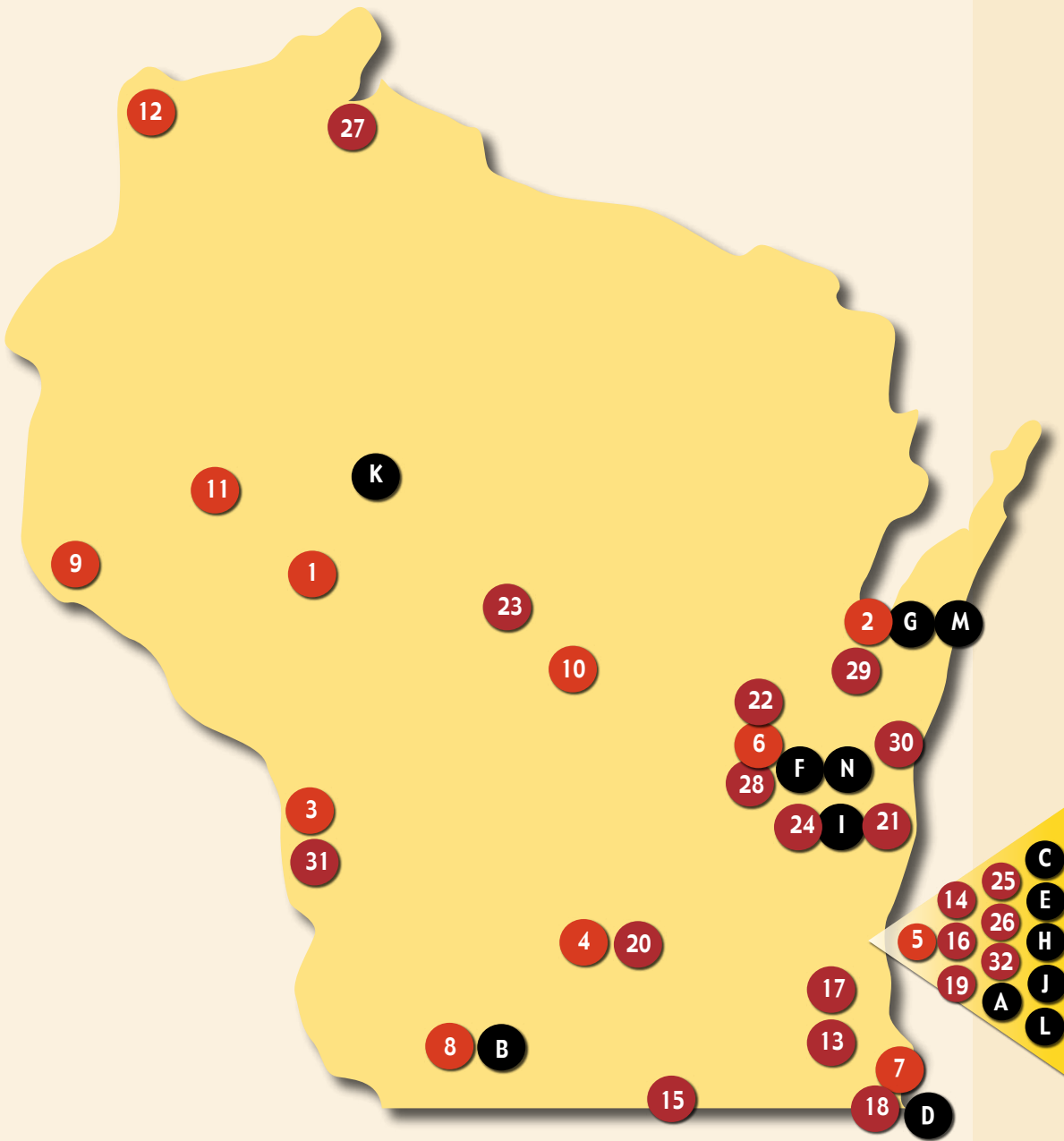


Figure 2 shows the 32 Wisconsin colleges and universities, as well as the 14 alternative and innovative/experimental programs, which prepare educators for licensure.

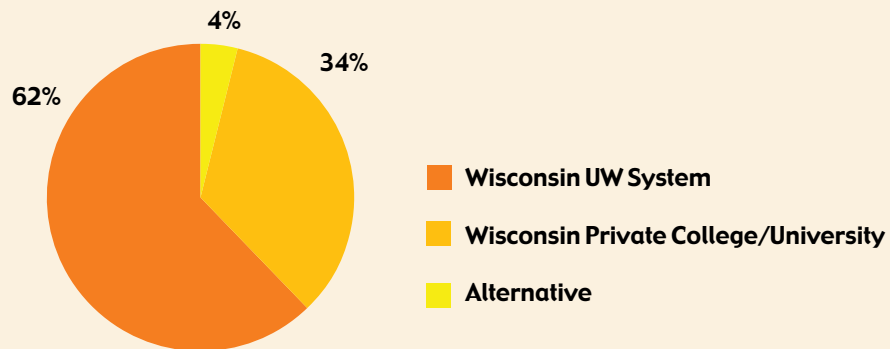
*“What office is there
which involves
more responsibility,
which requires
more qualifications,
and which ought,
therefore, to be more
honorable than that
of teaching?”*
— H. Martineau

2006-2007

DPI staff met with IHE representatives in January 2007 to review procedures and seek input regarding the new PI 34 program approval review processes. Pilot reviews were held in April and May of 2007 for Beloit College, UW-Superior and UW-Madison. During a June 2007 meeting with IHE representatives, the spring 2007 pilot processes and documents were evaluated and revisions recommended. New draft review documents were distributed for the 2007-08 program reviews of UW-Stevens Point, UW-Eau Claire, Marian College and Carthage College. Alternative and innovative/experimental program reviews will also be conducted during 2007-2008 for the following programs: CESA #6 (Residency in Teacher Education); NORDA, Inc.; mTec (Milwaukee Teacher Education Center); CESA #7-Teacher Development Center; UW-Green Bay (Master’s Degree in Applied Leadership for Teaching and Learning); Concordia University (Alternative Teacher Preparation Program); and PAVE (Partners Advancing Values in Education) in Milwaukee.

During 2005-2006, approved Wisconsin educator licensure programs produced a total of 5,625 program completers. Of this total, 3,492 (62%) were from Wisconsin UW-System campuses, 1,912 (34%) from Wisconsin private colleges and universities, and 221 (4%) were from alternative Wisconsin licensure programs. Figure 3 illustrates the percentage of program completers from approved Wisconsin programs in 2005-06.

Figure 3: Wisconsin Educator Program Completers 2005–2006



Source: Supply and Demand Report, <http://dpi.wi.gov/tepdll/research.html>

Educator Licensing for Out-of-State Program Completers

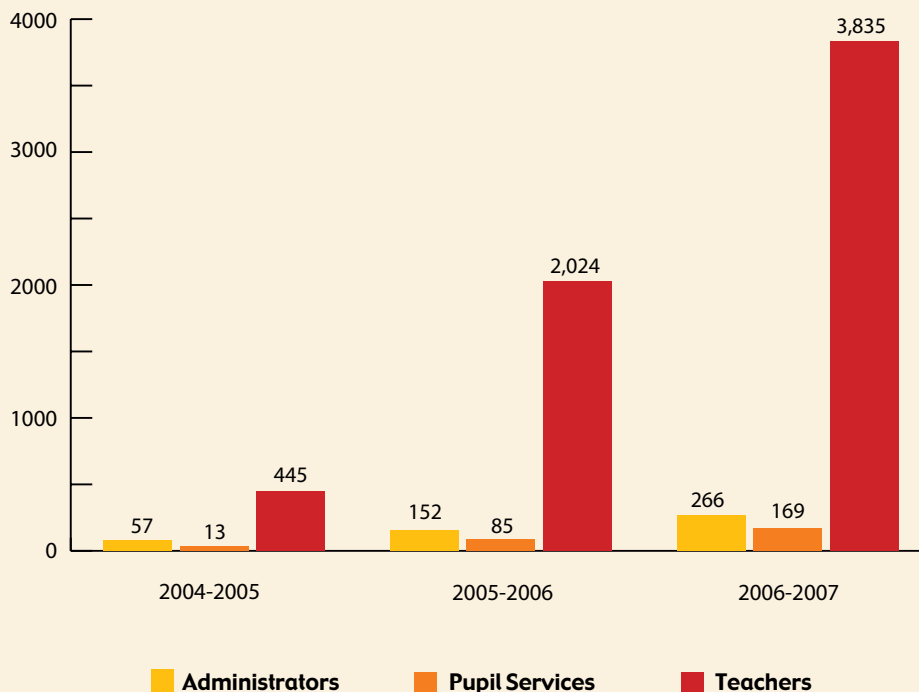
Applicants from other states who complete state-approved educator preparation programs equivalent in content and scope to those offered by Wisconsin institutions are eligible for Wisconsin licensure. Requirements include a bachelors degree and teaching major and minor requirements that are comparable to those prescribed by PI 34. Applicants must also qualify for full licensure in the states in which the campus headquarters are located outside of Wisconsin. Generally, about 5% of educators licensed in 2006-07 were from out-of-state programs.

Licensure Stages

Initial Educator Stage

An initial educator is an individual who has successfully completed an approved educator preparation program after August 31, 2004, and who is issued an Initial Educator License by the Department of Public Instruction for the first time in a particular category (teaching, pupil services, administration). After successful completion of a Professional Development Plan and three years regular experience in the license category, an initial educator can advance to the Professional Educator License stage. Figure 4 shows the number of initial educators employed in Wisconsin public schools since that license stage was first issued in 2004.

Figure 4: Initial Educators Employed by Public Schools



Source: TEDPL Licensing Database

“All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth”

—Aristotle

“I was still learning when I taught my last class.”

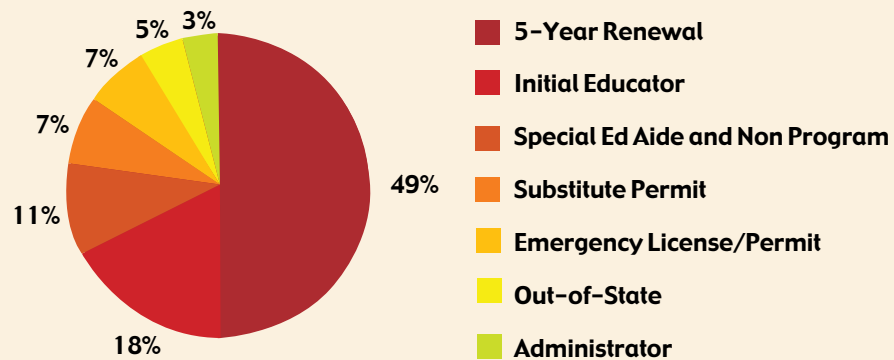
— C.M. Fuess

Professional Educator Stage

An initial educator who successfully advanced his or her license to a five-year Professional Educator license must renew this license by successful completion of a Professional Development Plan. An educator who completed an approved program in a licensure category before August 31, 2004, may continue to renew his or her license by completing six semester credits at the university level in the five years immediately preceding their license renewal date or by successfully completing a Professional Development Plan. As of July 1, 2007, 71 Professional Educator licenses have been renewed through the PDP process.

Over half of the 29,000 applications received in 2006-07 were for five year professional educator licenses. Figure 5 shows the number and percentage of licenses by application type (regular, substitute, emergency, etc.). Note that emergency permits and licenses were 6 % of the total. This is a decrease from 7.4 % reported in the 2005-06 school year.

Figure 5: Applications Received by Type 2006-2007



Note: Multiple licenses may be issued upon receipt of one or more application types.

Master Educator Option

The Master Educator License is a voluntary, 10-year license. There are two pathways to the Master Educator License in Wisconsin: the National Board for Professional Teaching Standards (NBPTS) and the Wisconsin Master Educator Assessment Process (WMEAP).

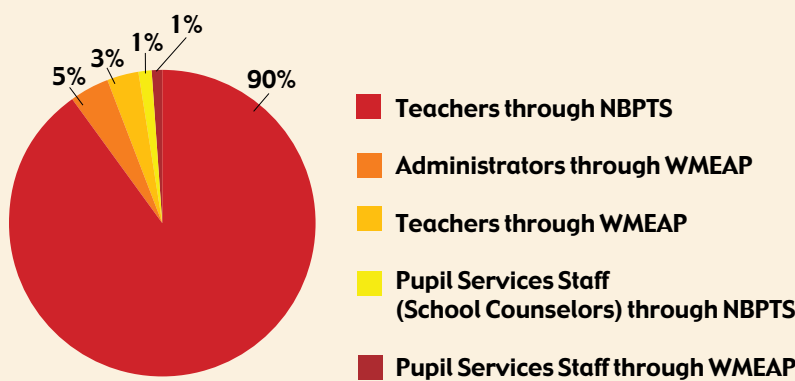
- The NBPTS route allows teachers to participate in a rigorous assessment process and receive NBPTS Certification. This option is available to teachers in most subject areas. A subsidy to help offset the cost of applying for NBPTS certification is available. If a candidate is successful in becoming NBPTS certified, an annual grant is provided for nine years. For more information about NBPTS Certification (including prerequisites), go to: <http://dpi.wi.gov/tepd/nb.html>.
- The WMEAP is currently targeted toward administrators, pupil services personnel, and teachers licensed in subjects not available through NBPTS. Educators are allowed up to two years to complete a portfolio that is then assessed by DPI-trained assessors. More information about WMEAP (including prerequisites) can be found at: <http://dpi.wi.gov/tepd/wmeapsumm.html>.

There are two pathways to the Master Educator License in Wisconsin: the National Board for Professional Teaching Standards (NBPTS) and the Wisconsin Master Educator Assessment Process (WMEAP).

2006-2007

Currently, there are almost 300 NBPTS teachers and 18 WMEAP educators in Wisconsin public schools who have attained Wisconsin Master Educator Licensure. Another 26 earned the Master Educator License through their successful completion of the Wallace Fellows Program (see description in Part III of this report). Figure 6 identifies the new Master Educator Licenses numbers by teacher, administrator and pupil services staff designations.

Figure 6: Master Educator Licenses 2006-2007



Part III:

Programs and Resources

*“I touch the future.
I teach”
— Christa McAuliffe*

Urban Educator Programs

Urban Teacher World

The Urban Teacher World (UTW) Program is a successful effort to engage diverse PK-12 students with careers in education through middle school visitations and an annual conference. The program is intended to create a comprehensive system to recruit, develop, and support a pool of diverse educators, with the focus on potential educators currently attending high needs schools. Over 2,000 students have participated in the program since its inception in 1996. The program offer students’ opportunities to understand the preparation needed to become a teacher, exposing them to campus life and connecting them to pre-professional pathways into professional careers.

Future Educators

Future Educators Association (FEA) is a national program for middle and high school students interested in exploring careers in education by providing them with a realistic understanding of the nature of education and the role of the teacher. The department is working to increase the number of Future Educators Association charter chapters. In 2006-2007, the number of charter chapters increased from two to seven. FEA advisor training has been piloted for Milwaukee Public Schools with the intention of expansion to other districts.

Wisconsin Initial Educator Seminar: Using Data to Support Initial Educators–June 25–26, 2007

On June 25-26, 2007, Wisconsin education stakeholders participated in a data retreat to explore the implementation of PI 34 in Wisconsin school districts. Representation included the Wisconsin Education Association Council; Wisconsin Association for School District Administrators; Cooperative Educational Service Agencies; Institutions of Higher Education; the Professional Standards Council; other Wisconsin professional groups; teachers; administrators; and Wisconsin Department of Public Instruction staff.

Using three data sources (surveys, research articles, collective experiences), seminar participants identified the following key benefits of an initial educator support system:

- Increased student learning
- Decreased expenses related to staff turnover
- Improved organizational effectiveness
- Strengthened commitment to the profession

Stakeholder groups then created action plans to build support for strong educator induction programs in Wisconsin school districts.



The initial educator shall receive ongoing orientation, support seminars, and a qualified mentor.

2006–2007 Grant Programs

Mentoring Funds for Initial Educators Grant

As provided for under 115.405(2m)(b), stats, the Mentoring Funds for Initial Educators grant provides up to \$375 per initial educator to support mentoring and retaining quality initial educators. This money may be used to hire mentors, provide release time for initial educators to attend training, pay for initial educators' consultant services and/or other support systems.

The grant application requires three assurances which are taken from PI 34.17(2):

- The initial educator shall receive ongoing orientation from the employing school district which is collaboratively developed and delivered by school boards, administrators, teachers, support staff and parents.
- The initial educator shall be provided support seminars by the employing school district which reflects the standards in subchapter II and the mission and goals of the school district.
- The initial educator shall be provided with a qualified mentor by the employing school district. The mentoring period may be for less than 5 years.

In 2006-2007, over 1,800 grants were provided to public school and private/agency teachers impacting over 400 school districts, agencies and private schools.

The grant program is part of Wisconsin's efforts to ensure that children of color and economically disadvantaged students have equitable access to experienced teachers.

Peer Review and Mentoring Grant

During the 2000-2001 school year, state funds were made available to school district/ CESA consortia for the first Wisconsin Peer Review and Mentoring Grants. The grant program is aimed at developing and supporting educators in addressing the requirements of PI 34. \$500,000 in state funds was made available on a competitive basis for consortiums. The maximum amount awarded was \$25,000 for any one proposal.

During the 2006-2007 school year, grants were awarded on a competitive basis to twenty-four school districts ranging from \$5,000 to \$25,000.

Quality Educator Professional Development and Retention Grant

The 2006-2007 Title I grant program is part of Wisconsin's efforts to ensure that children of color and economically disadvantaged students have equitable access to experienced teachers. The funds could be used to provide support for teachers with three or fewer years of experience; to provide support for teachers who are not currently highly qualified for their teaching assignment; or to address the recruitment and retention of effective, experienced teachers in high need schools. Twelve school districts met the criteria for the 2006-2007 funds. Districts used the funds to provide support for new and inexperienced teachers.

Wisconsin Urban Schools Leadership Project - Wallace Fellows

Funded through a grant from the Wallace Foundation in 2004, the Wisconsin Urban Schools Leadership Project is a partnership among the foundation; fellows (principals from urban schools) and their districts; the Department of Public Instruction; Office of the Governor; the Milwaukee Partnership Academy; and three universities, Cardinal Stritch University in Milwaukee, the University of Wisconsin-Madison, the University of Wisconsin-Milwaukee; and the state's five largest school districts, Green Bay, Madison, Racine, Kenosha, and Milwaukee.

In the initial group of Wallace Fellows, 30 Wisconsin urban principals from Green Bay, Kenosha, Madison, Milwaukee, and Racine were selected for the program. Of these, 26 successfully achieved Master Educator Licensure. A second group of 29 Wallace Fellows began the program in October 2006. They are currently working toward master level licensure. The mid-career principals from the five urban districts were nominated by district-level leaders to become Wallace Fellows because of their energy and commitment to the growth of their profession and because they have demonstrated that they know how to effect change.

Licensing Resources

License Renewal Support Centers

Fourteen License Renewal Support Centers (LRSCs) were created around the state of Wisconsin to provide PI 34 license renewal-related services to licensed educators in Wisconsin.

Services provided by the License Renewal Support Centers may include:

- Identifying and training of mentors
- Facilitating ongoing orientation and support seminars based on the Wisconsin Education Standards
- Assisting in creation of Professional Development Plans
- Managing the Professional Development Plan review process
- Training (with assistance of DPI) cohorts of professional educators in the teacher, administrator, and pupil service categories to serve on professional development teams
- Collaborating with regional partners to deliver other necessary services to educators

Revising the Professional Development Plan Team Training Process:

During 2006-2007, the Teacher Education, Professional Development, and Licensing Team streamlined the PDP team training process. Data related to the existing two day format were analyzed and, with extensive input from the PDP team training facilitators, a one-day format was proposed. One element of the training, the PI-34 overview, was converted to an online module, now completed prior to attendance at a training session.

The one-day PDP team training was piloted with 46 participants in October of 2006. Data collected from participants indicated that training goals were met and, further, that all constituencies were pleased with the shift to a one-day format. As of July 1, 2007, nearly 9,000 individuals have been trained to serve on educators' Professional Development Plan teams. Figure 7 shows the percentages of teachers, administrators, pupil service professionals, and college/university representatives (IHEs) trained as team members

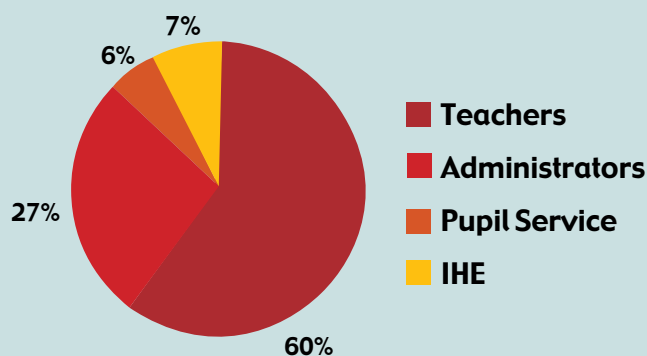


Figure 7: PDP Team Trained Members

Wisconsin PDP

The Wisconsin PDP is a cooperative web-based environment for licensees. Several CESAs have initiated a regional approach to PDP reviews using technology to manage the complete licensure process and connect licensees and reviewers. The process provides for reflection, self assessment, and collaboration with qualified PDP review team members. Uploading plan assessment evidence, goal approval, and verification are also features of the system and can be found at <https://www22.sslldomain.com/wipdp/Login.cfm>

As of July 1, 2007, nearly 9,000 individuals have been trained to serve on educators' Professional Development Plan teams.

“Whenever the people are well-informed, they can be trusted with their own government”
— Thomas Jefferson

Quality Educator Interactive (QEI)

The University of Wisconsin System, University of Wisconsin-Extension Outreach and E-Learning Division, Wisconsin Education Association Council, Association of Wisconsin School Administrators, Wisconsin Association of School District Administrators, and Professional Development Academy joined forces to provide an online tool, the Quality Educator Interactive, for creating, editing and sharing professional development plans online. All WEAC, WASDA and AWSA members may use the site at no cost as a membership benefit. Nonmembers may use the system by paying a one-time fee of \$75 to enroll and an annual maintenance fee of \$20 to cover the cost of server space. The Quality Educator Interactive is available at <http://qei.wisconsin.edu/index.cfm>.

ePDP

The ePDP assists staff in renewing their licenses through an electronic Professional Development Plan. The ePDP was developed by UW-Madison Career Services in cooperation with the Madison Metropolitan School District. The tool is also being adapted for some other Wisconsin school districts. For more information, contact Steve Head, Director of Career Services at UW Madison, 608-262-1755 or sh@education.wisc.edu.

On-Line Licensing Project

DPI is currently developing specifications for the creation of an on-line licensing system. This will streamline the licensing process by allowing educators to apply for licensure over the Internet. Among numerous other benefits, this system will also provide school districts with a “toolkit” to manage their specific licensing responsibilities more efficiently.

The 2006-2007 Teacher Education, Professional Development and Licensing (TEPDL) and Professional Standards Council Annual Report documents TEPDL and Professional Standards Council activities related to the preparation, licensing, and professional development of Wisconsin educators in support of the New Wisconsin Promise goal of ensuring a quality education for every child. As Superintendent Burmaster notes, “To raise all students’ achievement, we need quality teachers in every classroom and strong leadership in every school.”

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Teacher Education, Professional Development and Licensing
Wisconsin Department of Public Instruction
PO Box 7841
Madison, WI 53707-7841
Phone: 800-266-1027
608-266-1028

Email: licensing@dpi.wi.gov

<http://dpi.wi.gov/tepd/>

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