



**Wisconsin Educator Preparation  
Program Approval Handbook for**

Wisconsin Alternative Route  
to Licensure Programs

**Wisconsin Department of Public Instruction**  
Tony Evers, PhD, State Superintendent



# **Wisconsin Educator Preparation Program Approval Handbook**

For

## **Wisconsin Alternative Route to Licensure Programs**



**Wisconsin Department of Public Instruction**  
Tony Evers, State Superintendent  
Madison, Wisconsin

This publication is available from:

Teacher Education, Professional Development and Licensing  
Division for Academic Excellence  
Wisconsin Department of Public Instruction

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

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.



Printed on Recycled Paper

# Foreword

Our Wisconsin Quality Educator Initiative provides the foundation for preparing and supporting highly qualified educators in our schools. To raise all students' achievement and to provide children, no matter where they live, the best educational experience, Wisconsin embarked upon redesigning both the educator preparation program approval process and the process for license renewal. In 2000, Wisconsin legislators approved Wisconsin Administrative code PI 34. This resulted in the implementation of an educator preparation program approval process and educator licensing process that are both standards and performance-based.

Approximately 5,000 initial educators are certified and licensed annually under the Wisconsin Quality Educator Initiative, PI 34. Recognized nationally for our high-quality teachers, we are positioned to do even more, thanks to the collaboration of local school districts, teachers and administrators, higher education representatives, educator preparation program providers, unions, professional and school board organizations, parent organizations, and the Wisconsin Department of Public Instruction (DPI).

As State Superintendent, I am proud of our commitment to student learning and strong teacher, pupil service personnel, and administrator preparation programs. Strong teachers and school leaders are essential to the success of our students, schools, and communities. Educators must be supported in their efforts, and Wisconsin's requirement that new educators be provided mentors, orientation, and support seminars demonstrates DPI's dedication to educators and children alike. A license renewal process that is performance-based and linked to student learning provides further evidence of DPI's commitment to ensuring that every child graduates in Wisconsin.

Tony Evers  
State Superintendent





# Acknowledgments

The insights, experiences, and feedback from the Deans and Directors at the 32 Wisconsin Institutions of Higher Education, as well as the Directors of Alternative Route to Licensure Programs that prepare educators for Wisconsin schools and classrooms, are greatly appreciated and contributed to the improvement of the program approval review process under PI 34.



# Table of Contents

Foreword.....	iii
Acknowledgments.....	v
Wisconsin Quality Educator Initiative PI 34 .....	ix
<b>Section 1</b> Program Approval for Alternative Route Programs .....	1
<b>Section 2</b> Preparing the Application for an Alternative Route Program.....	7
<b>Section 3</b> Preparing for the Alternative Route On-site Reviews.....	13
<b>Supporting Appendices</b>	
Appendix C: Alternative Route Program Application Review	
Appendix D: Alternative Route Program	



# Wisconsin Quality Educator Initiative PI 34

## Introduction

The Wisconsin Department of Public Instruction initiated a collaborative reform effort in 1994 to meet the changing needs of Wisconsin schools and districts. The Department appointed the Restructuring Teacher Education and Licensure in Wisconsin Task Force that included representatives from all Wisconsin stakeholder groups. Educators from all ranks and areas joined with union representatives, cooperative educational service agencies, representatives from higher education, members of professional organizations, and district superintendents to forge a new structure for educator preparation and licensure in the state of Wisconsin.

The task force put forth its recommendations in April 1995 and the Wisconsin Quality Educator Initiative PI 34 was the result. Under PI 34 the requirements for educator preparation and licensure shifted to a performance-based system. PI 34 aims to create a seamless system of preparing and retaining quality educators. Performance-based proficiency is demonstrated by a candidate during the preparation program and continues into an educator's career through a multi-tiered licensing system: initial educator, professional educator, and master educator stages.

## Wisconsin Performance-based Educator Preparation

Under the previous Wisconsin Administrative Code, PI 4, the approval of educator preparation programs entailed a review of inputs: credits, courses, and curriculum. The shift to performance-based educator preparation of teachers, pupil services personnel, and administrators represented a major change in how educator preparation would be conducted in the state. As a result, educator preparation programs were required to align their programs in order to provide evidence that students who complete their programs after August 31, 2004 have the necessary knowledge, skills, and dispositions and can demonstrate proficiency in the Wisconsin educator standards through performance-based measures.

### Program Flexibility and Compliance

Institutions of higher education and alternative route certification programs have the flexibility under PI 34 to develop distinct preparation programs that reflect their unique missions, goals, and structures. Educator preparation program providers are responsible for providing evidence that their programs prepare educators who are able to meet the standards established by the state of Wisconsin in Chapter PI 34. The evidence is reviewed during the program approval process. Institutions must demonstrate that all of the program approval components of PI 34 and the procedures established through s. 115.28 (7) for the program approval process are met.

## Wisconsin Educator Standards

Consistent with the emerging national dialogue as to the knowledge, skills, and dispositions required by professional educators, Wisconsin adopted the following performance-based standards for teachers, pupil services professionals, and administrators. The Wisconsin educator standards guide pre-service educators in their approved educator preparation programs and, further, in their professional development as they seek to advance their license to the next licensure stage.

### PI 34.02 Teacher Standards

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The Teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

### **PI 34.03 Administrator Standards**

To receive a license in a school administrator category under s. PI 34.32, an applicant shall complete an approved program in school administration and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

1. The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.
2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6. The administrator acts with integrity, fairness, and in an ethical manner.
7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

### **PI 34.04 Pupil Services Standards**

To receive a license in a pupil services category under s. PI 34.31, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

1. The pupil services professional understands the teacher standards under s. PI 34.02.
2. The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
3. The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
4. The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
5. The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.

6. The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
7. The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

## Wisconsin Licensure Stages

Under Wisconsin Administrative Rule PI 34, three licensure stages have been established: initial educator, professional educator, and master educator. These three stages are founded on the principle that a renewal system framed by performance-based standards assures the public that educators will engage in professional growth and, further, that the professional growth will include the acquisition of knowledge in the educator's area of endorsement. Such growth will both support and enhance student learning at the local level.

### Initial Educator

An initial educator is an individual who has successfully completed an approved educator preparation program after August 31, 2004 and who is issued an Initial Educator License by the Department of Public Instruction for the first time in a particular category (teaching, pupil services, and/or administration). The Initial Educator license is issued for five years. It is a non-renewable license unless the initial educator does not attain employment for at least three full academic years of the five-year period. If employment is attained and successful completion of a Professional Development Plan (PDP) occurs, an initial educator can advance to the professional educator license stage.

### Professional Development Plan

The PDP, created and carried out by the initial educator within a three to five year period of employment, requires documentation of professional growth and the effect of that professional growth on student learning.

### Professional Educator

The Professional Educator License may be renewed every five years with successful completion of a PDP. If a professional educator desires, he or she may seek the Master Educator License.

### Master Educator

The Master Educator License is a voluntary, ten-year license available to educators who successfully complete National Board for Professional Teaching Standards Certification or the Wisconsin Master Educator Assessment Process.

## 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. In addition, districts per PI 34.17 (3) must designate a Wisconsin DPI trained administrator to be available to serve on the initial educator's Professional Development Plan (PDP) team. Further, institutions of higher education per PI 34.17 (3) must also designate representatives to be trained and to be available to serve on the initial educator's PDP team. This provides a connection from pre-service to in-service within the performance-based system.

Vertical line on the left side of the page.

## 1

# Program Approval for Alternative Route Programs

With the implementation of Wisconsin administrative rule PI 34, the alternative route to obtaining an Initial Educator License was prescribed in PI 34.17 (6). An Initial Educator License can be issued to an applicant who has completed an alternative route program approved by the state superintendent. Alternative route programs can be provided by, but are not limited to, a college or university, school, school district, CESA, consortia, technical college, private enterprise or agency.

Previously, some alternative-like programs have been operating in collaboration with a college or university under the experimental/innovative option in PI 34.08. Development of an alternative route program approval process was key to supporting the alignment of these programs with the new developmental stages of licensure, as well as to meet requirements which authorized the State Superintendent to grant approval to alternative programs under PI 34.17 (6).

Effective December 2010, changes were made to Wisconsin administrative rule PI 34. At this time, alternative route program providers were able to prepare candidates for both Initial Educator and Professional Educator Licenses. The PI 34.17 (6) rule provisions were renumbered as PI 34.195 (1) (c) at this time.

## PI 34.195 (1) License Based on Equivalency

### Wisconsin Administrative Code PI 34.195 (1) Notes:

(c) An initial or professional educator license may be issued to an applicant who has completed an alternative training program approved by the state superintendent that is provided by, but not limited to, a college or university, school, school district, CESA, consortia, technical college, private enterprise or agency. Each alternative training program shall be based on the standards under subchapter II and shall include assessment of candidate performance as measured against the standards, including any standardized examinations prescribed by the state superintendent for licensure.

(d) 1. The state superintendent shall insure that program providers under pars. (b) and (c) have adequate resources to support teaching by faculty and learning by students. The state superintendent shall insure that program providers under pars. (b) and (c) have sufficient budgetary resources to fulfill their mission and offer quality programs.

2. The program provider, 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 five years of employment.

## Alternative Route Program Approval Process

The guiding principal for review and approval of alternative route programs is that the same high performance standards required of educator preparation program completers at Wisconsin colleges and universities should also be maintained for completers of alternative route programs for initial licensure. With the understanding that an alternative route program does not have to meet all the requirements established for approval of college and university programs, certain evidence must be provided for the department to determine that the alternative route program is both educationally and financially capable of providing the necessary support to their students/clients so that they can meet the performance standards and succeed as initial educators.

### PHASE I—Application

The first step in the development of an alternative route program begins with the application. The application is prepared and submitted by an organization requesting approval to begin an alternative route program.

There are six components in the application which need to be addressed. These components provide the foundation for the alternative route program plan and consist of:

- I. Program purpose
- II. Financial and educational resources
- III. Instructional design
- IV. Student admission and advising
- V. Student assessment
- VI. Program evaluation

A complete set of directions for preparing and submitting the application can be found in Section 2: *Preparing the Application for an Alternative Route Program*. The review team will review the application using the tool found in Appendix C: *Alternative Route Program Application Review*. The tool will provide guidance in preparing the application.

Once completed, the application should be submitted to the Director of the Teacher Education, Professional Development and Licensing (TEPDL) Team at the department. The director will respond to the applicant organization with a letter of acknowledgement and timelines for review of the application. At this point, the application review process is initiated. The state superintendent appoints a review team to examine the application and to determine if requirements for each of the six components are met.

The review team will meet within 45 days of the department's receipt of a completed application and will provide a recommendation finding to the state superintendent. The state superintendent will provide a written response to the applicant organization regarding the finding within 90 days of the department's receipt of the completed application. The application review team will recommend one of two findings to the state superintendent:

### **Approved with Conditions**

If all of the application component requirements have been sufficiently addressed, the applicant will be granted conditional approval by the State Superintendent to begin implementation of the alternative route program. Conditional approval marks the successful completion of PHASE I for the new alternative route program and the beginning of PHASE II.

### **Not Approved**

If one or more of the application component requirements has not been sufficiently addressed, the application will not be approved. Suggestions for addressing the requirement will be noted on the *Alternative Route Program Application Review* tool found in Appendix C. Revised applications can be submitted to the director who will respond with a letter of acknowledgement and a new timeline for review.

## **PHASE II—First On-site Review**

During PHASE II, the applicant organization begins implementation of the alternative route program. The implementation period extends for one year beyond the first cohort group that completes the program. Within this one-year period after the first cohort of candidates has completed the alternative route program, an on-site review is conducted. Guidance for preparing for the review can be found in Section 3: *Preparing for the Alternative Route On-Site Review*.

During the on-site review, the program must provide assurances and verify that it is meeting program goals and objectives. This includes documentation that program completers successfully meet the assessments required to be proficient in the Wisconsin Educator Standards. During the on-site review, an examination of student portfolios, records, and written documentation will be conducted along with interviews of candidates currently in the program, program completers, and employers who have hired these completers.

After completing the on-site review, the state superintendent determines the program approval decision. The state superintendent may find the program:

### **Approved**

The program approval process has generated evidence that ensures the alternative route program meets Wisconsin's performance-based standards and statutory and rule requirements.

### **Approved with Conditions**

The program review process has generated evidence that some of the program requirements are not fully in compliance. The organization must bring all unmet requirements into compliance prior to the admission of the next cohort group and submit evidence substantiating compliance. Full approval to begin Phase III will be granted by the state superintendent when compliance is met.

### **Not Approved**

The program approval process has generated evidence that the alternative route program has serious deficiencies in meeting alternative route program components and must be discontinued.

## PHASE III—Second On-site Review

PHASE III begins when the state superintendent communicates to the organization that the alternative route program has been approved to continue for a three year period. Following this three year period, an onsite review is again conducted. The review process includes examination of student portfolios, records and other written documentation, as well as interviews of candidates currently in the program, additional cohort groups of program completers, and employers who have hired these completers.

For the PHASE III review, the team again makes one of three findings: Approved, Approved with Conditions, or Not Approved. If the state superintendent grants conditional approval, the applicant organization will remain in PHASE III status until all conditions have been found to be in compliance and full approval granted.

When all alternative route program component requirements are in compliance, the state superintendent will grant full approval to the alternative route program for a five year period. PHASE III will have been completed and further reviews will occur on the same five year cycle as required in PI 34.05(2).

### Review Teams

A review team is assigned during each of the three phases of the alternative route program approval process. The team will include staff from the Teacher Education, Professional Development and Licensing Team. The state superintendent may appoint an additional member(s) from an institution of higher education, a teacher employed by a Wisconsin school district, an administrator employed by a Wisconsin school district, and/or a school board member.

## Appeal Process

Appeals of non-approval decisions by the department may be made following the appeal procedure, modified from PI 34.07:

**Appeal procedure** (1) Appeals of non-approval decisions by the *department* may be made on any of the following grounds:

- (a) The *department's* decision was based on material errors of facts.
- (b) The *department's* decision was arbitrary and capricious.
- (c) The *application did not fully describe the assessments that assure participants will be able to demonstrate proficiency in the knowledge, skills and dispositions to meet the standards.*

(2) An *applicant* shall commence an appeal by sending a written notice of appeal to the state superintendent by certified mail within 30 days after the *applicant* receives formal notice of the decision of non-approval. The notice of appeal shall set forth the reasons for the appeal and the grounds upon which the appeal is based and shall be signed by the institution/*agency's* chief administrator.

(3) The state superintendent shall appoint an impartial hearing panel to review appeals and make recommendations to the state superintendent. The hearing shall be held within 60 days after the appeal is received by the state superintendent. No employee of the appealing institution/*agency*, departmental employee, member of the professional standards council, or other person who was involved in making the decision that is the subject of the appeal may serve on the hearing panel.

(4) Evidence of program or institutional/*agency* changes implemented after the state superintendent's decision for denial is not admissible at the hearing.

(5) Based on the evidence presented at the hearing and the recommendation of the hearing panel, the state superintendent or designee shall affirm, modify or reverse the decision that is the subject of the appeal. If the decision is affirmed, the state superintendent may require the appellant either to agree in writing to meet conditions established by the state superintendent to comply with this chapter or withdraw approval of the program leading to licensure. If program approval is withdrawn, the institution/*agency* shall provide notice to prospective and currently enrolled students of non-approval of the program leading to licensure.



## 2

# Preparing the Application for an Alternative Route Program

The potential program provider begins the program approval process by submitting a formal application. The application serves as a plan for the program, provides supporting documentation for the proposed program, and requests approval to begin. A program must be given approval prior to advertising or enrolling any candidates in a program.

## Directions for Preparing the Alternative Route Program Application

The application includes two parts. Part one is an application form including biographical information and official signatures from the requesting program provider and part two is a narrative describing the proposed program. The narrative portion of the application details the components of the proposed alternative route program. Each member of the review team will read the application independently and use the review tool in Appendix C: *Alternative Route Program Application Review*. Then the team will meet to compile their findings. Following are guidelines for developing the application:

- The tool in Appendix C: Alternative Route Program Application Review can be used as a self evaluation tool as the application is being prepared.
- The application should not exceed 25 single-sided pages, excluding appendices.
- Submit both a hard copy with signatures and an electronic copy of the application to the Director of Teacher Education, Professional Development and Licensing.
- The *Wisconsin Licensure Program Content Guidelines* are available at: <http://www.dpi.wi.gov/tepd/iheguidelines.html>
- Refer to additional citations found in Wisconsin administrative rule PI 34 Subchapter IV as additional guidance when developing the application.

## Alternative Route Program Application Outline

### Cover Page: Application Form

Begin the application process by completing the application form available at <http://dpi.wi.gov/tepd/vprovider.html>. The following biographical information is requested on the form:

- The name of the proposed program
- The name of the district, institution, agency, or enterprise making application and mailing address
- The names, contact information, and notarized signatures of the chief executive officer and the certification officer
- The Wisconsin licensure areas in which the proposed program seeks to prepare candidates; license codes and development levels available at: <http://dpi.wi.gov/tepd/vprovider.html>

The application form serves as a cover page for the narrative sections of the application. Each of the six components below must be clearly addressed in the application narrative and detail the applicant's proposed program. Additional supporting documentation may be included in appendices following the narrative.

The tool in Appendix C: *Alternative Route Program Application Review* will be used to review the application and can be used as a self evaluation tool as the application narrative is being prepared.

### Component I: Program Purpose

This section of the application narrative addresses the purpose of the program and how the program will fulfill an identified need in Wisconsin. Research that supports the identified need and data specific to Wisconsin should be included. The program philosophy should be research based and the program goals and objectives should be specific. Information to address in this section includes:

- A description of the need for the program – PI 34.195 (1) (c)
- The program mission/vision – PI 34.195 (1) (c)
- The program's research-based philosophy – PI 34. 195 (1) (c)
- The program goals and specific objectives for each goal, including goals and objectives which address increasing the diversity of Wisconsin educators and/or eliminating shortages of licensed educators in specific license categories or in specific geographic locations – PI 34.195 (1) (c)

### Component II: Financial and Educational Resources

This section of the application narrative addresses the financial and educational resources available to support the program. Candidates that enroll in the program must be able to complete the program with adequate resources. The program must be able to provide evidence of sufficient financial and educational resources to prepare and support candidates from admission through to completion. Information to address in this section includes:

- The financial resources for the program, student tuition/fees, and financial aid options; include a budget and supporting financial documentation – PI 34.195 (1) (d)
- The facility and material resources; attach letters of commitment, if the facilities are provided through collaborative or partnership agreements – PI 34.195 (1) (d)
- The names of faculty and program administration personnel, their qualifications and responsibilities in the program – PI 34.195 (1) (d)
- The marketing plan and recruitment goals; attach supplemental material such as advertising brochures, if available – PI 34.195(1) (d)

### **Component III: Instructional Design**

This section of the application narrative addresses the instructional design of the program. The program must be standards and performance-based and lead to candidate exit level proficiency in the educator standards. Preparation in any statutory requirements necessary to obtain an initial educator license in Wisconsin should be evident within the program design. A clinical experience as defined in Wisconsin s. 118.19 (3) a. must also be included in the program design. Information to address in this section includes:

- A description of the instructional design of the program including the Wisconsin educator standards adopted and the performance-based knowledge, skills, and dispositions used to measure candidate proficiency – PI 34.02, PI 34.03, PI 34.04
- The specific courses, workshops, modules, and/or experiences that will ensure individuals recommended for initial educator certification are proficient in the standards and performance based requirements – PI 34.02, PI 34.03, PI 34.04, PI 34.195 (1) (c), PI 34.195 (1) (d).
- A description of how the program will determine the completion of a major or the equivalent of a major for content area licensure -PI 34.29, PI 34.30
- A description of how the program will address the statutory requirements of cooperative markets, environmental education, minority group relations, conflict resolution, reading and language arts, children with disabilities, and modifying curriculum – 118.19 (6)
- A description of the clinical experience requirements within the program - 118.19 (3) (a)
- A description of the clinical program supervision and evaluation used to measure candidate performance; attach a sample evaluation tool – PI 34.195 (1) (c)
- A description of the partnerships with collaborating schools

#### **Component IV: Student Admission and Advising**

This section of the application narrative addresses the admission requirements and the support that candidates will be given from admission through to completion of the program. Information to address in this section includes:

- A description of the student admission process including degree requirements, GPA or equivalent, prior experience, interview process, criminal background checks, and other admission requirements – PI 34.195 (1) (d)
- A description of any policies developed for exceptions/waivers to the admission process – PI 37.195 (1) (d)
- A description of partnership agreements with accredited institutions of higher education for granting of a bachelors degree, if students are not required to have a BA/BS degree for program admission – 118.19 (3)
- The plan for advising candidates – PI 34.195 (1) (d)
- The timeline for candidate completion – PI 34.195 (1) (d)

## **Component V: Student Assessment**

This section of the application narrative addresses the assessment system that will be used to measure candidate proficiency in the standards, the content of the license, and the developmental level of the license. The performance-based assessment system must include assessment of: communication skills, human relations and professional dispositions, content knowledge, pedagogical knowledge, and teaching practice. Additionally, the system must include a portfolio requirement for each candidate. Successful completion of the portfolio should evidence proficiency in the educator standards at a level appropriate for a beginning teacher, administrator, or pupil services professional. Information to address in this section includes:

- A description of the assessment plan and how it will assure candidate proficiency in the Wisconsin educator standards – PI 34.195 (1) (c)
- A description of the multiple and ongoing assessments to measure candidate proficiency in communication skills including the standardized tests approved by the state superintendent – PI 34.195 (1) (c)
- A description of the multiple and ongoing assessments to measure candidate proficiency in human relations and professional dispositions – PI 34.195 (1) (c)
- A description of the multiple and ongoing assessments to measure candidate proficiency in pedagogy – PI 34.195 (1) (c)
- A description of the multiple and ongoing assessments to measure candidate proficiency in content knowledge including the standardized tests approved by the state superintendent – PI 34.195 (1) (d)
- A description of the multiple and ongoing assessments to measure candidate proficiency in clinical teaching practice – PI 34.195 (1) (d)
- A description of the requirements for the student portfolio of evidence to demonstrate performance and exit level proficiency in the educator standards – PI 34.195 (1) (c)

## **Component VI: Program Evaluation**

This section of the application narrative addresses how the program will systematically collect and use data to evaluate the program. Data determined by candidate performance on state-approved standardized tests, performance on standards-based performance tasks in the program's assessment system, and graduate follow-up studies should be used to identify areas of programmatic strength and areas for needed growth. Information to address in this section includes:

- A plan for assessing how the program has reached its goals and objectives  
- PI 34.195 (1) (d)
- A description of how graduate follow-up studies will be conducted with program completers and employers – PI 34.195 (1) (d) 2
- A plan for reporting federal Title II HEOA requirements for initial teaching licensure – PI 34.195 (1) (d) 2
- A plan for using data for program improvement – PI 34. 195 (1) (d)

# Preparing for the Alternative Route Program On-site Reviews

# 3

## Overview

While the program has had the opportunity to describe their plan in the application and begin operating the program, the first on-site review is the reality of the program in practice. The focused review will assure the program is meeting the intended need in Wisconsin, is operating in compliance, and has resources to support candidates from admission through completion. The first on-site review takes place after the first cohort group of candidates completes the program. Upon approval, the program may continue to prepare candidates for three years, at which time a second on-site review will occur. This section provides a guide for the preparation of the on-site reviews.

## Written Evidence

The program begins the process by submitting written evidence to the department prior to the on-site review. A written addendum to the original application narrative should be submitted to the Director of Teacher Education, Professional Development and Licensing at the department. The original application narrative was a plan. The addendum should detail what is actually happening. Further written evidence will be reviewed on-site.

## On-site Review

The on-site review is an essential step in fully understanding the program and preparing a program approval recommendation for the state superintendent's consideration. Equally important, the review offers the opportunity for an educator preparation program to provide additional evidence to meet the components and to discuss evidence provided in the addendum. Typically, the on-site review takes place over two days and is conducted by a department review team of three to four members. During the on-site, evidence is presented and data is collected through:

## Written Documentation

The program provider sets up a document/work room area to house documentation the department team will review. Documents may include handbooks, policies and procedures, course/workshop/module information and syllabi, student assessment portfolios, assessment data, faculty qualifications, or other documentation that provides evidence of meeting the component requirements. The program provider may reference these documents in their written addendum. The document room can include hard copy documents and/or electronic documents. Documents referenced on web sites should also be available on CD's or a flash drive. It is helpful to arrange artifacts by components in a way that follows the tool provided in Appendix D: *Components for the Review of Alternative Route Programs*. Provide a list of the documents for the review team and internet access for links to pertinent sites that could assist the team in understanding the program.

## Interview Data

During the on-site review, the organization arranges interviews with program completers from the cohort groups and with students currently in the program. Employers of program completers, faculty, and staff who provide instruction or support for the program are also interviewed. The program provider coordinates the interview schedule and contacts individuals to be interviewed. Interviews may be scheduled simultaneously for team members. Group interviews are preferred; however, different stakeholder groups should be scheduled separately.

## On-site Review Schedule

Use the *Template for On-site Review Schedule* to organize the two-day review. The template is available at: <http://dpi.wi.gov/tepd/vprogprovider.html>. A sample template is also included at the end of this section. Note that times given are suggestions and should be altered to coordinate with each program's schedule. The schedule should be submitted to the department liaison coordinating the review at least four weeks prior to the review. The liaison will provide guidance in finalizing the on-site review schedule.

Generally, information regarding parking for the team is also arranged prior to the visit. The team generally works through lunch. Box lunches, available in the work room area, are appreciated. The team will arrange for their own hotel accommodations and evening meals.

## Organizing Individuals and Groups to Interview

Group and individual interviews are the primary means for verifying written documentation. On-site interviews are preferred for all individuals and groups.

Arrange interviews with the following individuals and groups:

- Program director(s)
- Certifying officer
- Faculty
- Current education students at several levels in the program
- Student teachers/graduate practicum students
- Program completers, completing after August 31, 2004
- Program supervisors for student teachers/practicum students
- Cooperating teachers/school-based supervisors
- Administrators/employers who have hired program completers
- Collaborative council/advisory council members/advisory groups
- Advisors
- Assessment/evaluation/portfolio coordinator
- Others as appropriate to the program

## Review Team Interview Reference Guide

Following is a grid used by the department review team as a guide for gathering information from interviews during the on-site visit. The grid cross references the six components of the program approval review and information sought from the individual or group to be interviewed.

Individual or Group	I	II	III	IV	V	VI
Program directors	•					
Certifying officer	•	•	•		•	•
Faculty		•	•			
Current students at different points in the program		•				
Student teachers/graduate practicum students		•	•	•		
Program completers, completing after August 31, 2004			•		•	
Program supervisors for student teachers/practicum students			•	•		
Cooperating teachers/school-based supervisors			•	•		
Administrators/employers who have hired program completers					•	•
Collaborative council/advisory council members/advisory groups	•				•	•
Advisors	•		•	•		
Assessment/evaluation/portfolio coordinator			•			

## Exit Conference

After reviewing the written documentation submitted prior to the on-site review and collecting further evidence during the on-site visit, the review team compiles their findings. On the final day of the on-site review, the preliminary findings are shared at a brief exit conference.

## Program Review Report

Following the on-site visit, the department review team compiles its findings into a written *Program Review Report*. The draft report is sent to the organization within approximately 20 days of the on-site review. Upon receipt of the program review report, the organization is invited to correct any factual errors or errors of omission. These should be returned to the department within 20 days of receipt of the draft report.

## Plan of Action

If the team identifies certain PI 34 requirements as not met during a Phase II on-site review, the organization must bring all unmet requirements into compliance prior to the admission of the next cohort group. An action plan should identify the requirement(s) found not in compliance, the activity or action that will take place to bring the requirement(s) into compliance, a timeline for completing each activity prior to the admission of the next cohort group, and the evidence the organization will submit to substantiate compliance. The plan is then submitted to the department for review. Full approval to enroll new candidates and begin Phase III will be granted by the state superintendent when compliance is met. This approval will allow the program to operate for a three-year period.

Near the end of the three-year period, a second on-site review will take place. Again, during this Phase III onsite review, if the team identifies certain PI 34 requirements as not met, an action plan to address each requirement specified in the Program Review Report is developed. The plan is then submitted to the department for review. The department review team will make a recommendation for program approval to the state superintendent when the program is in full compliance.

## Schedule for the On-site Review

The following schedule is included here as a sample for planning the on-site review. Go to <http://dpi.wi.gov/tepd/vprogprovider.html> for an electronic copy of the template.

Wisconsin Department of Public Instruction  
Professional Education Program Review for \_\_\_\_\_

## Template for On-Site Review Schedule—Alternative Route Programs

*Forward schedule to the Department liaison four weeks prior to the on-site review. The liaison will assist in finalizing the schedule.*

First Day	Activity	Names/Titles/Groups interviewed	Location	DPI Team Members <i>To be filled in by DPI</i>
8:00 AM – 1:00 PM	<ul style="list-style-type: none"> <li>Team introductions and program overview</li> <li>Overview of document room and IT access</li> <li>Department review of documentation</li> <li>Working lunch (box lunches preferred)</li> </ul>			

Group Interviews are usually scheduled for 45 minutes each. Two group interviews can be scheduled concurrently. Please reference the list of groups the DPI team would like to interview when setting up the interviews on day one and day two.

First Day Interviews	Activity	Names/Titles/Groups interviewed	Location - Telephone	DPI Team Members <i>To be filled in by DPI</i>
1:00 – 1:45 PM	Group Interview with:			
	Group Interview with:			
2:00 – 2:45 PM	Group Interview with:			
	Group Interview with:			
3:00 – 3:45 PM	Group Interview with:			
	Group Interview with:			
4:00 – 4:45 PM	Group Interview with:			
	Group Interview with:			
5:00 – 5:45 PM <b>If needed</b>	Group Interview with:			
	Group Interview with:			
6:00 PM	Team Work Time – do not schedule.			

Note: Times are suggested. They will vary by institution. Add additional lines if individual interviews are done by telephone. Include the telephone contact numbers.

<b>Second Day</b>	<b>Activity</b>	<b>Names/Titles/Groups interviewed</b>	<b>Location</b>	<b>DPI Team Members To be filled in by DPI</b>
12:00 – 2:00 PM	Team meeting with working lunch			
8:00 – 8:45 AM	Group interview with:			
	Group interview with:			
9:00 – 9:45 AM	Group interview with:			
	Group interview with:			
10:00 – 10:45 AM	Group interview with:			
	Group interview with:			
5:00 – 5:45 PM <b>If needed</b>	Group interview with:			
	Group interview with:			
6:00 PM	Team Work Time – do not schedule			
<b>Third Day</b>	<b>Activity</b>	<b>Names/Titles/Groups interviewed</b>	<b>Location</b>	<b>DPI Team Members To be filled in by DPI</b>
8:00 – 11:30 AM	<ul style="list-style-type: none"> <li>• Team meeting</li> <li>• Meeting with education department leadership for additional information, if needed</li> <li>• Additional interviews, if needed</li> </ul>			
11:30 AM - 12:00 PM	Exit conference			

Note: Times are suggested. They will vary by institution.

Vertical line



Wisconsin Department of Public Instruction  
**APPLICATION FOR ALTERNATIVE ROUTE TO  
 LICENSURE PROGRAM OR LICENSE BASED  
 ON EQUIVALENCY PROGRAM PROVIDER**  
 PI-1609 (Rev. 04-11)

**INSTRUCTIONS:** Complete three copies. Retain one copy. Send **one original** hard copy and **one** electronic copy to:  
**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION**  
**ATTN: DIRECTOR TEACHER EDUCATION, PROFESSIONAL  
 DEVELOPMENT AND LICENSING**  
**P.O. BOX 7841**  
**MADISON, WI 53707-7841**

This document is available at: <http://dpi.wi.gov/tepd/vprogprovider.html>  
 For questions about this information, contact TEPDL at: (608) 266-1027

**GENERAL INFORMATION**

Date of Application <i>Mo./Day/Yr.</i>	Name of Proposed Program
--	--------------------------

Name of District, Institution, Agency, or Enterprise Making Application

Street Address	City	State	Zip Code
----------------	------	-------	----------

Program Certifying Officer	Email Address
----------------------------	---------------

Telephone <i>Area Code/No.</i>	Fax <i>Area Code/No.</i>
--------------------------------	--------------------------

Chief Executive Officer/Director of Program	Email Address
---	---------------

Telephone <i>Area Code/No.</i>	Fax <i>Area Code/No.</i>
--------------------------------	--------------------------

**SIGNATURES**

Name of Certifying Officer <i>Print or Type</i>	Signature of Certifying Officer  ➤	Date Signed <i>Mo./Day/Yr.</i>
---	--	--------------------------------

Name of Chief Executive Officer <i>Print or Type</i>	Signature of Chief Executive Officer  ➤	Date Signed <i>Mo./Day/Yr.</i>
--	---	--------------------------------

	Sworn and signed before me this _____ day of _____ Notary Public, State of _____ My commission expires on _____
--	---

**LICENSE AREA(S) PROGRAM INTENDS TO PREPARE**

Include level, category, and code numbers available at: <http://dpi.wi.gov/tepd/licodes.html>  
 Add additional lines as needed.

Level	Category	Code Numbers
(Example: early adolescence – adolescence)	(Mathematics)	(73-400)

**Attach narrative proposal to this application form prior to submission**

