

Framework Survey – Educator Preparation Programs

Due Date: Friday, November 18

The Professional Standards Council is interested in learning how educator preparation program providers across the state are attracting, recruiting, and preparing prospective educators to their programs and contributing to the continued educator development and retention efforts in the state. Your responses will be compiled and provided to the Professional Standards Council and all educator preparation programs. These data will also be used as part of the Wisconsin Talent Development Framework Project. Data will not be used to rank or judge educator preparation programs. Thank you in advance for your contribution.

Save and Return Later

If you need to leave the survey for any reason, click the "SAVE & RETURN LATER" button to return at a later time. A link to the report automatically generates, enabling you to return to the survey and the information that you entered. Save the link by copying and pasting it into a Word document, bookmarking it in your Internet browser, or writing the URL down for future use. Do not bookmark the page, you will be asked for a password. There is no password. If you have any questions regarding the survey or need the link to the survey retrieved, contact David DeGuire at david.deguire@dpi.wi.gov (<mailto:david.deguire@dpi.wi.gov>).

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Educator Preparation Program

Which best describes your educator preparation program: public

What types of educator preparation programs do you offer? *Select all that apply.*

- Baccalaureate teacher education
- Post-baccalaureate and/or graduate initial teacher education
- Post-baccalaureate and/or graduate add-on teacher licensure
- Advanced licensure programs pupil services and administration

Preparation of Candidates

What delivery format(s) are available to traditional undergraduate candidates seeking initial licensure and bachelor's degree? *Select all that apply.*

- Daytime classes
- Evening programs
- Weekend programs
- Cohort programs
- Blended face-to-face and online programs
- Exclusively online programs
- Summer programs
- Other
- N/A

Preparation of Candidates (cont'd)

For the educator preparation programs you selected on the previous page, rank order the most popular delivery models among traditional undergraduate candidates, if applicable.

Daytime classes	<input type="text"/>
Evening programs	<input type="text"/>
Weekend programs	<input type="text"/>
Cohort programs	<input type="text"/>
Blended face-to-face and online programs	<input type="text"/>
Exclusively online programs	<input type="text"/>
Summer programs	<input type="text"/>
Other	<input type="text"/>

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Preparation of Candidates (cont'd)

What delivery format(s) are available to nontraditional undergraduate candidates seeking initial licensure and bachelor's degree? *Select all that apply.*

- Daytime classes
- Evening programs
- Weekend programs
- Cohort programs
- Blended face-to-face and online programs
- Exclusively online programs
- Summer programs
- Other
- N/A

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Preparation of Candidates (cont'd)

For those you selected on the previous page, rank order the most popular delivery models among traditional undergraduate candidates, if applicable.

Daytime classes	<input type="text"/>
Evening programs	<input type="text"/>
Weekend programs	<input type="text"/>
Cohort programs	<input type="text"/>
Blended face-to-face and online programs	<input type="text"/>
Exclusively online programs	<input type="text"/>
Summer programs	<input type="text"/>
Other	<input type="text"/>

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Preparation of Candidates (cont'd)

What delivery format(s) are available to post-baccalaureate and/or graduate candidates seeking additional teaching licenses? *Select all that apply.*

- Daytime classes
- Evening programs
- Weekend programs
- Cohort programs
- Blended face-to-face and online programs
- Exclusively online programs
- Summer programs
- Other
- N/A

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Preparation of Candidates (cont'd)

Of those you selected, rank order the most popular delivery models among post-baccalaureate and/or graduate candidates seeking additional licenses, if applicable.

Daytime classes	<input type="text"/>
Evening programs	<input type="text"/>
Weekend programs	<input type="text"/>
Cohort programs	<input type="text"/>
Blended face-to-face and online programs	<input type="text"/>
Exclusively online programs	<input type="text"/>
Summer programs	<input type="text"/>
Other	<input type="text"/>

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Preparation of Candidates (cont'd)

What delivery format(s) are available to educators seeking licensure in advanced licensure programs (pupil services/administration)? *Select all that apply.*

- Daytime classes
- Evening programs
- Weekend programs
- Cohort programs
- Blended face-to-face and online programs
- Exclusively online programs
- Summer programs
- Other
- N/A

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Preparation of Candidates (cont'd)

Of those you selected, rank order the most popular delivery models among advanced licensure programs (pupil services/administration) candidates, if applicable.

Daytime classes	<input type="text"/>
Evening programs	<input type="text"/>
Weekend programs	<input type="text"/>
Cohort programs	<input type="text"/>
Blended face-to-face and online programs	<input type="text"/>
Exclusively online programs	<input type="text"/>
Summer programs	<input type="text"/>
Other	<input type="text"/>

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Preparation of Candidates (cont'd)

Identify any delivery models that have contributed to success in attracting, retaining, and preparing individuals who are career changers in your program. *Select all that apply.*

- Daytime classes
- Evening programs
- Weekend programs
- Cohort programs
- Blended face-to-face and online programs
- Exclusively online programs
- Residency programs
- Summer programs
- Other
- No difference identified/observed

Identify any delivery models that have contributed to success in attracting, retaining, and preparing candidates of color in your program. *Select all that apply.*

- Daytime classes
- Evening programs
- Weekend programs
- Cohort programs
- Blended face-to-face and online programs
- Exclusively online programs
- Residency programs
- Summer programs
- Other

No difference identified/observed

Identify any delivery models that have contributed to success in attracting, retaining, and preparing licensed teachers who are currently employed and seek to add additional licenses through your program. *Select all that apply.*

- Daytime classes
- Evening programs
- Weekend programs
- Cohort programs
- Blended face-to-face and online programs
- Exclusively online programs
- Residency programs
- Summer programs
- Other
- No difference identified/observed

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Preparation of Candidates (cont'd)

Describe any unique or highly effective opportunities you offer so that candidates have exposure to authentic classroom settings/experiences in their educator preparation program. If nothing to note, enter "N/A".

Describe any unique or highly effective strategies your program uses to prepare candidates to teach in specific geographic regions e.g., urban, rural, suburban. If nothing to note, enter "N/A".

Describe any unique or highly effective strategies your program uses to prepare candidates to teach students with specific learning needs e.g., gifted and talented, English language learners, special education. If nothing to note, enter "N/A".

Describe any unique or highly effective strategies your program uses to prepare candidates to teach in nontraditional classroom structures/delivery models e.g., virtual classrooms, blended classrooms, co-teaching classrooms, proficiency-based learning classrooms. If nothing to note, enter "N/A".

Describe any unique or highly effective strategies your program uses to prepare candidates to meet the current and emerging needs of Wisconsin's schools. If nothing to note, enter "N/A".

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Preparation of Candidates (cont'd)

Identify the average number of hours an initial licensure candidate is placed in an authentic classroom setting as part of the approved clinical program leading up to, but not including, the 18-week student teaching experience. *If nothing to note, enter "N/A".*

Identify the average number of hours of practicum experience required as part of an advanced licensure program. *If nothing to note, enter "N/A".*

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Preparation of Candidates (cont'd)

Beyond placing candidates in schools as part of required clinical experiences, identify systemic efforts to collaborate with PK-12 partners regarding the preparation of candidates. *Select all that apply.*

- Work with school districts to offer or develop programs to prepare licensed educators to fill their recruitment needs
- Invite administrators from local school districts to meet and interact with teacher candidates e.g., mock professional interview experiences, student teaching screening interviews
- Invite local school district personnel to serve as adjunct professors
- Collaborate with PK-12 schools on grants for teacher preparation
- Sponsor advisory groups
- Other

Beyond the minimum criteria established in PI 34, what qualifications or characteristics do you look for when working with school districts to select quality cooperating teachers? *Select all that apply.*

- Additional years of experience
- Experience working in specific environments e.g., urban, suburban, rural
- Experience working with students with specific learning needs e.g., gifted and talented, English language learners, special education
- National Board Certification/Wisconsin Master Educator Certification
- Recommendation of school or district administrator
- Previous experience working with the cooperating teacher
- Other

Identify reasons that are preventing candidates from completing initial licensure programs? *Select all that apply.*

- Financial burden
- Standardized testing requirements
- Balancing academics with other demands family, work
- Underprepared to be academically successful in college
- Scheduling conflicts
- Limited course offerings
- Difficulty finding appropriate clinical placements
- Difficulty finding appropriately licensed cooperating teachers
- Lack of sense of belonging/community
- Pursued a different career
- Dispositions
- Other

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Preparation of Candidates (cont'd)

Financial burden	▼
Standardized testing requirements	▼
Balancing academics with other demands family, work	▼
Underprepared to be academically successful in college	▼
Scheduling conflicts	▼
Limited course offerings	▼
Difficulty finding appropriate clinical placements	▼
Difficulty finding appropriately licensed cooperating teachers	▼
Lack of sense of belonging/community	▼
Pursued a different career	▼
Dispositions	▼
Other	▼
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Preparation of Candidates (cont'd)

Identify reasons that are preventing candidates from completing advanced licensure programs? *Select all that apply.*

- Financial burden
- Standardized testing requirements
- Balancing academics with other demands family, work
- Underprepared to be academically successful in graduate programs
- Scheduling conflicts
- Limited course offerings
- Difficulty finding appropriate clinical placements
- Difficulty finding appropriately licensed practicum supervisors
- Lack of sense of belonging/community
- Dispositions
- Other

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Preparation of Candidates (cont'd)

Of those you selected, rank order the most prevalent reasons that are preventing candidates from completing advanced licensure programs, if applicable.

Financial burden	▼
Standardized testing requirements	▼
Balancing academics with other demands family, work	▼
Underprepared to be academically successful in graduate programs	▼
Scheduling conflicts	▼
Limited course offerings	▼
Difficulty finding appropriate clinical placements	▼
Difficulty finding appropriately licensed practicum supervisors	▼
Lack of sense of belonging/community	▼
Dispositions	▼
Other	▼

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Preparation of Candidates (cont'd)

What role, if any, do you believe that the educator preparation program has in preparing teacher candidates for the teacher performance evaluation system i.e., Educator Effectiveness, CESA 6/Stronge Model? *Enter N/A if no role in preparing teacher candidates.*

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Retaining Candidates From Initial Enrollment to Program Completion

What mechanisms does your school/college/department of education have in place to retain teacher candidates who are enrolled in the professional education program? *Select all that apply.*

- Dedicated financial aid/scholarships for candidates
- Peer mentoring
- Faculty mentoring
- Education-related student organizations
- Discipline-specific student groups
- Clustered field experience placements
- Other

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Retaining Candidates From Initial Enrollment to Program Completion (cont'd)

Of those you selected, rank order the most effective strategies, if applicable.

Dedicated financial aid/scholarships for candidates	<input type="button" value="v"/>
Peer mentoring	<input type="button" value="v"/>
Faculty mentoring	<input type="button" value="v"/>
Education-related student organizations	<input type="button" value="v"/>
Discipline-specific student groups	<input type="button" value="v"/>
Clustered field experience placements	<input type="button" value="v"/>
Other	<input type="button" value="v"/>

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Retaining Candidates From Initial Enrollment to Program Completion (cont'd)

Identify the strategies you are utilizing to **retain** students of color from admission to completion to increase the diversity of candidates entering the teaching profession.

Of the strategies you have identified, which **one** strategy has yielded the most results in terms of **retaining** students of color and supporting them until they enter the teaching profession?

Text

What are you doing to support teacher candidates to be successful on the **Praxis CORE**? *Select all that apply.*

- Curricular alignment
- Optional support seminars/tutoring
- Financial assistance for test fees
- Other

What are you doing to support teacher candidates to be successful on the **Foundations of Reading Test for Wisconsin**? *Select all that apply.*

- Curricular alignment
- Optional support seminars/tutoring
- Financial assistance for test fees
- Other

What are you doing to support teacher candidates to be successful on the **Praxis II**? *Select all that apply.*

- Curricular alignment
- Optional support seminars/tutoring
- Financial assistance for test fees
- Other

What are you doing to support teacher candidates to be successful on the **ACTFL**? *Select all that apply.*

- Curricular alignment
- Optional support seminars/tutoring
- Financial assistance for test fees
- Other
- N/A

What are you doing to support teacher candidates to be successful on the **edTPA**? *Select all that apply.*

- Curricular alignment
- Optional support seminars/tutoring
- Financial assistance for test fees
- Other

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Attracting/Recruiting Prospective Educators into the Profession

This portion of the survey is designed to gather information about ways in which institutions or programs are attracting and recruiting prospective educators into the profession. Recruitment may not be a role or responsibility of a teacher preparation program or may be approached at the institutional level.

How do you encourage middle/high school students to enter teaching as a profession? *Select all that apply.*

- Offer programs on campus to encourage students to consider teaching careers such as summer programs or career academies
- Offer pre-college programs targeting underrepresented populations
- Partner with school districts to facilitate future educator programs
- Offer information sessions about teaching as a career
- Participate in college fairs
- Recruit students who are involved in volunteer work such as after school service learning tutoring programs, Boys & Girls Clubs, America Reads, etc.
- Have a dedicated recruiter in the school/college/department of education
- Offer financial incentive for students entering education programs
- Have articulation agreements and/or programs established with local school districts to prepare educators for their school district
- Have formal articulation agreement(s) with a technical college or two-year college for any licensure programs
- Engage in direct outreach to community organizations
- Promote a directed advertising campaign
- Allow high school students to attend educational foundations courses
- Facilitate job shadowing at partnering schools
- Other
- N/A

Attracting/Recruiting Prospective Educators into the Profession (cont'd)

For the response(s) you selected on the previous page, rank order the most most effective strategies, if applicable.

Offer programs on campus to encourage students to consider teaching careers such as summer programs or career academies	<input type="button" value="v"/>
Offer pre-college programs targeting underrepresented populations	<input type="button" value="v"/>
Partner with school districts to facilitate future educator programs	<input type="button" value="v"/>
Offer information sessions about teaching as a career	<input type="button" value="v"/>
Participate in college fairs	<input type="button" value="v"/>
Recruit students who are involved in volunteer work such as after school service learning tutoring programs, Boys & Girls Clubs, America Reads, etc.	<input type="button" value="v"/>
Have a dedicated recruiter in the school/college/department of education	<input type="button" value="v"/>
Offer financial incentive for students entering education programs	<input type="button" value="v"/>
Have articulation agreements and/or programs established with local school districts to prepare educators for their school district	<input type="button" value="v"/>
Have formal articulation agreement(s with a technical college or two-year college for any licensure programs	<input type="button" value="v"/>
Engage in direct outreach to community organizations	<input type="button" value="v"/>
Promote a directed advertising campaign	<input type="button" value="v"/>
Allow high school students to attend educational foundations courses	<input type="button" value="v"/>
Facilitate job shadowing at partnering schools	<input type="button" value="v"/>
Other	<input type="button" value="v"/>

Attracting/Recruiting Prospective Educators into the Profession (cont'd)

How do you encourage students who have been admitted to the IHE, including those enrolled in other programs and undecided students, to enter teaching as a profession? *Select all that apply.*

- Offer programs on campus to encourage students to consider teaching careers
- Highlight teaching as a career during orientation
- Utilize clubs/student organizations to highlight the education program
- Offer information sessions about teaching as a career
- Communicate with students via publications/social media
- Offer financial incentive for students entering education programs
- Engage in direct outreach to undeclared/undecided students
- Have formal articulation agreement(s) with a technical college or two-year college for any licensure programs
- Facilitate job shadowing at partnering schools
- Promote a directed advertising campaign
- Other
- N/A

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Attracting/Recruiting Prospective Educators into the Profession (cont'd)

For the response(s) you selected on the previous page, rank order the most most effective strategies, if applicable.

Offer programs on campus to encourage students to consider teaching careers	▼
Highlight teaching as a career during orientation	▼
Utilize clubs/student organizations to highlight the education program	▼
Offer information sessions about teaching as a career	▼
Communicate with students via publications/social media	▼
Offer financial incentive for students entering education programs	▼
Engage in direct outreach to undeclared/undecided students	▼
Have formal articulation agreement(s with a technical college or two-year college for any licensure programs	▼
Facilitate job shadowing at partnering schools	▼
Promote a directed advertising campaign	▼
Other	▼

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Attracting/Recruiting Prospective Educators into the Profession (cont'd)

How do you encourage college graduates, including career changers, to enter teaching as a profession? *Select all that apply.*

- Offer programs on campus to encourage students to consider teaching careers
- Partner with school districts to recruit district employees into education programs e.g., paraprofessionals, teachers with emergency license/permit
- Offer information sessions about teaching as a career
- Participate in college fairs
- Participate in job fairs
- Have a dedicated recruiter in the school/college/department of education
- Offer financial incentive for students entering education programs
- Have articulation agreements and/or programs established with local school districts to prepare educators for their school district
- Have formal articulation agreement(s) with a technical college or two-year college for any licensure programs
- Offer credit for work/life experience
- Engage in direct outreach to community organizations
- Promote a direct advertising campaign
- Facilitate job shadowing at partnering schools
- Partner with national recruitment projects like Teach for America, New Leaders for New Schools, and New Teacher Project.
- Other
- N/A

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Attracting/Recruiting Prospective Educators into the Profession (cont'd)

Of those you selected, rank order the most effective strategies, if applicable.

Offer programs on campus to encourage students to consider teaching careers	<input type="button" value="v"/>
Partner with school districts to recruit district employees into education programs e.g., paraprofessionals, teachers with emergency license/permit	<input type="button" value="v"/>
Offer information sessions about teaching as a career	<input type="button" value="v"/>
Participate in college fairs	<input type="button" value="v"/>
Participate in job fairs	<input type="button" value="v"/>
Have a dedicated recruiter in the school/college/department of education	<input type="button" value="v"/>
Offer financial incentive for students entering education programs	<input type="button" value="v"/>
Have articulation agreements and/or programs established with local school districts to prepare educators for their school district	<input type="button" value="v"/>
Have formal articulation agreement(s) with a technical college or two-year college for any licensure programs	<input type="button" value="v"/>
Offer credit for work/life experience	<input type="button" value="v"/>
Engage in direct outreach to community organizations	<input type="button" value="v"/>
Promote a direct advertising campaign	<input type="button" value="v"/>
Facilitate job shadowing at partnering schools	<input type="button" value="v"/>
Partner with national recruitment projects like Teach for America, New Leaders for New Schools, and New Teacher Project.	<input type="button" value="v"/>

Attracting/Recruiting Prospective Educators into the Profession (cont'd)

Identify the strategies you are utilizing to **recruit** students of color and increase the diversity of candidates entering the teaching profession.

Of the strategies you have identified in the question above, which one strategy has yielded the most results in terms of recruiting students of color into the teaching profession?

Identify the strategies you are utilizing to recruit **male** students and increase the diversity of candidates entering the teaching profession.

Of the strategies you have identified in the question above, which one strategy has yielded the most results in terms of recruiting male students into the teaching profession?

From the perspective of an educator preparation program, what do you perceive as barriers that are preventing candidates from entering your initial licensure programs? *Select all that apply.*

- Financial burden
- Incentive
- Lack of varied delivery models
- Standardized testing requirements
- Enrolling in a licensure program offered by a different educator preparation program
- Perceived lack of career opportunities
- Balancing academics with other demands family, work
- Scheduling conflicts
- Limited course offerings
- Other

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Attracting/Recruiting Prospective Educators into the Profession (cont'd)

Of those you selected, rank order the most prevalent barriers, if applicable.

Financial burden	<input type="button" value="v"/>
Incentive	<input type="button" value="v"/>
Lack of varied delivery models	<input type="button" value="v"/>
Standardized testing requirements	<input type="button" value="v"/>
Enrolling in a licensure program offered by a different educator preparation program	<input type="button" value="v"/>
Perceived lack of career opportunities	<input type="button" value="v"/>
Balancing academics with other demands family, work	<input type="button" value="v"/>
Scheduling conflicts	<input type="button" value="v"/>
Limited course offerings	<input type="button" value="v"/>
Other	<input type="button" value="v"/>

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Attracting/Recruiting Prospective Educators into the Profession (cont'd)

From the perspective of an educator preparation program, what do you perceive as barriers that are preventing candidates from entering your advanced licensure programs? *Select all that apply.*

- Financial burden
- Incentive
- Lack of varied delivery models
- Standardized testing requirements
- Enrolling in a licensure program offered by a different educator preparation program
- Perceived lack of career opportunities
- Balancing academics with other demands family, work
- Scheduling conflicts
- Limited course offerings
- Other

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Attracting/Recruiting Prospective Educators into the Profession (cont'd)

Of those you selected, rank order the most prevalent barriers, if applicable.

Financial burden	<input type="button" value="v"/>
Incentive	<input type="button" value="v"/>
Lack of varied delivery models	<input type="button" value="v"/>
Standardized testing requirements	<input type="button" value="v"/>
Enrolling in a licensure program offered by a different educator preparation program	<input type="button" value="v"/>
Perceived lack of career opportunities	<input type="button" value="v"/>
Balancing academics with other demands family, work	<input type="button" value="v"/>
Scheduling conflicts	<input type="button" value="v"/>
Limited course offerings	<input type="button" value="v"/>
Other	<input type="button" value="v"/>

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Attracting/Recruiting Prospective Educators into the Profession (cont'd)

What supports do you have in place to help candidates obtain employment after program completion?

- Host on-campus job fairs
- Provide students with information on regional/state job fairs
- Provide assistance with resumes/job application materials
- Provide workshops or seminars related to the job search process
- Place students in field experiences for future job opportunities
- Work with career services department
- Provide networking opportunities to connect candidates with school administrators *Specify:*
- Other

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Attracting/Recruiting Prospective Educators into the Profession (cont'd)

Of those you selected, rank order the most prevalent barriers, if applicable.

Host on-campus job fairs	▼
Provide students with information on regional/state job fairs	▼
Provide assistance with resumes/job application materials	▼
Provide workshops or seminars related to the job search process	▼
Place students in field experiences for future job opportunities	▼
Work with career services department	▼
Provide networking opportunities to connect candidates with school administrators <i>Specify:</i>	▼
Other	▼
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Supporting Inservice Educators

In what ways does your educator preparation program provide strategies to support inservice educators? *Select all that apply.*

- Serving as Professional Development Plan Team Member IHE representatives
- Partnering with school districts to provide induction support
- Providing PDP development support for practicing educators
- Partnering on grant projects with school districts
- Offering on-site professional development or additional licensure programs at local schools
- Offering licensure programs designed for working educators to add teacher licenses or advanced licensure programs
- Hosting conferences/workshops for educators
- Offering tuition discounts for returning students
- Offering reduced tuition to teachers or administrators
- Offering coursework for PI 3 candidates to renew licenses with credits
- Other

What other information would you like to provide regarding your approaches to or the barriers you encounter in attracting, preparing, and retaining high-quality educators? *Limit response to 1500 characters.*

1500 characters left.

You must click the **Submit Survey** button to ensure DPI receives your data.

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