

2010-2011



Annual Report

of the

Professional Standards Council

and

**Teacher Education, Professional Development
and Licensing Team**

Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent



Foreword

Approximately 5,000 initial educators are certified and licensed annually under the Wisconsin Quality Educator Initiative, 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 representatives, professional and school board organizations, parent organizations, and the Wisconsin Department of Public Instruction (DPI).

I am proud of our commitment to student learning and strong teacher, pupil service, and administrator preparation programs. Strong teachers and school leaders are essential to the success of our students, schools, and communities. Educators must be supported in their efforts, and Wisconsin's requirement that new teachers be provided mentors, orientation, and support seminars demonstrates DPI's dedication to educators and children alike. A license renewal process that is performance-based and linked to student learning provides further evidence of DPI's commitment to ensuring that every child in Wisconsin graduates ready for further education and the workforce.

As State Superintendent, I am pleased to offer the Professional Standards Council (PSC) and Teacher Education, Professional Development and Licensing (TEPDL) Annual Report for 2010-11. This report provides details on the status and activities related to the implementation of PI 34 and serves as an annual report of the Professional Standards Council to the Legislature, as required under PI 34.36(4)(1). I hope you will find this report to be an informative and useful document.

Tony Evers, PhD, State Superintendent





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Part I

The Professional Standards Council Report to the Legislature

A Message from the 2010–11 Professional Standards Council Chair

In 1997, Wisconsin Act 298 created the Professional Standards Council (PSC) 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 State Senate. Professional associations or institutions nominate 17 members. Members serve a three-year term on the Council.

As noted in a 1998 Wisconsin Legislative communication:

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

The Council, in its advisory role, continues to work diligently to ensure high standards for all aspects of education in the state of Wisconsin. The State Superintendent admirably promotes the many initiatives of the department, including the Educator Effectiveness Design Team, the longitudinal data system, flexibility in licensing, and content guidelines, to name a few. All of these efforts are pursued to accommodate the changing needs of school districts and educators across the state. During these challenging economic times, it is especially important that we maintain our mission to provide quality education at all levels to the children and families we serve.

Wisconsin schools can and will do more to prepare students for the 21st century so they can be contributing members to their communities. In the future, the Council will continue to campaign for best practices and innovations that maintain the quality, rigor, and ingenuity of education in Wisconsin.

Consistent with statutory duties of the PSC to “report annually to the appropriate standing committees of the Legislature on the activities of the Council,” the Council respectfully submits this annual report.

Katherine Staff, Chair
Professional Standards Council

2010–11 Professional Standards Council Members

*“From kindergarten
to graduation, I went
to public schools, and
I know that they are
a key to being sure
that every child has
a chance to succeed
and to rise in the
world.”*

—Dick Cheney

Stephanie Armstrong, Teacher
Westside Elementary School
Sun Prairie School District

Lisa Benz, Teacher
Ellsworth Middle School
Ellsworth Community School District

Alan Bitter, Teacher/Principal
St. John Lutheran School
Manitowoc

Michael Castaneda, Parent Representative
Milwaukee Public Schools

William Dallas, Teacher
Medford Area High School
Medford Area School District

Karin Exo, Principal
Portage High School
Portage Community School District

John Gaier, District Administrator
Neillsville School District

Stephanie Hanson, Student Representative
University of Wisconsin-Madison

Paula Hase, Teacher
Wausau East High School
Wausau School District

John Haslam, School Board Member
South Milwaukee School District

Katy Heyning, Dean
College of Education
University of Wisconsin-Whitewater

James Juergensen, Associate Dean
School of Education
Concordia University

Jeff McCabe, School Board Member
Kaukauna School District

Thomas Mulligan, Teacher
Nathan Hale High School
West Allis School District

Terry Schoessow, Teacher
Wilson Elementary School
Mequon-Thiensville School District

Katherine Staff, Pupil Services
Milwaukee Public Schools

Katherine Swain, Teacher
Orfordville Elementary School
Parkview School District

Anne Tobias-Becker, Pupil Services
Green Bay Area School District

Julie Underwood, Dean
School of Education
University of Wisconsin-Madison

Synopsis of 2010–11 Professional Standards Council Activities

October 2010 Meeting Highlights

- PSC members heard a report on the revision of PI 34 Administrative Rules and discussed the specific changes that will take place within these rules.
- Content guidelines for the administrator positions of Superintendent, Director of Instruction, Director of Special Education and Pupil Services, and School Business Administrator will be updated and changed, and PSC members discussed these proposed changes.
- A report was shared with the PSC members regarding the Longitudinal Data System grant and the changes in licensing that will take place as a result of this grant. A key component will be the transition to a web-based, integrated licensing and data management system, resulting in improved data accessibility and quality.

“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)

January 2011 Meeting Highlights

- The PSC heard a report on the work of the Educator Effectiveness Design Team and their efforts to develop criteria for evaluation that are clearly articulated and use multiple indicators, including student academic growth data. This group will look at model state performance assessments for initial, professional, and master educator licenses; career ladder evaluations; and rigorous performance assessments used for National Board Certification.
- A discussion was held focusing on proposed PI 34 rule revisions. A series of listening sessions were held around the state regarding these proposed changes.
- A report was shared with the PSC regarding the proposed Continuous Review Process for Institutions of Higher Education. The current review process under PI 34 began in 2006-07 and will be completed with the review of the remaining teacher training programs in 2011. A work group has been convened to adjust this process for better alignment with Wisconsin’s standards for quality educators.

April 2011 Meeting Highlights

- PSC members reviewed the draft Wisconsin Licensure Program Content Guidelines for Career and Technical Education Coordinator and provided suggestions for consideration as these guidelines are being finalized.
- Julie Underwood and Lisa Benz provided an update to the PSC on the Educator Effectiveness Design Team. The work of this team reflects the changes in the national framework of teacher quality, moving from the educator as being “highly qualified” to that of being “highly effective,” as measured, in part, by student learning and growth.
- The PSC reviewed the progress of the Continuous Review Process Work Group in their development of a continuous review process for educator preparation programs.

Part II

The Quality Educator Initiative, PI 34 – Career Long Professional Development and Licensing

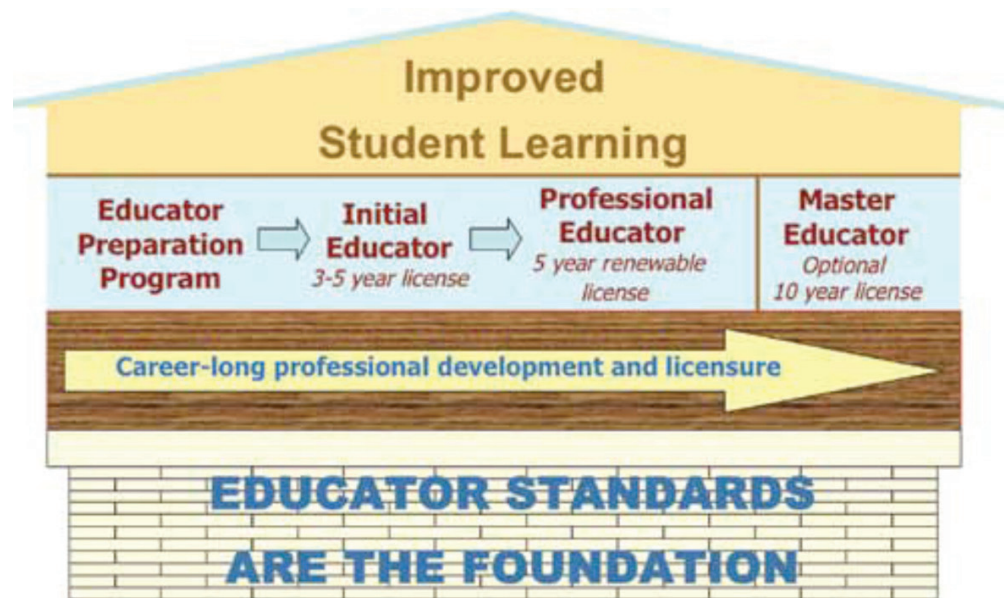
“The preservation of the means of knowledge among the lowest ranks is of more importance to the public than all the property of all the rich ...”

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

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 acquisition of knowledge and skills, both in the educator’s area of licensure and the improvement of student learning.

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



Program Approval and Educator Preparation

The DPI conducts program approval reviews of each Wisconsin educator preparation program every five years, using the program standards identified in PI 34. There are currently 13 public universities, 20 private universities/colleges, and 11 alternative programs that offer an educator preparation program. Under the program approval approach to educator licensing, graduates of these programs are granted licenses based on the recommendation of the certifying officer of the institution at which they successfully completed an approved program.

The 11 alternative programs are designed and offered in a more flexible way for those who already have an undergraduate degree. The programs are designed to meet staffing needs in shortage areas and are often developed in partnership with a school district, college or university, or CESA.

In 2010-11, program approval reviews were held for Northland College, Marquette University, Viterbo University, UW-Platteville, Wisconsin Lutheran College, and Lakeland College. This round of program approval reviews will be complete with the review of two more university/college programs in spring 2012. Currently, a Continuous Review Process Work Group comprised of representatives from the public and private institutions of higher education and the DPI is reviewing the process that has been used to assess all educator preparation programs. The group identified three areas that are crucial to the review process: the clinical program, the institutional assessment system, and the evaluation of outcomes. The group also did an analysis of the Teacher Performance Assessment (TPA) for program approval and/or licensure in Wisconsin and has recommended that the TPA be adopted as a required element of the assessment system used for the continuous review process.

The work group will create a “user’s manual” to guide institutions through the continuous review process. Additionally, subgroups are focusing on the financial resources needed for implementation of the TPA as well as the development of a process for licensure program approval for administrator/pupil services licensure categories. A final report from the Continuous Review Process Work Group will be submitted to the State Superintendent.

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

—Albert Einstein



Licensure Stages

Initial Educator Stage

An initial educator is an individual who has successfully completed an approved education preparation program after August 31, 2004, and who is issued a five-year Initial Educator License by the department for the first time in a particular licensure category. After completion of a Professional Development Plan and three-five years of experience in the license category, an initial educator can advance to the Professional Educator Stage. Figure 2 shows the growth over the past five years for employment of initial educators in Wisconsin.

Figure 2: Initial Educators Employed by Public Schools*

Educator Type	2006-07	2007-08	2008-09	2009-10	2010-11
Administrators	266	413	644	835	960
Pupil Services	169	298	413	501	574
Teachers	3,835	6,043	8,403	10,092	11,518
Totals	4,270	6,754	9,460	11,428	13,052

*Note: This chart represents all initial educator licenses held by individuals employed in Wisconsin public schools, regardless of whether that individual is employed in that initial educator category.

Professional Educator Stage

An initial educator who successfully advances his or her license to a five-year Professional Educator license must renew this license throughout his or her career by successful completion of a Professional Development Plan (PDP). An educator who completed an approved program before August 31, 2004, may continue to renew his or her license by completing six semester credits refresher work at the university level or by completing a PDP. As of July 1, 2011, the PDP process has been used by 356 professional educators to renew their licenses, and 2,411 initial educators advanced to the Professional Educator stage through the PDP process.

“The secret of education is respecting the pupil.”
—Ralph Waldo Emerson

Master Educator Stage

The Master Educator license is a voluntary 10-year license. There are two pathways to the Master Educator license in Wisconsin.

1. The National Board for Professional Teacher Standards (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.
2. The Wisconsin Master Educator Assessment Process (WMEAP) is currently targeted toward administrators, pupil service personnel, and teachers licensed in subjects not available through NBPTS. Educators complete a portfolio over a two-year period that is assessed by DPI-trained assessors.

“Only the educated are free.”

—Epicetetus

As of June 30, 2011, there were 746 Wisconsin National Board Certified Teachers. There were also 21 educators who completed the Wisconsin Master Educator Assessment. Another group earned their Wisconsin Master Educator license through their successful completion of the Wisconsin Urban School Leadership Project (Wallace Fellows).

Figure 3: Master Educator Licenses Issued as of June 30, 2011

Category	Number of Licenses	Percentage of Total
Teachers-NBPTS	567	87.37
Administrators-WMEAP	12	1.84
Teachers-WMEAP	7	1.08
Pupil Services-NBPTS	11	1.70
Pupil Services-WMEAP	2	.31
Wallace Fellows Admin.	50	7.70
Totals	649	100%



Educator License Data

Applications Received/Processed

The chart below shows the number of applications received and processed at the department for all license types for the 2010-11 school year:

License Type	Total Number	Percentage of Total
Five Year Renewal	13,662	44%
Initial Educator	5,012	16%
Initial Educator-Advancement	3,256	11%
Special Education Aide	3,055	10%
Substitute Permit	1,982	6%
Emergency License/Permit	1,481	5%
Out-of-State	1,423	5%
Administrator	1,019	3%
Totals	30,890	100%

“One’s work may be finished some day, but one’s education never.”

—Alexander Dumas



Emergency Licenses/Permits

The number of emergency license/permit applications received by the department annually is approximately six percent of the total number of applications received. The chart below details the most frequently issued emergency licenses/permits.

License Application Type	License (10)*	Permit (09)*	Charter School (19)
Elementary	62	129	5
Elementary Bilingual	121	79	0
Reading	99	2	0
English as a Second Language	65	8	0
World Languages	30	39	1
Math	3	19	5
Science	54	33	5
K-12 Special Education	203	181	0
Early Childhood Special Ed.	41	13	0
Library Media	62	5	0
Music	13	6	1
Totals	753	514	17

**An emergency license is issued to a teacher who holds a teaching license but is teaching outside the license area. An emergency permit is issued to a candidate who holds a bachelor's degree but has not completed a licensure program.*

Wisconsin Educators Employed in 2010-11

In 2010-11, there were 72,198 licensed educators employed in Wisconsin Public Schools. The chart below shows the categories and license stage at which these educators were employed. It must be noted that educators who hold licenses in the following categories may not be using that license for their assignment.

Category	Initial Educator*	Professional Educator	Master Educator	Life License
Teachers	11,518	47,175	477	6,266
Pupil Services	574	2,094	9	40
Administrators	960	2,995	42	48
Totals	13,052	52,264	528	6,354

**Note: Chart represents initial educator licenses actually in use for 2010-11*

Part III

Programs and Resources

Educator Licensing Online (ELO) Project

The DPI received a federal grant to procure or build an online educator licensing system. The objectives of the new system include the following: 1) Implement electronic/online licensing system, 2) Improve data quality and integrity, 3) Capture data for future programs like educator effectiveness, and 4) Reduce licensing cycle time. The projected date for full implementation of the new system is July 1, 2013.

The project team has conducted a thorough analysis of what other states use for online educator systems. The team collected data through phone interviews, online demos, and onsite visits and is in the process of selecting a solution.

Concurrently, the ELO project team has been prioritizing business requirements with Teacher Education Professional Development and Licensing (TEPDL) staff and other stakeholders. For more information about the ELO project, visit: <http://dpi.wi.gov/elo/index.html>

Educator Effectiveness Design Team

State Superintendent Tony Evers selected and formed an Educator Effectiveness Design Team to develop recommendations to revise the teacher and principal evaluation system for Wisconsin. The Design Team consists of leaders from the Association of Wisconsin School Administrators, the Wisconsin Association of School Boards, the Wisconsin Association of School District Administrators, the Wisconsin Education Association Council, AFT-Wisconsin, the Professional Standards Council, the Office of the Governor, and representatives from educator preparation programs and national organizations. The following is being developed by this group:

- Key guiding principles for a high-quality educator effectiveness program
- Model performance-based evaluation systems for teachers and principals
- A regulatory framework that includes how student achievement data will be used
- Recommendations for methods to support improvement and incentives for performance

The Design Team released their framework for a model educator effectiveness system in November 2011. The timeline for implementation will be forthcoming.

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

Mentoring Grants

Support for school district induction programs continues to be a priority for the department. Two grant programs provide funding to support mentoring and induction activities for schools across the state.

The Wisconsin Peer Review and Mentoring Grant is aimed at supporting educators in addressing the requirements of PI 34 relative to induction support for new educators. Funds are available on a competitive basis for consortiums of school districts as well as school districts and CESAs.

The Mentoring Fund for Initial Educators Grant provides up to \$375 per initial educator to support mentoring and retention of quality initial educators. The money can be used to hire mentors, to provide release time for initial educators to attend training, and to pay for initial educator consultant services and other support systems. In the past, up to 3,000 grants were issued to school districts and agencies that provided the required induction support for licensed initial educators in this program.

Wisconsin Induction Model: Promising School District Programs

The DPI has developed a website that highlights Wisconsin school districts with “promising induction programs.” These districts represent small, medium and large student enrollments, with geographical distribution across all CESAs. Contact information for each school district with “promising induction programs” may be found at: <http://dpi.wi.gov/tepd/wimprograms.html>.



Flexibility in Licensing

Over the past several months, consultants across the Division of Academic Excellence (DAE) at the department have collaborated to move the State Superintendent's flexibility in licensing agenda forward. Under a December 2010 revision to PI 34, Wisconsin educators who hold a valid Professional Educator, Master Educator or Life license in an approved subject category are eligible to add on licensure in a related area based on passing a content test approved by the State Superintendent. The approved subject categories are:

- World languages (excluding ESL)
- Social Studies
- Science
- English Language Arts
- Mathematics/Computer Science

*“A teacher affects
eternity; he can
never tell where his
influence stops.”
—Henry B. Adams*

PDP/Licensing Resources

Trained Professional Development Plan (PDP) Team Members

Since the implementation of PI-34 in 2004, a number of training opportunities have been provided to train educators to be members of PDP teams. The chart below shows the total number of educators, by category, that have been trained.

Category	Total	Percentage
Teachers	7,943	60%
Administrators	3,731	28%
Pupil Services	633	5%
Inst. Higher Ed.	924	7%
Totals	13,231	100%

PDP Support Models – Promising Programs

Completing a Professional Development Plan for license renewal is a complex and demanding process. Engaging in a process that evidences professional growth and the impact of professional growth on student outcomes requires significant support for the educator by local school districts, professional organizations, and the DPI. The DPI has identified a number of school districts and organizations that are doing exemplary work in providing PDP support. Our hope is that the identified school districts/organizations can serve as a model and resource in terms of the types of support that are necessary for educators involved in the PDP process. Information about the types of support that are being provided may be found at:<http://www.dpi.wi.gov/tepd/pdpprogssupport.html>

PDP/Educator Licensing Website Resources

- Initial Educator Toolkit:
<http://dpi.wi.gov/tepd/pdf/pdpinitialeducator toolkit.pdf>
- PDP writing form template:
<http://dpi.wi.gov/tepd/pdpintro.html>
- PDP Goal Approval Form:
<http://dpi.wi.gov/tepd/initialed.html>
- PDP Verification Form:
<http://dpi.wi.gov/tepd/initialed.html>
- Potential PDP team members:
<http://dpi.wi.gov/tepd/pdp teammembers.html>
- Resources for PDP team members:
<http://dpi.wi.gov/tepd/pdpresources.html>
- PI 34 Frequently Asked Questions (FAQ)
<http://dpi.wi.gov/tepd/fqldp.html>
- Other resources and support systems for PDP process, including License Renewal Support Centers, ePDP, QEI, and WI PDP:
<http://dpi.wi.gov/tepd/pdpresources.html>

“Education costs money, but then so does ignorance.”

—Sir Claus Moser

This publication is available from:

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