

Wisconsin Highly Qualified Teacher Plan – Updates November, 2010

SFSF VI. Progress in Advancing Education Reform

A. Reducing inequities in the distribution of highly qualified teachers

The department continues to implement a variety of strategies to ensure the equitable distribution of highly qualified teachers.

The annual statewide collection of highly qualified teacher data and the ongoing monitoring of these data continue. The reporting system is reviewed annually and enhancements are added each year to improve the data collection. Enhancements to make our data more usable are currently being added to the reporting system for our final year-end data collection for the 2010-11 school year.

The state continues to offer incentives for national board certified teachers to teach in high-poverty schools. High poverty schools are defined as those with 60% of students eligible for free or reduced price lunch. National board certified teachers (NBCT) teaching in these schools are eligible for an annual grant stipend of \$5,000 for nine years following successful certification as a NBCT. Since its inception in 2008, there have been 118 National board certified teachers who have received \$5,000 grants for teaching in high-poverty schools. Other NBCT teachers in the state are eligible for an annual grant stipend of \$2,500.

Another strategy used by the department is to ensure a support system for initial educators particularly in hard-to-staff contexts. Each year, the department offers a competitive Peer Review and Mentoring grant for consortia of high-needs schools with at least 30% of student s eligible for free and reduced priced lunch. During the 2009-10 school year, the grants totaled \$347,400. Additional support to initial educators comes from a statutory requirement for school districts to provide an induction and mentoring program. During the 2009-10 school year, \$1,108,500 was paid to districts for their induction and mentoring programs. Initial educators are required to prepare a professional development plan for license advancement and renewal. Additional support to these educators is provided by department trained professional development plan team members who review these plans.

A part of the statewide system of support, the department has focused work with the Milwaukee Public Schools (MPS). MPS is the only district in need of improvement in this state under ESEA and therefore, the department works with MPS through an annual corrective action plan. As part of the corrective action plan for the 2010-11 school year, the department has established school year goals with quarterly indicators and evidence that verify progress toward the goal of equitable distribution of highly qualified teachers. In Quarter I of the 2010-11 school year, the department required a copy of the written methodology for measuring the equity of teacher and principal distribution among MPS schools based on licensure, experience, evaluations and other qualifications (see attachment I). Also attached is the section of the

corrective action plan that addresses equitable distribution of teachers to show indicators and evidence required for the entire 2010-11 school year (see attachment II). This document may also be viewed at: http://dpi.wi.gov/esea/pdf/2010-11_Corrective_Action_MPS.pdf

The state highly qualified data indicates that MPS has the largest number of teachers who are reported as not highly qualified. Therefore, the department is providing technical assistance to MPS in our work to reduce the inequitable distribution of highly qualified teachers in this state. In September 2010, the department offered assistance in developing an equitable distribution policy and provided comparison of requirements surrounding this topic in the corrective action requirement and 2009 WI Act 215. Also provided to MPS was an example from another state that might serve as a resource for MPS. A copy of this letter is attached (see attachment III).

The department was awarded a \$2 million Wallace Foundation grant to support leadership development in urban schools in Wisconsin. As a result, ongoing work has been taking place in our five largest urban districts to recruit and develop principals for urban school districts. Further, the grant allowed the state to revise the content standards for our administrative preparation programs and to assist programs in developing performance-based measures to evaluate candidate proficiency.

The department was awarded a \$2.2 million Transition-to-teaching grant from the USDE to recruit, train, and place 100 mathematics, science, and special education teachers in high-need school districts in the state. The grant will allow us to train in critical shortage areas for the high-need districts. The pipeline project will train through alternative route to licensure programs and require a three-year teaching commitment from participants.

The Urban Teacher World program continues to be a successful effort to engage diverse PK-12 students in the field of education and supports the development of a pool of potential educators currently attending high-need middle schools and high-need high schools. In May, 2010, the annual Urban Teacher World had approximately 200 participants that included students and advisors. As well, the Future Educator Association activities spearheaded by the state continue with a focus on expanding these student organizations in urban school districts.