

Wisconsin Highly Qualified Teacher Plan
2009 Equity Plan Update

2009 Wisconsin's Equity Plan Update

Strategy 1: Refine and enhance statewide data collection and analysis

Highly Qualified Teacher Reporting. The department annually monitors the distribution of less experienced teachers within and between districts in the state through the *School Staff and Personnel Report and District Audit Report* and the *Wisconsin Supply and Demand Report*.

Districts that present an inequitable distribution receive targeted support using successful strategies outlined and/or implemented through the *Quality Educator Professional Development and Retention Grant* or identified through strategies identified in “best practice” literature.

LEAs that hire teachers who are not highly qualified submit a plan describing how they will assist those teachers to become highly qualified by the end of the academic year. This strategy is intended to ensure that highly qualified teachers are distributed equitably across Wisconsin school districts. Although districts have submitted annual reports regarding the “highly qualified” status of each of their teachers in core academic subjects, beginning in 2008-09, the department has created a database to further inform us about the equitable distribution of teachers. More information about highly qualified teacher monitoring can be found at:

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

Data Collection. The department applied for a competitive grant to create a longitudinal data system in December 2009. This grant would allow us to link teachers to student achievement data in Wisconsin public schools. It would also link Wisconsin educator preparation programs to students and teacher data.

Strategy 2: Create additional incentives to teach in high-poverty, low performance schools.

The state has shown considerable growth in the number of highly effective teachers identified through the national board for professional teacher standards process. While many states have

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reduced or eliminated compensation awards to national board certified teachers (NBCT), the Wisconsin legislature continues to provide a 10-year 'sum-sufficient' allocation to NBCT teachers who teach in Wisconsin public and private schools. Upon certifying, a grant award up to \$2,000 is made to cover the costs incurred to become board certified. For the next nine years, the NBCT is eligible for an annual \$2,500 grant award while teaching in a public or private school in Wisconsin. In 2008, the legislature approved a \$5,000 annual grant for NBCT teachers who teach in high need schools, with high-need being defined as schools with 60% of the students eligible for free or reduced priced lunch. Wisconsin has 597 NBCT teachers. Of those, 519 were teaching in Wisconsin schools and received annual grants during the 2008-09 school year:

- 74 received year one awards totaling \$132,167 for expenses incurred to complete the certification process;
- 408 received \$2,500 annual grants totaling \$1,020,000; and
- 37, who worked in high-need schools, received \$5,000 annual grants totaling \$185,000.

School districts have added their own compensation awards for NBCT teachers in addition to the legislated state award.

Wisconsin was instrumental in developing a comprehensive professional development process for certification areas that are not represented in the national board process. The Wisconsin Master Educator Assessment Process (WMEAP) parallels the national board process, but extends beyond teaching to include pupil services professionals and administrators. Wisconsin developed the process, trains assessors, and conducts the certification process. Educators who certify through WMEAP earn a 10-year Wisconsin Master Educator license. The legislature also included WMEAP candidates in the national teacher certification compensation legislation in 2008. The definition of teacher was broadened to include pupil services professionals (school counselors, school social workers, and school psychologists) who work directly with pupils under a teacher contract. As of July 1, 2009, Wisconsin has 65 master educators who completed the WMEAP process. Of those, six have received annual grants of \$2,500 totaling \$15,000, and three, who work in a high-need school, received annual grants of \$5,000 totaling \$15,000. The remaining 56 master educators are administrators and are not eligible for the grant.

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The department posts an annual list of high-needs schools on the website to encourage Wisconsin Master Educators and National Board certified teachers to relocate to teach in high-needs schools. Annual grants of \$2,500 are increased to \$5,000 grants for those teaching in a high-needs school. More information can be found at: <http://dpi.wi.gov/tepd/nbgrant.html>

Strategy 3: Give priority funding to support initial educators in hard-to-staff contexts

Wisconsin Initial Educator Support System

To support initial educators, Wisconsin school districts per PI 34.17 (2) are required to provide ongoing orientation, support seminars, and qualified mentors for all initial educators within their districts. School districts can secure funds to assist in developing and supporting the required induction program. Wisconsin Statute 115.405 (2m) (b) provides for districts to receive up to \$375 per initial educator, determined by the amount that the employer is spending to provide support for the initial educator through mentoring, orientation, and support seminars. Funding exists to cover one year of induction support, with the remaining funds prorated to cover induction support for year two. These allocations to districts have grown over the last three years as districts have developed induction programs. \$3,330,053 has been awarded since the 2006-2007 school year.

The Peer Review and Mentoring Grant, authorized through Wisconsin Statute 115.405, is an annual competitive grant to consortia partners. The consortia must include high-need schools, those with at least 30% of students eligible for free and reduced priced lunch. The grants must focus on improving student learning through differentiated training and support for educators in mentoring, induction, and PDP plan development. Over the past three years, annual totals have ranged from \$315,000 to \$360,000.

In addition to the statutory requirements for districts to have an induction program and mentor for all initial educators, districts per PI 34.17 (3) must designate a Wisconsin Department of Public Instruction (DPI) trained administrator to be available to serve on the initial educator's Professional Development Plan (PDP) team. Institutions of higher education (IHE) per PI 34.17 (3) must also designate representatives to be trained and to be available to serve on the initial

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educator's PDP team. This provides a connection from pre-service to in-service within the performance-based system. Beginning January 2005, the DPI began training PDP team members. To date 238 training sessions have occurred to prepare representatives from institutions of higher education (IHE), administrators from school districts, pupil services professionals, and teachers to serve on PDP teams. A three person team including an administrator, teacher, and an IHE representative approve and verify initial educator PDPs. As of June 2009, the total number of trained PDP team members serving in Wisconsin included: 781 IHE representatives; 3,191 administrators; 555 pupil services professionals; and 7,017 teachers.

With the assistance of the Great Lakes West Assistance Center, surveys were developed and administered from 2006 through spring 2009 to evaluate the initial educator support system. Each year, surveys were sent to initial educator teachers, initial educator administrators, initial educator pupil services professionals, and their respective mentors. These data have provided valuable insight into the induction programs in the state. The department has responded with the creation of additional resources and support to all stakeholders involved in the process.

Through the additional support of the Great Lakes West Assistance Center, three statewide summer data seminars were held in 2007, 2008 and 2009. The survey data was analyzed and action steps established for improving support to initial educators through the collaboration of Wisconsin education stakeholder groups. Additional information regarding the summer seminars can be found at <http://www.learningpt.org/greatlakeswest/wisconsin/record.php>.

The Quality Educator Professional Development and Retention Grant

The *Quality Educator Professional Development and Retention Grant* provided additional funding to Milwaukee Public Schools (MPS) to design and implement effective support systems for initial educators and educators on emergency licenses and permits in high-need schools during the 2006-09 school years. Surveys were conducted annually to improve induction support and are available at: <http://dpi.wi.gov/tepd/iesurvey.html>.

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Strategy 4: Give priority to funding Peer Review and Mentoring grants in high-need schools.

The Peer Review and Mentoring Grant, authorized through Wisconsin Statute 115.405, is an annual competitive grant to consortia partners. The consortia must include districts with high-need schools (those with at least 30% of students eligible for free and reduced priced lunch). The grants must focus on improving student learning through differentiated training and support for educators in mentoring, induction, and PDP plan development. Over the past three years, annual program funding has ranged from \$315,000 to \$360,000. More information about the Peer Review and Mentoring grant can be found at: <http://dpi.wi.gov/tepd/grantpm.html>

Strategy 5: Give priority Title I (A) funding to support data-driven professional development for high poverty, low-performing schools

The Statewide System of Support (SSOS). The Statewide System of Support (SSOS) is intended to support all schools in making AYP. As a component of this support, this program developed and piloted the *LEA Self-Assessment Handbook – a Tool for Improving a LEA’s Support to its Neediest Schools*. The intended outcome is the retention and increased effectiveness of teachers working in schools with the highest levels of identified need.

This self-assessment process was developed in response to LEAs’ identified need to provide high-quality professional development to all teachers not currently highly qualified, including those enrolled in approved alternative routes to licensure. All LEAs that employ teachers teaching “out-of-field” are required to provide this high-quality professional development and intensive supervision and mentoring.

Consolidated applications for all program titles requires that LEAs use this tool or a tool with a similar purpose to design and implement district-wide professional development that will address the concerns of high-need schools in the district.

More information about the Statewide System of Support (SSOS) can be found at:

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

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Wisconsin Urban Schools Leadership Project - Wallace Fellows 2004-2007

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.

2008-2010

The Wallace Foundation provided a two-year \$2 million grant to support leadership development in urban schools in Wisconsin. The grant helps align leadership development from pre-service training through the state's three levels of licensure. Wisconsin's grant is focusing on high school leadership. Leadership teams from high schools in Green Bay, Kenosha, Madison, Milwaukee and Racine are participating in the grant along with the Department of Public Instruction, three universities, and the Association of Wisconsin School Administrators.

The grant will produce a toolkit of leader assessment measures and supporting documents, including a handbook for use across the continuum of leadership. The aligned system of leadership development ultimately will impact the state's fifteen pre-service and three alternative pathways to educational leadership training programs. The grant concludes in August 2010.

Strategy 6: Collect and analyze school climate data, including teacher dispositions, beliefs and actions relative to school climate

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The DPI continues to provide access to several free school improvement tools through the WINSS web portal. Among the tools are online surveys that assess staff and student climate issues and school alignment with the research based *Characteristics of Successful Schools*, a comprehensive school improvement planning tool. DPI and CESA staff provide technical assistance to LEAs that use these tools including survey administration, interpretation of results, and action planning. More information about these surveys can be found at:

<http://dpi.wi.gov/cssch/cssovrvw2.html>

Strategy 7: Strengthen existing monitoring and technical assistance for educator preparation programs to assure explicit preparation to work in diverse contexts

Information regarding updates to Strategy 7 are related to those under Strategy 8 and will be described under the 2009 Updates to Strategy 8.

Strategy 8: Strengthen assessment of candidate performance on the required human relations and diverse populations and contexts components of teacher preparation

Wisconsin's Quality Educator Initiative. *Wisconsin's Quality Educator Initiative* established broad authority for the DPI to monitor all aspects of educator preparation in the state, and instituted a performance-based system of program approval and licensure. From 2006-09, eighteen of the thirty-two institution of higher education that offer educator preparation programs have been reviewed, along with Wisconsin alternative educator preparation programs. Educator preparation programs are now required to assess all candidates' performances on the human relations curriculum and the special needs curriculum. Specifically, under PI 34.15 (4)(c), Wis. Admin Code, candidates must demonstrate:

1. The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
2. The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.
3. The philosophical and psychological bases of attitude development and change.

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4. The psychological and social implications of discrimination, especially racism and sexism in the American society.
5. Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.
6. Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

The *Wisconsin Quality Educator Initiative* also provides for the monitoring of initial educator support systems, particularly mentoring and support seminars that provide professional development specific to the needs of teachers in their placements. Full implementation of the *Wisconsin Quality Educator Initiative*, beginning in 2006-2007, strengthened targeted professional development and support in high-need schools.

Strategy 9: Provide for continuing support and dissemination of existing models for the preparation of teachers for hard-to-staff contexts through collaboration.

Future Educators. The Urban Teacher World (UTW) program and associated annual conference has been a successful effort to engage diverse PK-12 students with careers in education and supports the development of a pool of diverse educators, with a focus on potential educators currently attending high need middle and high schools.

The purpose of the UTW is to increase the number of students of color exploring careers of teaching in their early academic preparation and explorations of careers.

The program offer students opportunities to better understand the many roles of a teacher, preparation needed to become a teacher, while introducing students to campus life and connecting them to pre-professional pathways into professional education careers. Partnerships exist between the DPI WEOP/OUE Office, IHE's, Milwaukee Public Schools (MPS), GEARUP, Racine Unified School District, Beloit School District, Kenosha Unified School District, Janesville School District, SWEA, PDK, MMABSE, WEASSP, WSHRA and FEA.

UTW began in 1996 by offering college visitations to middle school students. The first conference was held in 1998 and 180 students and advisors participated in the Spring, 2009

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conference in Milwaukee. The conference uses the Future Educators Association's (FEA) national theme. The UTW program provide opportunities for students, especially students of color, in grades 6-12 to attend teacher centered student conferences, education fairs, college visitations, and encourage them to become active in their Future Educators Association club.

We also conducted our second Future Educators Association Advisor Training for MPS schools. The UTW long-range goals are to increase the number of charter chapters around the state. The program will look at developing partnerships with IHE's to continue the pipeline from middle school, high school, and on to college. The UTW program will also coordinate training, recruitment and retention activities with the FEA chapters to increase participation. More information about the future educator efforts can be found at:

<http://dpi.wi.gov/oue/urbstfdev.html>

Alternative Routes to Licensure. Wisconsin alternative route programs prepare candidates for critical shortage areas. Examples of critical shortage content fields are math, science, computer science, special education, bilingual-bicultural, and ESL. Content areas difficult to fill due to geographic location may also be considered a critical shortage area.

To complete a program, a candidate must have a bachelor's degree, be proficient in the Wisconsin educator standards and meet the Wisconsin statutory requirements (i.e. conflict resolution, WI Indian tribes, etc). Further, a candidate must demonstrate communication skills, human relations and professional dispositions, pedagogical knowledge, content knowledge, and teaching practice. The Praxis I exams are used as an assessment for communication skills. Content knowledge is assessed through Praxis II content exams and the completion of a major or the equivalent of a major. Alternative route programs complete a review of each candidate's bachelor degree, transcript(s) and experiences to determine if the candidate has a major or the equivalent and to design each candidate's path. The clinical experience, per statute 118.19, must be at minimum one full semester for full days (18 weeks) following the schedule of the cooperating school district. The clinical experience can be completed through a residency model or while employed by a cooperating school district. Candidates must demonstrate proficiency in the educator standards through a developmental, performance-based portfolio of evidence. Upon

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completion, a Wisconsin Initial Educator License is issued which allows candidates to teach or lead in public schools in Wisconsin.

Currently, ten alternative route programs prepare candidates for teaching licenses. These programs are operated by non-profit agencies, public and private colleges/universities, and a for-profit organization. Additionally, the state is divided geographically into 12 Cooperative Education Service Agency (CESA) regions. Each CESA serves as a link between the school districts within the CESA and the state. Three CESA agencies have state approved alternative route certification programs. More information about alternative educator preparation program in Wisconsin can be found at: <https://dpi.wi.gov/tepd/indexed.html>.

Recruitment and Retention Grant. The department was awarded a grant and is working with The National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities – Personnel Improvement Center (PIC). The project focuses on examining the special education teacher supply and demand data for Wisconsin, identifying high need LEAs in need of special education teachers, and matching high need LEAs to educator preparation programs in partnerships to recruit and train special education teachers.

Limited English Proficiency. The department holds an annual Title III Conference in the fall of each year. The purpose of this conference is to provide technical assistance, professional development and networking opportunities for those who serve students with limited English proficiency

These nine strategies are intended to improve preparation for all educators in working with diverse students in diverse and challenging settings; to improve support for early-career teachers in challenging settings; and to retain experienced, highly qualified teachers in these settings to break the pattern of high teacher turnover between the third and fifth year of teaching.