

Wisconsin Education Research Advisory Council



Thursday, November 19, 2015
9:00am to 4:00pm

Wisconsin Center for Education Research: Room 259
1025 West Johnson Street
Madison, Wisconsin 53706

Agenda

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| 9:00–9:15 a.m. | Welcome and Introductions
<i>Kurt Kiefer, Assistant State Superintendent</i>
<i>Wisconsin Department of Public Instruction</i> |
| 9:15 –9:30 a.m. | Introduction of New Members and Recap of Last Meeting
<i>Jared Knowles, Research Analyst</i>
<i>Wisconsin Department of Public Instruction</i> |
| 9:30-10:15 a.m. | Steve Kimball (WCER), Katharine Rainey Director Educator Effectiveness (DPI), Cynthia Hoffman, Education Consultant, DPI Educator Effectiveness Team

Overview of the Working on the Work (WOW) program: an innovative, statewide professional development series for district and school teams within the context of the State Educator Effectiveness (EE) System. |
| 10:15am–10:30 a.m. | Discussion |
| 10:30 am–10:45 a.m. | Break |

10:45–11:30 p.m.	Bradley Carl (WCER), Debra Ahrens (DPI) Measuring professional learning community in staff development for the State Personnel Development grants
11:30--11:45 a.m.	Discussion
11:45 am. –12:30 p.m.	Lunch
12:30–1:15 p.m.	Matthew T. Hora (WCER, Division of Continuing Studies) Findings from a study exploring workforce skills needs and postsecondary education in Wisconsin
1:15-- 1:30 p.m.	Discussion
1:30–2:15 p.m.	John Smithson, Eric Osthoff (WCER) Using the Survey of Enacted Curriculum (SEC) for teacher-guided professional development
2:15--2:30 p.m.	Discussion
2:30--2:45 p.m.	Break
2:45–3:30 p.m.	Rich Halverson, Professor, UW-Madison School of Education, Jack Jorgensen, Co-director, Wisconsin Collaborative Education Research Network (The Network) Practitioner-identified research needs and an asset map of UW-Madison educational research
2:30–2:45 p.m.	Break
3:30–4:00 p.m.	Discussion, Planning For Future Meetings
4:00 p.m.	Adjourn

Synopsis of presentations, WERAC meeting, November 17, 2015

Steve Kimball (WCER), Katharine Rainey, Director Educator Effectiveness, Cynthia Hoffman, Education Consultant, DPI Educator Effectiveness Team (DPI)

Overview of the Working on the Work (WOW) program: an innovative, statewide professional development series for district and school teams within the context of the State Educator Effectiveness (EE) System

Working on the Work (WOW) is a 4-part training series designed to help WI educators deepen understanding, achieve consensus, and build strategies around local implementation of the Educator Effectiveness System. The training events are planned and carried out by a team that includes Cooperative Educational Service Agency leads, staff from the DPI Educator Effectiveness team, and nationally recognized speakers. Each event combines on-site and virtual participation strategies to guide local, regional, and state collaboration between educators at CESAs across Wisconsin simultaneously. The presenters will provide an overview of the WOW training, the logic model that helped to plan the trainings, and results from the initial exit ticket surveys that are being used to gauge participant reactions and shape revisions to this innovative professional development program.

Bradley Carl (WCER), Debra Ahrens (DPI)

Measuring professional learning community in staff development for the State Personnel Development grants

The State Personnel Development Grant (SPDG) initiative provides support for improving outcomes for students with disabilities. The program has two main components. The first involves a small group of Wisconsin schools (n=24) which have developed Professional Learning Communities (PLCs) for educators who work with special education students. The second involves a small set of Wisconsin teacher training institutions (n=9) which receive small grants intended to help increase the supply and quality of preservice educators seeking special education licensure. Within both components of the SPDG initiative, the ability to measure the formation, cohesion, and collaboration of PLCs will be a key piece of the external evaluation which will be conducted by WCER over the next three years. This joint DPI/WCER presentation will describe the goals of the SPDG initiative as well as initial work on measuring successful PLC implementation.

Matthew T. Hora (WCER, Division of Continuing Studies)

Findings from a study exploring workforce skills needs and postsecondary education in Wisconsin

Hora will discuss results from interviews with 147 employers and postsecondary educators in Wisconsin regarding skills deemed invaluable for success, whether classroom instruction or workplace training were cultivating these skills, and the overall nature of industry-education relations. Findings include the shared focus on technical skills as well as inter- and intra-

personal competencies and the importance of hands-on, active learning pedagogy for cultivating these skillsets. The implications of the national movement to vocationalize education, the lack of formal workplace training programs, and the paucity of postsecondary instructors with formal training in these instructional techniques will be discussed.

John Smithson, Eric Osthoff (WCER)

Using the Surveys of Enacted Curriculum personal alignment report for self-guided professional development.

The Surveys of Enacted Curriculum (SEC) personal alignment report (PAR) provides teachers a self-guided review of the alignment of their own instruction to selected standards (e.g., common core). Alignment is measured by topic and cognitive demand (e.g., memorization, performing procedures, analytical thinking) by grade, and subject matter focus. Increased alignment of instruction to standards has been demonstrated to predict student achievement scores with an effect size comparable to socio-economic status in multiple large-scale studies. The SEC-PAR provides teachers a step-by-step guide to instructional alignment, referencing the teacher's own confidential results, while describing the dimensions of alignment and providing suggestions for teacher reflection designed to support evidence-based curricular and instructional decisions.

Rich Halverson, Professor, UW-Madison School of Education, Jack Jorgensen, Co-director, Wisconsin Collaborative Education Research Network (The Network)

Practitioner-identified research needs and an asset map of UW-Madison educational research

Two recent activities of the Network will be described: (1) a compilation of on practitioner-identified research needs resulting from meetings held with practitioners; (2) the results of an "asset mapping" exercise of educational research being conducted at UW-Madison. Both exercises could serve as models for further development and dissemination through WERAC. For example, the asset mapping exercise could be extended to the research activities of partnerships of schools and districts throughout the state including those with UW System and other schools of education.