

2007-2008



Annual Report | Professional Standards Council Quality Educator Initiative - PI 34

Teacher Education, Professional Development and Licensing Team



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ELIZABETH BURMASTER, STATE SUPERINTENDENT

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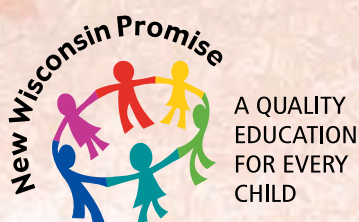
April 2009

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2007 - 2008
Annual Report
of the
Professional Standards Council
and
Quality Educator Initiative - PI 34



Wisconsin Department of Public Instruction
Teacher Education, Professional Development and Licensing Team

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 32,000 applications for educator licenses. During the 2007-2008 school year, almost 5,500 licenses were issued to first-time initial educators.

As State Superintendent, I am pleased to offer the Teacher Education, Professional Development and Licensing (TEPDL) and Professional Standards Council (PSC) Annual Report for 2007-08. The 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 2007–2008 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 assessments 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 an educator license

The Council reviews and makes recommendations regarding administrative rules proposed by DPI 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.

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 discussion of how PI 34 is working in Wisconsin schools.



The 2007–2008 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

Stephanie Armstrong
Teacher
Westside Elementary School
Sun Prairie School District

James Juergensen
Dean
School of Education
Concordia University

Jeffrey Barnett
Dean
College of Education
University of Wisconsin - Whitewater

Pat Lewno
Parent Representative
Racine

Lisa Benz
Teacher
Ellsworth Middle School
Ellsworth School District

Thomas Mulligan
Teacher
Nathan Hale High School
West Allis School District

Frances Bohon
School Board Member
Marshfield School District

Jamie Tomei
Student Representative, Viterbo University
Ettrick, Wisconsin

Ann Cattau
Pupil Services
Neenah School District

Al Pyatskowitz
Teacher
Menominee Indian High School
Menominee Indian School District

John Gaier
District Administrator
Neillsville School District

Terry Schoessow
Teacher
Wilson School
Mequon-Thiensville School District

Gloria Goss
Teacher
St. John Vianney Grade School
Brookfield

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

Paula Hase
Teacher
Wausau West High School
Wausau School District

Dwight Watson
Associate Dean
College of Education and Human Services
University of Wisconsin – Eau Claire

Synopsis of 2007–2008 Professional Standards Council Activities

October 15, 2007 Meeting Highlights

The Council supported and encouraged the Department in its efforts to develop and improve PDP resources.

- Reviewed two letters sent to district and CESA administrators and initial educators, respectively. The letters provided a detailed timeline outlining responsibilities for completion of a verified Professional Development Plan (PDP) for license renewal and indicating where information can be accessed to assist in the process.
- Discussed and examined the five-year review cycle of educator preparation programs under PI 34. Programs having been reviewed using the new program approval model were asked to share their recommendations and observations with institutions of higher education (IHEs) that will be undergoing the review in the next year. In addition, the PSC examined documents that provide detail on the program approval process.
- Requested information regarding new applications for alternative programs submitted to the Department. Information was also requested regarding how IHEs provide for trained representatives to serve on initial educator PDP teams and how information is shared by IHEs to ensure that cooperating teachers are fully apprised of PI 34 requirements and educator standards.
- Examined the data gathered from the Wisconsin Initial Educator/Mentor Survey Summary Report. The results of this survey were used to identify induction activities and areas of support needed by initial educators.
- Reviewed and discussed initial educator induction programs developed by local school districts and defined as “promising programs.” These districts will be asked to share their models with other districts, and the list of districts having promising programs will be expanded to include districts of various sizes representing all regions of the state.
- Examined model Mentor Training/PDP Writing Workshop Design templates that were based on a response to a state-wide survey of providers who have designed and delivered this training. Examined the revised Initial Educator Toolkit.

January 14, 2008 Meeting Highlights

- Examined the document, Elements of the Program Approval Process, which describes in detail each required element of the program approval process designed to provide a comprehensive review of an IHE to ensure educator preparation programs meet the requirements of state statutes. Also examined were the schedules for review of the Alternative Educator Preparation Programs.
- Discussed and reviewed the results of a meeting of IHE representatives to share feedback on the Praxis testing process and procedures.
- Reviewed information regarding Alternative Programs for Initial Educator Licensing and the progression of these programs over time. These programs focus on teacher shortage areas, such as English as a Second Language (ESL) and special education.

- Reviewed information regarding the work of the License Renewal Support Centers to provide license renewal services to various licensed educators not employed by public schools in Wisconsin.
- Requested DPI to develop a Frequently Asked Questions (FAQ) resource for reading teachers and specialists that addresses the main questions that arise due to the confusion with the administrative/teaching roles for each license. Also requested that the reading teacher license be included with the teaching licenses that are part of the Wisconsin Master Educator Assessment Process (WMEAP) since the National Board for Professional Teaching Standards does not currently offer a certification for reading teachers.
- Reviewed information about the work of the DPI to support Milwaukee Public Schools in providing support to initial educators during the 2007-08 school year. Also reviewed survey documents for initial educators and mentors for all licensure categories.
- Examined a template for the redesign of the Teacher Education, Professional Development and Licensing website that will make information more accessible to users.

April 16, 2008 Meeting Highlights

- Reviewed and provided feedback on the following programs/reports: Research Seminar (June 17), Initial Educator Mentor Grants, PDP Team Training, 2006 Supply and Demand Report, Wisconsin Induction Model-Promising Programs, Master Educator Grants and the FAQ for Reading Teachers/Specialists.
- Examined and provided feedback on the new PI-1602-ADV license application to be used by an Initial Educator to apply for advancement to Professional Educator.
- Reviewed information regarding the application of the College of the Menominee Nation for approval as an alternative program.
- Examined the information concerning the requirements and procedures for NCLB Highly Qualified teacher status. Under “No Child Left Behind,” educators of core subject areas must be highly qualified.
- Examined and discussed the data gathered from the survey conducted of Wisconsin IHEs regarding their support to local school districts and educators. The report included information on requirements for cooperating teachers and PI 34 professional development support for school districts.
- Reviewed information presented on the Partnership for 21st Century Skills/American Diploma Project. The program addresses the essential skills needed for the 21st century and English language arts and mathematics standards at the high school level.
- Requested information and updates on the charter school licensure process, PDP costs to educators, emerging issues on teacher effectiveness, residence requirements, and alignment between Educator Standards and the Partnership for 21st Century Skills/American Diploma Project.

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>.

“There is a place in America to take a stand: it is public education. It is the underpinning of our cultural and political system. It is the great common ground. Public education after all is the engine that moves us as a society toward a common destiny... It is in public education that the American dream begins to take shape.”

—Tom Brokaw

Part II:

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

“When I was a boy on the Mississippi River there was a proposition in a township there to discontinue public schools because they were too expensive. An old farmer spoke up and said if they stopped building the schools they would not save anything, because every time a school was closed a jail had to be built.”

—Mark Twain

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

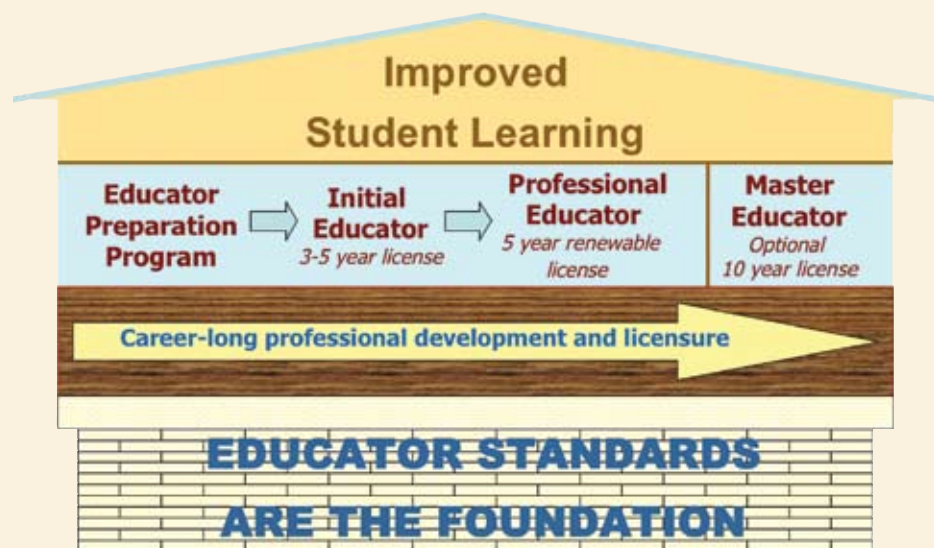


Figure 1 provides a graphic representation of the framework. Performance-based educator standards provide the foundation for career-long professional development and licensure.

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 program 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 routes to educator preparation. These programs are designed and offered in a more flexible way for those who already have an undergraduate degree. They are designed to meet staffing needs in a shortage field, and are often developed in partnership with a school district, college or university, or CESA agency.

*“A child miseducated
is a child lost.”*

—John F. Kennedy



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 (Menomonie)
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 University, Waukesha
18. Carthage College, Kenosha
19. Concordia University - Wisconsin
20. Edgewood College, Madison
21. Lakeland College, Sheboygan
22. Lawrence University, Appleton
23. Maranatha Baptist Bible College, Watertown
24. Marian University, 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

2007–08 Alternative Routes to Licensure Programs

- A. New Leaders for New Schools, Milwaukee, WI
- B. Urban Education Fellows Program Milwaukee, WI
- C. Proficiency-Based Licensure (PBL) CESA 1 Program, Brookfield, WI
- D. Residency in Teacher Education (RITE) CESA 6, Oshkosh, WI
- E. Teacher Development Center – (TDC) CESA 7, Green Bay, WI
- F. Concordia University Alternative Teacher Preparation Program – Accelerated Post Bachelor Degree Licensure, Mequon, WI
- G. mTec (Milwaukee Teacher Education Center) for Milwaukee Public Schools, Milwaukee, WI
- H. NORDA Inc.,-Project Teaching!, 10SPED, and WISCAD , Ladysmith, WI
- I. MSAL Program, University of Wisconsin, Green Bay, Green Bay, WI
- J. Alternative Careers in Teaching (ACT!), University of Wisconsin – Oshkosh, Oshkosh, WI and University of Wisconsin-Fox Valley, Menasha, WI
- K. College of Menominee Nation, Keshena, WI

Wisconsin's Approved Educator Preparation Institutions

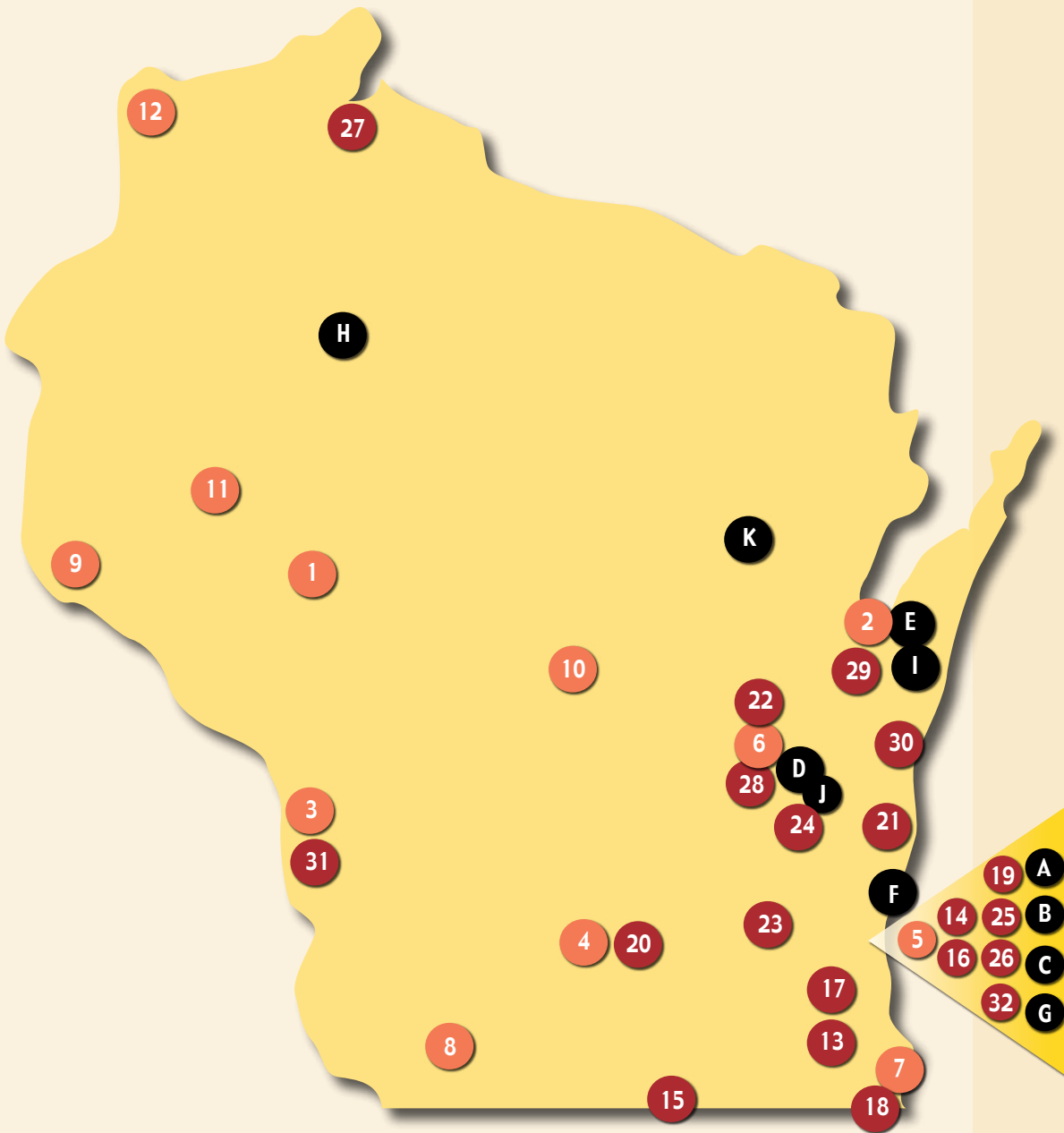


Figure 2 shows the 32 Wisconsin colleges and universities, as well as the alternative route programs, which prepare educators for licensure.

“An investment in knowledge pays the best interest.”

—Benjamin Franklin

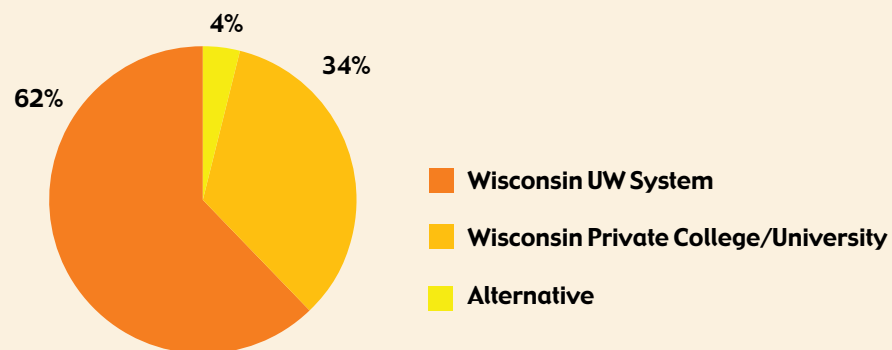
2007-2008 Program Approval Updates

Department staff met with IHE representatives in June 2007 to review the new PI 34 program approval processes implemented in April and May of 2007 for Beloit College, UW-Superior, and UW-Madison. Documents and processes were evaluated and revisions were recommended for program reviews for 2007-08 that took place for UW-Stevens Point, UW-Eau Claire, Marian University, and Carthage College. In 2007-08, alternative route program reviews were held for CESA #6 RITE (Residency in Teacher Education), NORDA Inc., mTec (Milwaukee Teacher Education Center), and CESA # 7-Teacher Development Center.

In 2008-09, program approval reviews will be held for UW-La Crosse, Mount Mary College, Carroll University, UW-Whitewater, UW-Oshkosh, and Maranatha Baptist Bible College. Program approval reviews will take place for the following alternative programs in 2008-09: Concordia University (Alternative Teacher Program), Urban Education Fellows , CESA # 1 – Proficiency-Based Licensure, ACT! – UW-Oshkosh.

During 2006-07 (the most recent year for which data is available), 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%) were from Wisconsin private colleges and universities, and 221 (4%) were from Wisconsin alternative route to licensure programs. Figure 3 illustrates the percentage of program completers from approved Wisconsin programs in 2006-07.

Figure 3: Wisconsin Educator Program Completers 2006–2007



Source: 2007 Supply and Demand Report, <http://dpi.wi.gov/tepd/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 bachelor's 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. Approximately 5% of educators licensed in 2007-08 were from out-of-state programs.

Licensure Stages

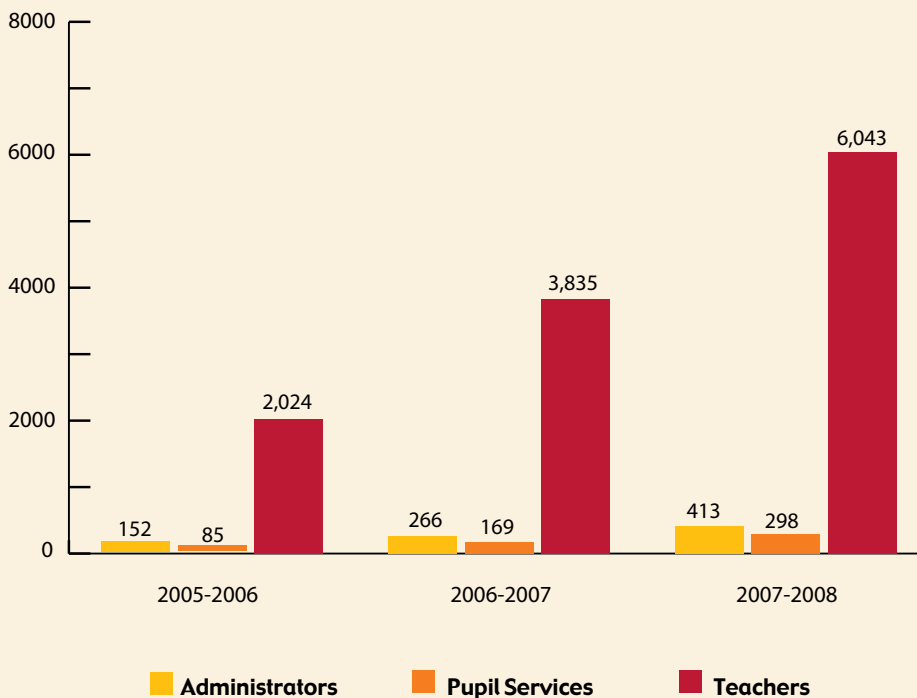
Initial Educator Stage

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, or administration). After successful completion of a Professional Development Plan (PDP) and at least three to five years experience in the license category, an initial educator can advance to the Professional Educator License stage. Figure 4 shows the growth in the number of initial educators employed in Wisconsin public schools during the past three school years.

*“What greater gift
can we offer the
republic than to
teach and instruct
our youth?”*

—Cicero

Figure 4: Initial Educators Employed by Public Schools



Source: TEDPL Licensing Database

“Knowledge -- that is, education in its truest sense -- is our best protection against unreasoning prejudice, and panic-making fear, whether engendered by special interest, illiberal minorities or panic-stricken leaders.”

—Franklin D. Roosevelt

Professional Educator Stage

An initial educator who successfully advances his or her license to a five-year Professional Educator license must renew this license by successful completion of a Professional Development Plan (PDP). 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 PDP. As of July 1, 2008, 205 Professional Educator licenses were renewed through the PDP process. Of those, 87 were issued during the 2006-2007 year.

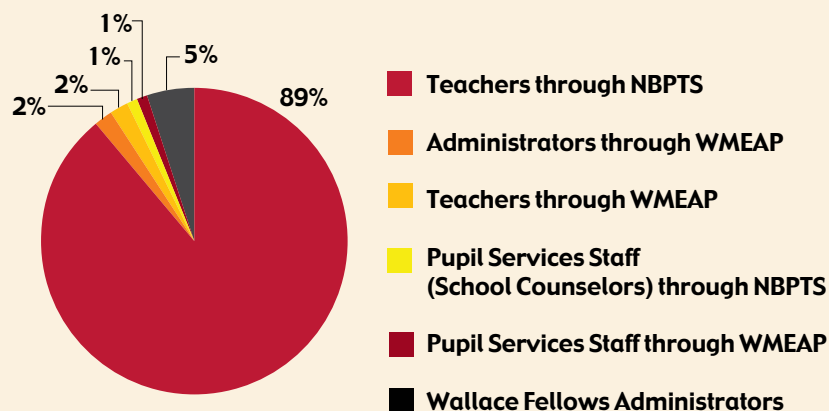
Master Educator Option

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 to 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), visit: <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>.

As of June 30, 2008, there were 516 Wisconsin National Board Certified Teachers. There were also 18 educators who completed the Wisconsin Master Educator Assessment Process. Another group earned their Master Educator License through their successful completion of the Wallace Fellows Program (see program description in Part III of this report). Figure 5 identifies the total number of Wisconsin Master Educator Licenses issued by teacher, administrator, and pupil services staff designations through June 30, 2008.

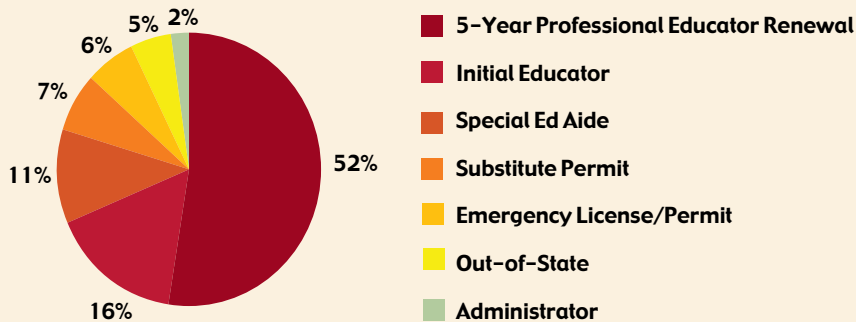
Figure 5: Master Educator Licenses 2007–2008



The total number of currently licensed educators in Wisconsin public schools is represented in Figure 8. This includes teachers, pupil services professionals (school counselors, social workers, psychologists and school nurses), and administrators who hold initial educator, professional educator, and master educator licenses.

Figure 6 shows the number and percentage of licenses by application type (regular, substitute, out-of-state, etc.).

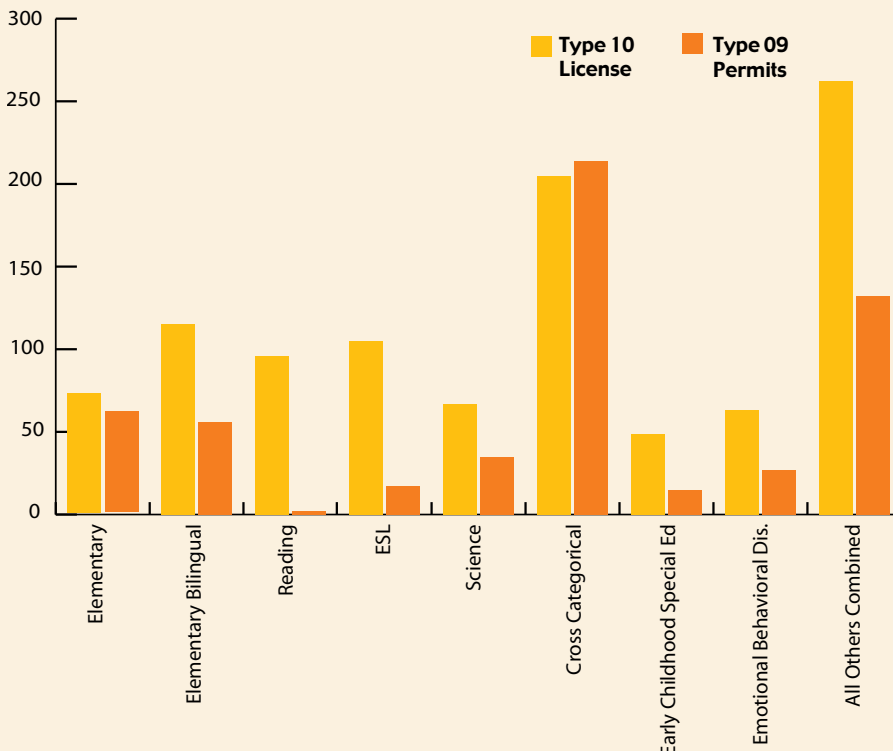
Figure 6: Applications Received by Type 2007–2008



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

The number of emergency licenses and permits issued by the department has declined each of the past three years. During the 2007-08 year 1,762 emergency licenses and permits were issued. This is approximately six percent of the total number of all education licenses issued during that time period. See Figure 7 for the teacher shortage licensure areas most often requested.

Figure 7: Applications Received by Type 2007–2008



“We must not believe the many, who say that only free people ought to be educated, but we should rather believe the philosophers who say that only the educated are free.”

—Epictetus (Roman philosopher and former slave)

“The preservation of the means of knowledge among the lowest ranks is of more importance to the public than all the property of all the rich ...”

—John Adams, second President of the U.S., Dissertation on the Canon and the Feudal Law (1765)

Figure 8: Emergency Licenses and Permits as a Percent of Total Educator Licenses. 2007–2008

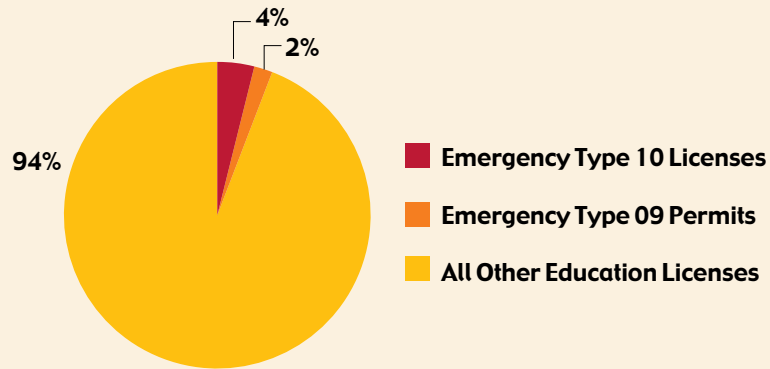
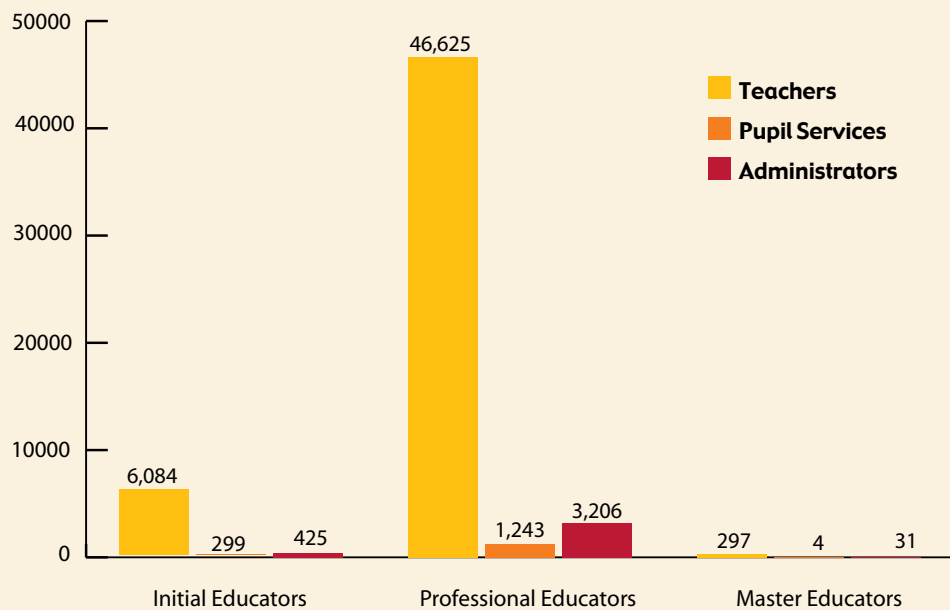


Figure 9: Wisconsin Educators Employed in the Field of their Licensure in Wisconsin Public Schools. 2007–2008



Part III:

Programs and Resources

Wisconsin Induction Model: Promising School District Programs

Each school district in the state is required by PI 34 to provide a support system for initial educators. The most critical components of the district induction support system include ongoing orientation, support seminars, and a qualified mentor for each initial educator.

The Department of Public Instruction developed the Wisconsin Induction Model so school districts throughout the state could learn about the specific components of a comprehensive induction program. In addition, the department identified a number of school districts that had developed programs that could be defined as “promising programs.” These districts represent small, medium, and large student enrollment districts, with geographical distribution across all CESAs and will provide information to those interested regarding their induction programs. Contact information is available at: dpi.wi.gov/tepd/wimprograms.html. Information is also available at this website regarding the process for nominating districts believed to have “promising programs” for inclusion on the website.

Urban Educator Programs

Urban Teacher World

The Urban Teacher World (UTW) Program encourages diverse PK-12 students to consider careers in education. 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 need schools. Over 2,000 students have participated in the program since its inception in 1996. The program offers 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 FEA charter chapters. Information regarding FEA can be found at: <http://dpi.wi.gov/tepd/futureed.html>.

Wisconsin Initial Educator Data Seminar

On June 16, 2008, Wisconsin education stakeholders participated in a data retreat to analyze the results of the 2008 DPI Initial Educator and Mentor Survey. The event was co-sponsored by DPI and Great Lakes West Comprehensive Assistance Center. Representatives from the Wisconsin Education Association Council, Wisconsin Association for School District Administrators, Association of Wisconsin School Administrators, National Comprehensive Center for Teacher Quality, Cooperative Educational Service Agencies, Institutes of Higher Education, other Wisconsin

*“Information is the
currency of democracy.”*

—Thomas Jefferson

“Unless you try to do something beyond what you have already mastered, you will never grow.”

— Ralph Waldo Emerson

professional groups, teachers or administrators, and Wisconsin Department of Public Instruction staff participated in the seminar.

Using selected survey reports, seminar participants identified key findings:

- While research on induction best practice suggests the minimum recommended time for mentors to meet formally with initial educators is 1.25-2.5 hours per week, in Wisconsin 80% of mentors met formally with initial educators 1 hour or less weekly.
- While the number of initial educators receiving support is promising, at least 30% of the initial educators said that opportunities for ongoing support and communication in their schools is lacking.
- Fifty-four percent of initial educators identified Wisconsin Educator Standard #3, differentiation of instruction, as an area in which they needed professional development.
- Sixty-two percent of initial educators said that they received no support from mentors on the PDP process. This may be related to the finding that only a small percentage of mentors reported that they received training in the PDP process.

Stakeholder groups used the data to create action plans for the 2008-09 school year to improve induction programs in Wisconsin school districts.

Wisconsin Research Seminar – June 17, 2008

Closing The Gap: Highly Qualified To Highly Effective

This seminar held on June 17, 2008, was co-sponsored by DPI and Great Lakes West Comprehensive Assistance Center, and engaged school districts, university faculty, professional association representatives, and other state leaders in a research and inquiry-guided dialogue aimed at improving Wisconsin’s initial educator support system. The one-day session featured presentations of recently completed or ongoing, data-based Wisconsin studies of innovative or best practices strategies aimed at improving educator preparation, induction, and professional development. Further information regarding the seminar can be found at: <http://www.learningpt.org/greatlakeswest/witq/research2008.php>.

Wisconsin 2007–2008 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 educator 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 that 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 that reflect 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.

During the 2007-2008 school year, 3,475 grants were issued to schools and agencies that provided the required induction support for licensed initial educators in this program.

Peer Review and Mentoring Grant

The Wisconsin Peer Review and Mentoring Grant program is aimed at developing and supporting educators in addressing the requirements of PI 34. \$500,000 in state funds are available on a competitive basis for consortiums of school districts as well as school districts and CESAs. The maximum amount awarded is \$25,000 for any one proposal. During the 2007-2008 school year, grants were awarded on a competitive basis to twenty-four school district consortiums ranging from \$5,000 to \$25,000 per grant.

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, the Office of the Governor, the Milwaukee Partnership Academy, three universities, (Cardinal Stritch University in Milwaukee, University of Wisconsin-Madison, University of Wisconsin-Milwaukee), and the state's five largest school districts, (Green Bay, Kenosha, Madison, Milwaukee, and Racine).

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 the Master Educator License. A second group of 29 Wallace Fellows began the program in October 2006, and, of those, 21 earned Master Educator Licenses in 2008. 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 also because they have demonstrated that they know how to effect change.

Licensing Resources

DPI Professional Development Plan (PDP) Resources:

- Professional Development Plan Team Training Process:
As of July 1, 2008, over 7,076 individuals were trained to serve on educators' PDP teams. The list of currently trained team members who are eligible to participate on PDP review teams may be found at: <http://dpi.wi.gov/tepd/pdpteammembers.html>. Figure 10 shows the percentages of teachers, administrators, pupil service professionals, and college/university representatives (IHEs) trained as team members as of July 1, 2008.

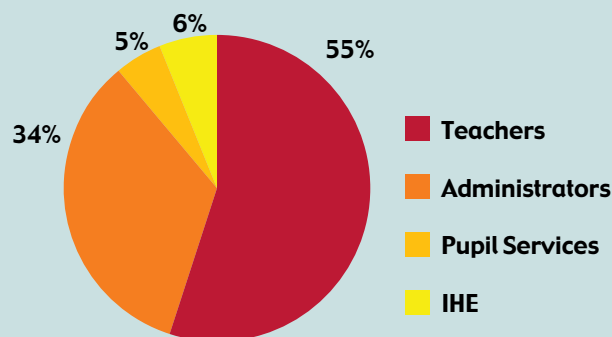
“Knowledge is in every country the surest basis of public happiness.”

—George Washington, address to Congress, January 8, 1790

“Liberty cannot be preserved without a general knowledge among the people.”

—John Adams, second President of the U.S., dissertation on the Canon and the Feudal Law (1765)

Figure 10: PDP Team Trained Members



Educator Licensing Website Resources

- Initial Educator Toolkit: <http://dpi.wi.gov/tepd/pdpinitialeducatortoolkit.pdf>
- Sample self-reflection on the Ten Wisconsin Teaching Standards (self-reflection is the first step in writing a PDP): <http://dpi.wi.gov/tepd/pdp.html>
- Sample self-reflection on the Seven Wisconsin Administrator Standards (self-reflection is the first step in writing a PDP): <http://dpi.wi.gov/tepd/pdp.html>
- PDP writing form template: <http://dpi.wi.gov/tepd/pdp.html>
- PDP goal approval form: <http://dpi.wi.gov/tepd/pdp.html>
- PDP verification form: <http://dpi.wi.gov/tepd/pdp.html>
- Potential PDP trained team members to approve or verify plans: <http://dpi.wi.gov/tepd/pdpteammembers.html>
- Resources for PDP team members: <http://dpi.wi.gov/tepd/pdpteammembinfo.html>
- PI 34 frequently asked questions (FAQ): <http://dpi.wi.gov/tepd/fqipi34.html>
- Other resources and support systems for the PDP process, including License Renewal Support Centers, ePDP, QEI, and WI PDP <http://dpi.wi.gov/tepd/pdp-supporttext.html>

The 2007-2008 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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