



Appendix A

Components for the Review of Institutions of Higher Education

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Appendix A:

Components for the Review of Institutions of Higher Education

The PI 34 requirements for program approval are organized into six components. This tool, *Components for the Review of Institutions of Higher Education*, is used during the review process to record findings and to determine whether the institution meets all the requirements for program approval. The tool can also be utilized by the institution to prepare written reports, to gather documentation for use as evidence, and to plan for the on-site visit.

Component I	Policies and Practices
Component II	Conceptual Framework and Standards
Component III	Assessment System
Component IV	Clinical Program
Component V	Institutional Evaluation of Outcomes
Component VI	Collaboration



Wisconsin Quality Educator Initiative PI 34
Wisconsin Department of Public Instruction
 Tony Evers, State Superintendent
 Madison, Wisconsin

COMPONENT I – POLICIES AND PRACTICES

The institution’s relevant policies and practices affecting the preparation of professional school personnel. PI 34.06 (1) (a) 1.

PI 34.10 Organization and Administration of Teacher Education Programs				
PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.10 (1) Organization Support for Teacher Education	The institution shall insure the SCD* is clearly identified and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.	Suggested: policy manual, mission statement, organization chart	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.10 (2) Recognition of SCD’s Authority	The institution shall have policies which clearly identify selection, promotion, and tenure of faculty, teaching loads, faculty development opportunities, and institutional and community service expectations. <i>(Including faculty who teach in initial or advanced educator preparation programs.)</i>	Suggested: policy manual	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.10 (3) Resources and Facilities for Program Operation	(a) The institution shall insure that the SCD has adequate resources to support teaching and scholarship by faculty and students.	Suggested: Policy manual, budget document	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	(b) The institution shall insure the SCD has sufficient facilities, equipment and budgetary resources to fulfill its mission to offer quality programs.	Suggested: Description of facilities, budget document	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	(c) The SCD shall insure that constituent groups from the local community are involved in the development, evaluation and revision of all professional education programs.	Suggested: policy manual, meeting documents, graduate follow-up plan & documents	See Comp VI	

* PI 34.01 (51) “SCD” means a school, college, department or division within a private or public college or university engaged in the preparation of professional school personnel in Wisconsin. *Note: this includes advanced programs housed outside of the SCD.*

PI 34.11 Faculty				
PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.11 (1) Recruitment of Diverse Faculty	The institution shall recruit, hire and retain a diverse teacher education * faculty. <i>(The SCD, as evidenced by policy statements, is endeavoring to recruit and retain diverse faculty.)</i>	Suggested: Recruiting and hiring policies, faculty roster	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.11 (2) Faculty Qualifications <i>PI 34.15 (5) (b) Student Tchng. PI 34.15 (5) (c) Practicum PI 34.15 (5) (d) Graduate Internship</i>	(a) Faculty who teach in initial and advanced programs leading to licensure shall have preparation specifically related to their assignment, hold an advanced degree and demonstrate expertise in their assigned area of responsibility	Suggested: Resumes, vitae, course & faculty listings	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	(b) Faculty who teach in initial and advanced programs shall be knowledgeable about current elementary, middle, and secondary curriculum, practices, requirements, technology, and administrative practices appropriate to their assignment.	Suggested: Listings of publications, articles, professional development participation, special projects, grants	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	(c) Faculty who supervise practicum students, student teachers, or interns shall have at least 3 years of experience in PK-12 settings or administrative settings appropriate to their assignment.	Suggested: Resumes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	(d) Faculty who teach in an initial or advanced program shall be actively engaged in professional practice with PK-12 schools, professional organizations, and other education related endeavors at the local, state or national level.	Suggested: Resumes, lists of committee assignments, projects, presentations, PDP Team training and involvement on IE PDP teams	See Comp VI	
	(e) Faculty responsible for the leadership or coordination of initial or advanced programs leading to licensure must hold a minimum of a master's degree or its equivalent in the principle discipline of the program.	Suggested: Resumes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

*Teacher education – educator preparation including teachers, pupil services, and administrators

PI 34.11 Faculty <i>continued</i>				
PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.11 (3) Promotion, Load, and Professional Development	(a) The institution shall have workload policies which insure all faculty who teach in initial and advanced programs have the time and resources to accommodate teaching, advising, research and scholarship, administration, committee work, supervision and other institutional and community service activities.	Suggested: Policy manual	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	(b) The institution shall provide the resources, time and opportunities for all faculty to engage in professional development to enhance intellectual and professional vitality.	Suggested: Professional development policy	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	(c) The SCD shall have sufficient numbers of full time faculty to teach in initial and advanced programs to insure consistent quality and delivery of programs.	Suggested: Faculty assignments, policy manual	<input type="checkbox"/> Yes <input type="checkbox"/> No	

PI 34.12 Facilities, Technology, Instructional Resources and Support				
PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.12 (1) Facilities	(a) The institution shall provide adequate classroom, laboratory, office, and workspace which have current technology, equipment and supplies needed to fulfill the mission of the institution.	Suggested: Facility descriptions, policy manual	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	(b) The institution shall provide a library that serves as the primary resource center and adequately supports instruction, research, and services pertinent to the needs of professional education programs. Resources related to professional education shall be organized and indexed so faculty and students can easily identify, find and use them. The library shall provide up-to-date catalogs, indexes, directories and electronic information access tools.	Suggested: Library description and organization, policy manual	<input type="checkbox"/> Yes <input type="checkbox"/> No	

PI 34.12 Facilities, Technology, Instructional Resources and Support				
PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.12 (2) Instructional Resources	(a) The institution shall maintain an instructional materials center that is accessible on a schedule approximating that of the main library which shall house instructional materials used in PK-12 schools including sample textbooks, curriculum guides, tests, library books, periodicals, computer software, and other teaching materials. These materials shall include print and non-print materials and teaching aids, and materials for the evaluation and assessment of learning, and the institution shall provide instruction in the construction and use of these materials.	Suggested: Description of holdings and schedule of instructional materials center, data showing use of various resources including data on use of technology tools by students, availability of academic standards information in resource centers	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	(b) The institution shall provide sufficient qualified library and technical staff who have substantial knowledge of materials used in schools and school library media centers to support the library, the instructional materials collection, media and computer support services, and other instructional technology necessary to support the goals of the professional education programs.	Suggested: List of staffing and qualifications, job descriptions and expectations of library and technical employees, staff development plans, sample staff evaluations instruments showing job expectations	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.12 (2) Instructional Resources <i>continued</i>	(c) The institution shall insure that students* have access to and can use <u>current</u> educational technology in instructional settings. This shall include equipment such as computers, projectors, recorders, and other specialized equipment used for teaching.	Suggested: Faculty assignments, policy manual	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.12 (3) Review and Purging	All resources are identifiable, relevant, accessible, and systematically reviewed by professional staff to make acquisition and purging decisions.	Suggested: Policy manual, student handbook, education program handbook, career center handbook	<input type="checkbox"/> Yes <input type="checkbox"/> No	

* PI 34.01 (55) "Student" means a person enrolled in a professional education program leading to licensure.

PI 34.13 Student Services				
PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.13 (1) Advising Resources and Materials	The institution shall insure that all students* have access to and are provided information and resources on student services, including personal, professional and career counseling, career information, tutoring, academic, and job placement assistance.	Suggested: Policy manual, student handbook, education program handbook, career center handbook	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.13 (2) Student Support Services	The SCD shall insure that all students upon entry into and throughout the professional educator preparation program will be provided with an advisor and written information describing the educator preparation program leading to licensure.	Suggested: Policy manual, student handbook, education program handbook, advisor assignments and responsibilities	<input type="checkbox"/> Yes <input type="checkbox"/> No	See also PI 34.14 (2) (c) pg. 8
PI 34.13 (3) Student Records	(a) The institution shall maintain a cumulative record on each of its students enrolled in an approved program for licensure, and that record shall contain a transcript and written evaluations of field experiences completed during the clinical program.	Suggested: Policy manual, education records description	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Subch. II PI 34.02 teacher standards PI 34.03 administrator standards</i>	(b) Each student shall have a portfolio of evidence that the standards in subch. II have been met. Institutions do not need to maintain a file copy of the portfolio.	Suggested: Policy manual, student handbook, education program handbook, assessment plan	See Comp III	
<i>PI 34.04 pupil services standards</i>	(c) The institution, in collaboration with the department, shall systematically evaluate and report to the public graduate performance in obtaining employment in Wisconsin schools or school districts as well as graduate performance in advancing from the initial to professional educator license and master educator license after the first 5 years of employment.	Suggested: Title II report, follow-up plan, education program brochures, newspaper articles, web site	<input type="checkbox"/> Yes <input type="checkbox"/> No	

* PI 34.01 (55) "Student" means a person enrolled in a professional education program leading to licensure.

PI 34.14 Student recruitment, admission and retention				
PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.14 (1) Diversity of Students	The SCD shall create and implement an explicit plan with adequate resources to recruit, admit, and retain a diverse student body	Suggested: Student diversity plan, evidence of implementation of DP, budgeted resources for DP, student body demographics	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.14 (1) Student Admission	(a)The SCD shall establish standards for admission to initial programs that include all of the following: 1. Student competency in communication skills,* which includes computers and emerging technology, as determined through passing scores on standardized tests approved by the state superintendent** or through assessments designed and adopted by the SCD prior to admission to the programs.	Suggested: Admission policies Policies specific to the communication skills testing competencies	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	2. Other student program entry requirements <i>such as</i> letters of recommendation, specific courses completed with the program, prior experience with children, personal interviews, or background checks	Suggested: Letters of recommendation, specific courses completed with the program, prior experience with children...	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	3. A student cumulative grade point average of not less than 2.5 on a 4.0 scale on at least 40 semester credits of collegiate level course work for admission to initial programs, or a 2.75 on a scale of 4.0 in a bachelor's degree program for admission to advanced programs. Evidence other than grade point average may be approved by the state superintendent for use by colleges where alternative measures of performance are in place.	Suggested: Admission policies, Student handbook, student records	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.14 (1) Student Admission	(b.) Exceptions under par (a) relating to the established passing scores on standardized tests or SCD designed or approved assessments, or the minimum cumulative grade point average may be granted to no more than 10% of the total number of students admitted to the initial or advanced programs for each admission period.	Suggested: Exceptions policy	<input type="checkbox"/> Yes <input type="checkbox"/> No	

* PI 34.01 (9) "Communication skills" means proficiency in reading, writing, mathematics, speaking, listening, media and technology including computers and emerging technology along with the ability to use those skills for instruction.

** Approved standardized tests in Wisconsin: Praxis I Reading, Writing, and Mathematics.

COMPONENT II – CONCEPTUAL FRAMEWORK AND STANDARDS

The institution’s conceptual framework under s. PI 34.15 for the preparation of professional educators including the research base for program design and improvement. PI 34.06 (1) (a) 2

PI 34.15 Conceptual Framework				
Item	Requirement	Institutional Evidence	Met	DPI Comments
1. SCD Philosophy and Mission	The SCD has a clearly articulated professional program philosophy, mission and vision informed by research consistent with the institutional mission, and shared throughout the campus and the community served by the institution.	Suggested: Mission statement, handbooks, course catalogs, websites, minutes from meetings where SCD has shared mission/vision, communication with employing districts	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.15 Conceptual Framework	(1). The conceptual framework shall be well defined, articulated and defensible and shall include all of the following: <ul style="list-style-type: none"> ➤ A performance based professional education program representing the standards under subch. II. ➤ A research base for the development of performance tasks and assessments. ➤ Assessments of knowledge, skills and dispositions within a professional education program. ➤ Provisions that meet statutory requirements identified under s. 118.19, Stats., where students demonstrate knowledge and understanding in a variety of educational settings. ➤ A clinical program design including practicums for pupil services and administrative programs and for prestudent teaching, student teaching, and other supervised clinical experiences in PK-12 school settings. ➤ Provisions relating to cooperating teachers and other school based supervisors ➤ A general education program that demonstrates student knowledge and understanding for initial classroom teaching licenses ➤ Graduate follow-up studies. 	Suggested: Program handbooks, policy manual, mission statement, any information containing program design information, course catalogs for program	<input type="checkbox"/> Yes <input type="checkbox"/> No See Comp III See Comp IV See Comp V	

PI 34.15 Conceptual Framework <i>continued</i>				
Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.15 (1) Adopt Educator Standards <i>Subch. II</i> <i>PI 34.02 teacher standards</i> <i>PI 34.03 administrator standards</i> <i>PI 34.04 pupil service standards</i>	The standards under subch. II shall be adopted to meet the requirements under par. (a) or (b), and the requirements under par. (c) as follows: (a) Adopt the standards as written or modify the language to reflect the mission, vision, and philosophy of its own program. Additional standards that enhance or support the mission of the SCD and institution may be developed. (b) Identify where the standards in subch. II are integrated within the program if the SCD chooses to develop its own program approval standards		<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.15 (1) (c) Identify Performance Tasks	(c) Identify the performance tasks within the professional education program, which support each of the standards. The performance tasks shall meet all of the following requirements: 1. The performance tasks shall be specific and grounded in research based on best practices in education. 2. The performance tasks shall include the content of the standard. 3. The performance tasks shall demonstrate mastery of the standard. 4. he performance tasks shall be measurable over time.		<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.15 (2) (a) 3.b. Adopt Content Standards	Adopt content standards that have been adopted by the state superintendent ... or standards adopted by the SCD using national standards, guidelines from learned societies or national organizations, or other recognized groups or organizations	Suggested: Course handbooks, curriculum guides, assessments plans, program handbooks, Licensure Program Reports	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> TBD Licensure Program Reports	

COMPONENT III – ASSESSMENT SYSTEM

The institution’s assessment system used to evaluate candidate quality as measured against the standards in subch. II and how the assessments are used to evaluate and improve programs. PI 34.06 (1) (a) 4.

PI 34.15 (7) A general education program that demonstrates student knowledge and understanding of all of the following for initial classroom teaching licenses:				
PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.15 (7) General Education Program PI 34.01(21)	<ol style="list-style-type: none"> 1. Written and oral communication 2. Mathematics 3. Fine arts 4. Social studies 5. Biological and physical sciences 6. The humanities including literature 7. Western and non-western history or contemporary culture. 8. Wisconsin’s model academic standards <i>(related to the licensure area)</i> 	Suggested: policy manual, education program handbook, student program plan, degree audits, student handbook	<input type="checkbox"/> Yes <input type="checkbox"/> No	

PI 34.15 (2) Assessments of knowledge, skills and dispositions within a professional education program. Assessments shall meet all of the following requirements:				
PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.15 (2)(a)1. Communication Skills PI 34.01 (9)	(a) Assessments shall measure: 1. Communication Skills: * (b) Assessments shall be developmental, multiple and measurable over time. (c) Assessments shall be grounded in research based on best practices in education. (d) Assessments shall identify levels of proficiency or other benchmarks that demonstrate student success.	Suggested: education program handbook, Praxis I results	<input type="checkbox"/> Yes <input type="checkbox"/> No	

* PI 34.01 (9) “Communication skills” means proficiency in reading, writing, mathematics, speaking, listening, media and technology including computers and emerging technology along with the ability to use those skills for instruction

PI 34.15 (2) Assessments of knowledge, skills and dispositions within a professional education program. Assessments shall meet all of the following requirements: *continued*

PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.15 (2) Human Relations and Professional Dispositions	(a) Assessments shall measure: 2. Human relations and professional dispositions: (b) Assessments shall be developmental, multiple and measurable over time. (c) Assessments shall be grounded in research based on best practices in education. (d) Assessments shall identify levels of proficiency or other benchmarks that demonstrate student success.	Suggested: Assessment plan, policy manual, education program handbook, rationale for dispositions, how assessed, and description of how assessment data is used	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.15 (2) Content Knowledge for subject area programs	(a) Assessments shall measure: 3. Content knowledge for subject area programs that meet all of the following requirements: ➤ a. Content knowledge determined by passing scores or standardized tests approved by the state superintendent which shall include Wisconsin’s model academic standards. ➤ b. Content knowledge assessment shall be developed according to standards adopted by the state superintendent from recommendations by the professional standards council or standards adopted by the SCD using national standards, guidelines from learned societies or national organizations (b) Assessments shall be developmental, multiple and measurable over time. (c) Assessments shall be grounded in research based on best practices in education. (d) Assessments shall identify levels of proficiency or other benchmarks that demonstrate student success.	Suggested: Assessment plan, education program handbook, Praxis II requirements and procedures published for students, Praxis II results, Licensure Program Reports	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> TBD Licensure Program Reports	

PI 34.15 (2) Assessments of knowledge, skills and dispositions within a professional education program. Assessments shall meet all of the following requirements: <i>continued</i>				
PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.15 (2) Pedagogical Knowledge PI 34.01 (36)	(a) Assessments shall measure: 4. Pedagogical knowledge: * (b) Assessments shall be developmental, multiple and measurable over time. (c) Assessments shall be grounded in research based on best practices in education. (d) Assessments shall identify levels of proficiency or other benchmarks that demonstrate student success.	Suggested: Assessment plan, policy manual, education program handbook, portfolio requirements	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.15 (2) Teaching practice	(a) Assessments shall measure: 5. Teaching practice: ** (b) Assessments shall be developmental, multiple and measurable over time. (c) Assessments shall be grounded in research based on best practices in education. (d) Assessments shall identify levels of proficiency or other benchmarks that demonstrate student success.	Suggested: Student teaching and practicum handbooks, cooperating teachers and schools, student teacher supervisors, program handbooks, course syllabi, assessment plans	<input type="checkbox"/> Yes <input type="checkbox"/> No	See Component IV Clinical

* PI 34.01 (36) “Pedagogical knowledge” means an understanding of learning, human development, professional ethics, motivational techniques, cultural and individual differences, instructional strategies, classroom management, and assessment strategies that have an impact on the learner

** PI 34.01 (59) “Teaching” means improving pupil learning by planning instruction, diagnosing learning needs, prescribing content delivery through classroom activities, assessing student learning, reporting outcomes to administrators and parents and evaluating the effects of instruction.

PI 34.15 (4) Provisions that meet the following requirements, including those that meet statutory requirements identified under s. 118.19, Stats., which enable all students completing teacher preparation programs to demonstrate knowledge and understanding of the following:

PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.15 (4) Cooperative Marketing and Consumer Cooperatives 118.19 (6)	(a) Cooperative marketing and consumer cooperatives for licenses in economics, social studies or agriculture.	Suggested: assessment plans, curriculum guides and handbooks, policy manuals, education program handbook, course syllabi, prerequisite course/experience listings	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.15 (4) (b) Environmental Education 118.19 (6)	(b) Environmental education including conservation of natural resources for licenses in agriculture, early childhood, middle childhood to early adolescence, science and social studies.	Suggested: assessment plans, curriculum guides and handbooks, policy manuals, education program handbook, course syllabi, prerequisite course/experience listings	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.15 (4) (c) Minority Group Relations 118.19 (8)	(c) Minority group relations for all licenses including all of the following: 1. The history, culture and tribal sovereignty of American Indian tribes and bands in Wisconsin.	Suggested: assessment plans, curriculum guides and handbooks, policy manuals, education program handbook, course syllabi, prerequisite course/experience listings	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	2. The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States		<input type="checkbox"/> Yes <input type="checkbox"/> No	
	3. The philosophical and psychological bases of attitude development and change.		<input type="checkbox"/> Yes <input type="checkbox"/> No	
	4. The psychological and social implications of discrimination, especially racism and sexism in the American society.		<input type="checkbox"/> Yes <input type="checkbox"/> No	
	5. Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.		<input type="checkbox"/> Yes <input type="checkbox"/> No	
	6. Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.		<input type="checkbox"/> Yes <input type="checkbox"/> No	

PI 34.15 (4) Provisions that meet the following requirements, including those that meet statutory requirements identified under s. 118.19, Stats., which enable all students completing teacher preparation programs to demonstrate knowledge and understanding of the following: *continued*

PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.15 (4) (d) Conflict Resolution 118.19 (9)	(d) Conflict resolution for all licenses including all of the following: 1. Resolving conflicts between pupils and school staff.	Suggested: curriculum guides and handbooks, policy manuals, education program handbook, course syllabi	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.		<input type="checkbox"/> Yes <input type="checkbox"/> No	
	3. Dealing with crisis, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.		<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.15 (4) (e) Role and Responsibility of a teacher 118.19 (3)	(e) The role and responsibility of a teacher through student teaching with an assigned cooperating teacher or in a team structure for full days for a full semester following the daily schedule and semester calendar of the cooperating school, or the equivalent as determined by the state superintendent. This provision applies only to classroom teacher licenses.	Suggested: handbook for cooperating teachers, cooperating schools, and student teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No	

PI 34.15 (4) Provisions that meet the following requirements, including those that meet statutory requirements identified under s. 118.19, Stats., which enable all students completing teacher preparation programs to demonstrate knowledge and understanding of the following:

PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.15 (4) (f) Reading and Language Arts 118.19 (12)	(f) Teaching reading and language arts using appropriate instructional methods including phonics for licenses to teach reading and language arts to pupils in grades PK to 6. In this paragraph “phonics” means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.	Suggested: assessment plans, curriculum guides and handbooks, policy manuals, education program handbooks, course syllabi	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.15 (4) (g) Children with Disabilities	(g) Procedures used for assessing and providing education for children with disabilities , including roles and responsibilities of regular and special education providers.	Suggested: assessment plans, curriculum guides and handbooks, education program handbook, course syllabi	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.15 (4) (h) Modifying curriculum	(h) Modifying the regular education curriculum when instructing pupils with disabilities.	Suggested: assessment plans, curriculum guides and handbooks, policy manuals, education program handbook, course syllabi	<input type="checkbox"/> Yes <input type="checkbox"/> No	

PI 34.01 (58) “Teacher” has the meaning defined under s. 40.02 (55), Stats. For the purposes of licensing under this chapter, “teacher” also means a person who demonstrates the knowledge, skills, and dispositions outlined in s. PI 34.02 to improve pupil learning through the exercise of any educational function, including instructing pupils or administering, directing, or supervising any educational activity.

PI 34.13 (b) Each student* shall have a portfolio of evidence that the standards in subch. II have been met. Institutions do not need to maintain a file copy of the portfolio.				
PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.13 (3) (b) Portfolio Assessment	The SCD has an assessment process for reviewing portfolios (b) each student shall have a portfolio of evidence that the standards in subch. II have been met.	Suggested: Assessment plan, portfolio evaluation tool, criteria for assessment of portfolio including rubrics	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.15 (5) (a) Prestudent Teaching <i>Subch.II PI 34.02 teacher standards</i>	2. The prestudent teaching experiences shall result in students demonstrating knowledge and understanding of the standards in s. PI 34.02 through assessments in sub. (2) (a) 1. to 4. 3. Successful performance shall be measured using ... b. The student portfolio required under s. PI 34.13 (3) (b)	Suggested: Portfolios, assessment plan, portfolio evaluation tool, criteria for assessment of portfolio including rubrics	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.15 (5) (b) Student Teaching <i>Subch.II PI 34.02 teacher standards</i>	2. As a result of the student teaching experience, students shall demonstrate knowledge and understanding of the standards in s. PI 34.02 through the assessments in sub. (2) (a) 1. to 5. 3. Successful performance shall be measured using ... c. A review of the student portfolio required under s. PI 34.13 (3) (b).	Suggested: Portfolios, assessment plan, portfolio evaluation tool, criteria for assessment of portfolio including rubrics	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.15 (5) (b) (3) b.	The cooperating teacher’s evaluation of the student teacher shall become part of the student’s portfolio. Other evaluations by PK-12 professional school personnel ... may also be included in the portfolio	Suggested: Portfolios, written evaluation from student teaching in portfolio	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.15 (5) (c) Practicum <i>Subch.II PI 34.02 teacher standards PI 34.03 administrator standards PI 34.04 pupil service standards</i>	As a result of the practicum experience a license candidate shall demonstrate knowledge and understanding of the Wisconsin standards in s. PI 34.02, 34.03, or 34.04. 3. b. The school –based supervisor evaluation of the practicum shall become part of the student’s portfolio.	Suggested: Pupil Services and Administration portfolios, written evaluations from practicum in portfolio	<input type="checkbox"/> Yes <input type="checkbox"/> No	

* PI 34.02 (55) “Student” means a person enrolled in a professional education program leading to licensure.

Assessment of Student Completion:				
PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.14 (2) (b) Student Completion <i>Subch. II</i> <i>PI 34.02 teacher standards</i> <i>PI 34.03 administrator standards</i> <i>PI 34.04 pupil service standards</i>	The SCD shall ensure all students completing programs at both the initial and advanced level demonstrate the knowledge, dispositions, and performances that substantiate competence in the standards in subch. II at required exit level proficiency through multiple measures over time designed or adopted by the SCD culminating in assessment during student teaching, internships or practicums. (See Component I)	Suggested: Assessment plan, policy manual, education program handbook	<input type="checkbox"/> Yes <input type="checkbox"/> No	

COMPONENT IV – CLINICAL PROGRAM

The institution’s clinical program for teaching, pupil services, and administrator preparation.

PI 34.15 (5) A Clinical Program including practicums for pupil services and administrative programs and for prestudent teaching, student teaching, and other supervised clinical experiences in prekindergarten through grade 12 school settings as follows:				
PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.15 (5) (a) Prestudent Teaching <i>PI 34.02 Teacher Standards</i> <i>PI 34.15 Sub. (2) (a)1. to 4. 1. Communication Skills 2. Human relations and professional dispositions 3. Content knowledge 4. Pedagogical knowledge</i>	1. The program shall require onsite supervised prestudent teaching clinical experiences which are developmental in scope and sequence and occur in a variety of school settings.	Suggested: Policy manual, education program handbook, field experience handbook, samples of student portfolios, materials shared with cooperating teachers and SCD field supervisors, prestudent teaching evaluation forms.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	2. The prestudent teaching experiences shall result in students demonstrating knowledge and understanding of the standards in PI 34.02 through assessments identified in sub. (2) (a) 1. to 4.		<input type="checkbox"/> Yes <input type="checkbox"/> No	
	3. Successful performance shall be measured using both of the following: a. At least two written evaluations of each student based on observations by the cooperating teacher or by the SCD supervisor.		<input type="checkbox"/> Yes <input type="checkbox"/> No	See PI 34.13 (3) (a) pg. 8
	b. The student portfolio required under s. PI 34.13 (3) (b).		See Comp III	

PI 34.15 (5) A Clinical Program including practicums for pupil services and administrative programs and for prestudent teaching, student teaching, and other supervised clinical experiences in prekindergarten through grade 12 school settings as follows: *continued*

PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
<p>PI 34.15 (5) (b) Student Teaching</p> <p>118.19 (3) (a) <i>full semester assignment for full days following the daily schedule and semester calendar of the cooperating school</i></p>	<p>1. The program shall require student teaching experiences that are developmental in scope and sequence, occur in school settings and meet the statutory requirements identified in s. 118.19 (3) (a), Stats.</p>	<p>Suggested: Policy manual, education program handbook, cooperating teachers, SCD supervisors, assessment plans, sample portfolios, sample evaluations</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>PI 34.02 <i>Teacher Standards</i></p> <p>PI 34.15 <i>Sub. (2) (a) 1. to 5.</i> <i>1. Communication Skills</i></p>	<p>Student teaching experiences shall provide candidates opportunities to interact with and adapt instruction for children with disabilities or other exceptionalities.</p>		<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p><i>2. Human relations and professional dispositions</i> <i>3. Content knowledge</i> <i>4. Pedagogical knowledge</i> <i>5. Teaching practice</i></p>	<p>Beyond the primary student teaching assignment, duration and length of student teaching to gain the necessary clinical experience for additional licenses shall be determined by the SCD as part of the approved program.</p>		<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	
	<p>2. As a result of the student teaching experience, students shall demonstrate increased knowledge and understanding of the standards in s. PI 34.02 through the assessments identified in PI 34.15 (2) (a) 1. to 5.</p>	<p>Suggested: Policy manual, education program handbook, cooperating teachers, SCD supervisors, assessment plans, sample portfolios, sample evaluations</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

PI 34.15 (5) A Clinical Program including practicums for pupil services and administrative programs and for prestudent teaching, student teaching, and other supervised clinical experiences in prekindergarten through grade 12 school settings as follows: *continued*

PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.15 (5) (b) Student Teaching <i>continued</i>	3. Successful performance shall be measured using all of the following: a. A minimum of 4 classroom supervisory visits of at least one hour in length made to each student teacher by the SCD supervisor. Supervisors with teaching experience and expertise in the specialty subject matter area and at the grade level of pupils being taught by the student teacher shall participate in the classroom supervision.	Suggested: program handbooks, student teacher handbooks and guidelines, student teaching evaluation tools, student portfolios, candidate cumulative records, materials given to cooperative teachers and SCD supervisors	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	b. At least 4 written evaluations of each student based upon classroom observations by the cooperating teacher or by the SCD supervisor. At least one of the evaluations shall be written by the cooperating teacher.		<input type="checkbox"/> Yes <input type="checkbox"/> No	See PI 34.13 (3) (a) pg 8
	Evaluation procedures shall include conferences involving the student teacher, the cooperating teachers and the SCD supervisors.		<input type="checkbox"/> Yes <input type="checkbox"/> No	
	The cooperating teacher's evaluation of the student teacher shall become part of the student's portfolio. Other evaluations by prekindergarten through grade 12 professional school personnel which attest to the competency of the student as a prospective teacher may also be included in the portfolio. The student teacher shall determine the evaluations that may be available to prospective employers.		<input type="checkbox"/> Yes <input type="checkbox"/> No	
	c. A review of the student portfolio required under s. PI 34.13 (3) (b).		See Comp III	

PI 34.15 (5) A Clinical Program including practicums for pupil services and administrative programs and for prestudent teaching, student teaching, and other supervised clinical experiences in prekindergarten through grade 12 school settings as follows: *continued*

PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.15 (5) (c) Practicum Program Pupil Services category Administration category	1. Programs for pupil services and administrative licenses shall include supervised practicums in the area of licensure that are developmental in scope and sequence.	Suggested: Policy manual, education program handbook, practicum evaluation tools, portfolio, materials shared with school-based supervisor, candidate cumulative records	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	2. As a result of the practicum experience a license candidate shall demonstrate knowledge and understanding of the Wisconsin standards in s. PI 34.02, 34.03, or 34.04.		<input type="checkbox"/> Yes <input type="checkbox"/> No	
	3. Successful performance shall be measured using all of the following: a. At least two written evaluations based on observations by the school-based supervisor and at least 2 written evaluations by the SCD supervisor.		<input type="checkbox"/> Yes <input type="checkbox"/> No	See PI 34.13 (3) (a) pg 8
	b. The evaluation procedures under subpar. a. shall include at least two conferences involving the school-based supervisor, the SCD supervisor and the practicum student. The school-based supervisor evaluation of the practicum shall become part of the student's portfolio.		<input type="checkbox"/> Yes <input type="checkbox"/> No	See component III

PI 34.15 (5) A Clinical Program including practicums for pupil services and administrative programs and for prestudent teaching, student teaching, and other supervised clinical experiences in prekindergarten through grade 12 school settings as follows: *continued*

PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.15 (5) (d) Graduate internship program	1. Advanced programs shall include a graduate internship in the area of licensure that is developmental in scope and sequence.	Suggested: Policy manual for graduate internship placements, school district officials working with interns	<input type="checkbox"/> Yes	
			<input type="checkbox"/> No	
			<input type="checkbox"/> NA	
	2. As a result of the intern experience, a license candidate shall demonstrate knowledge and understanding of the Wisconsin standards under s. PI 34.02, 34.03 or 34.04, as appropriate.		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
	3. Supervision and primary responsibility for the student shall rest directly with the licensed local school district supervisor and indirectly with the college.		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	

PI 34.15 (6) Provisions relating to Cooperating Teachers and other School Based Supervisors ensuring that the cooperating personnel used in the clinical programs meet all of the following requirements:

PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.15 (6) Cooperating Teachers <i>(student teachers)</i> School Based Supervisors <i>(practicum-pupil services and administrators)</i> <i>Subch. II</i> <i>PI 34.02 teacher standards</i> <i>PI 34.03 administrator standards</i> <i>PI 34.04 pupil service standards</i>	a. Hold a Wisconsin license and have volunteered for assignment as a cooperating teacher or school-based practicum supervisor.	Suggested: records confirming qualifications of cooperating teachers and school-based supervisors license, training and experience; materials shared with cooperating teachers and school-based supervisors; training workshops or courses; Training records	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	b. Have at least 3 years of teaching experience with at least one year of teaching experience in the school or school system of current employment or have at least 3 years of pupil service or administrator experience with one year in the school or school system of current employment.		<input type="checkbox"/> Yes <input type="checkbox"/> No	
	c. Have completed training in both the supervision of clinical students and in the applicable standards in subch. II.		<input type="checkbox"/> Yes <input type="checkbox"/> No	

COMPONENT V – INSTITUTIONAL EVALUATION OF OUTCOMES

The institution’s evaluation of its performance and outcomes.

PI 34.06 (1) (a) 3. The institution’s evaluation of its performance and outcomes within the context of its mission and goals as they relate to the standards in s. PI 34.15 (1).				
PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.06 (1) (a) 3	The SCD has a system to evaluate its performance and outcomes within the context of its mission and goals and its performance-based system	Suggested: data retreats, minutes of meetings, documented changes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

PI 34.15 (8) Graduate follow-up studies that include all of the following:				
PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.15 (8) Graduate Follow-up Studies	(a) 1. The SCD shall develop a plan to follow-up on the performance of graduates for use in assessment of both initial and advanced programs. The follow-up plan shall include ways to gain information from graduates, employers, teachers in the field and others to provide feedback on programs.	Suggested: Samples of follow-up data collected, interviews with graduates, processes used for data collection, examples of ways in which data was used for program change, examples of data that was gathered that prompted change, institution follow-up plans	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	(b) 2. The SCD shall provide documentation on the follow-up plan, which demonstrates what information has been collected, how the information is being used, and what program changes have occurred.		<input type="checkbox"/> Yes <input type="checkbox"/> No	
	(c) 3. The SCD shall develop a plan for assisting graduates and to demonstrate how this plan has contributed to initial educator success.		<input type="checkbox"/> Yes <input type="checkbox"/> No	

PI 34.06 (1) (a) 4. The institution's assessment system used to evaluate candidate quality as measured against the standards in subch. II and how the assessments are used to evaluate and improve programs.

Item	Requirement	Institutional Evidence	Met	DPI Comments
Admission Data PI 34.14	<p>The SCD collects, aggregates, analyzes, and uses candidate admission data to inform program changes</p> <ol style="list-style-type: none"> 1. Student competencies in communication skills (including Praxis I) 2. Grade point averages 3. Other program entry information that may include coursework taken, background checks, personal interview information, letter of reference, personal profile information. 	<p>Suggested: data compiled on entrance candidates, profiles of entrance candidates, policy manual for entrance requirements, data retreats, and evidence of program change</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Student Performance Data PI 34.15	<p>The SCD collects, aggregates, analyzes and uses student performance and assessment data collected in a variety of areas within the professional education program. The areas include:</p> <ol style="list-style-type: none"> 1. Assessment of knowledge, skills, and dispositions within a professional education program. 2. Assessment of knowledge and understanding of areas prescribed in statutes. 3. Assessment of performance in the clinical program including the student portfolio. 4. Assessment of knowledge and understanding in the general education program. 	<p>Suggested: assessment plans, samples of student performance data, program changes made based on data gathered, types of data collected, data analysis techniques used</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Program Completion PI 34.14	<p>The SCD collects, aggregates, analyzes, and uses candidate completion data to inform program changes.</p> <ol style="list-style-type: none"> 1. Grade point average. 2. Assessment data of their knowledge, dispositions, and performances that substantiate competence in the standards at required exit proficiency. 3. Assessment data on the teacher certification or license assessments required by the state. (Praxis II) 	<p>Suggested: data gathered on program completers, state assessment data on program completers, policy manual for program completion requirements.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

PI 34.06 (1) (a) 5. The institution's report required under 20 USC 1027, section 207, including the pass rate of the institution's graduates on the teacher certification or licensure assessments required by the state.

PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.06 (1)(a) 5.	The SCD provides content test data to respective preparation programs, data is analyzed and used to inform changes in the program	Suggested: Title II HEA report, content test pass rate data, data retreats	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	The SCD completes the Title II reporting required for the state report and federal reporting		<input type="checkbox"/> Yes <input type="checkbox"/> No	
	The SCD publishes Title II reporting data for the public as required under 20 USC 1027, section 207		<input type="checkbox"/> Yes <input type="checkbox"/> No	
	The SCD analyzes and uses the Title II reporting data to inform changes in the program		<input type="checkbox"/> Yes <input type="checkbox"/> No	

COMPONENT VI – COLLABORATION

The institution’s evidence of systematic, ongoing collaboration.

PI 34.06 (1) (a) 6. The institution’s evidence of systematic, ongoing collaboration with employing schools and school districts.				
PI 34 Item	Requirement	Institutional Evidence	Met	DPI Comments
PI 34.06 (1) (a) 6.	The institution provides evidence of ongoing, systematic collaboration with employing schools and school districts.	Suggested: Systematic plan, Statements from school or school district personnel, minutes of collaborative advisory committees... education program handbook	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.11 (2) (d)	Faculty who teach in an initial or advanced program shall be actively engaged in professional practice with prekindergarten through grade 12 schools, professional organizations, and other education related endeavors at the local, state or national level.	Suggested: list of schools or districts that faculty have developed collaborative relationships with and their projects	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PI 34.10 (3) (c)	The SCD shall insure that constituent groups from the local community are involved in the development, evaluation and revision of all professional education programs.	Suggested: evaluation instruments used to assess programs, minutes of advisory council meetings, advisory council membership rosters	<input type="checkbox"/> Yes <input type="checkbox"/> No	

