

WISCONSIN TALENT DEVELOPMENT FRAMEWORK

Professional Standards Council Strategic Plan Recommendations

Draft - November 28, 2016

The Wisconsin Professional Standards Council (PSC) was established in 1998 to provide advisory feedback to the state superintendent on licensure, program approval, and educator development. The PSC is comprised of teachers, pupil services professionals, administrators, school board members, educator preparation program providers, a teacher candidate enrolled in a teacher preparation program, a private school teacher, and a parent. Members are nominated by professional organizations across the state, appointed by the state superintendent, and confirmed by the Senate.

The PSC has conducted a review of Wisconsin's talent development efforts, in order to provide a draft strategic plan to the state superintendent. To assist with this work, the PSC utilized the *Talent Development Framework for 21st Century Educators: Moving Toward State Policy Alignment and Coherence* developed by the Center on Great Teachers & Leaders at American Institutes for Research, as a model to review current efforts in the state. Using this as a template, the Teacher Education, Professional Development and Licensing team at the Wisconsin Department of Public Instruction documented state initiatives and data in a document called the Wisconsin Talent Development Framework Scan. This document provided the PSC with a status quo scan of state initiatives and data, through the lens of the DPI.

The PSC is gathering additional data from school districts, educator preparation programs (EPP), educators, and professional organizations to gain a perspective of talent development initiatives and issues occurring across the state beyond those known by the DPI. These efforts are chronicled on the DPI website at: <http://dpi.wi.gov/tepd/programs/talent-development-framework>.

The strategic plan will be an ongoing plan and under development throughout the 2016-2017 year. The first phase of the strategic plan is presented to the state superintendent based on data collected to date. These data include:

Phase One Data Sources

- Wisconsin Talent Development Framework scan document
- Wisconsin 2015-2016 School District Survey – includes data on vacancies by licensure area and efforts to fill vacancies; and data on school district efforts to Attract, Recruit, and Retain Educators
- Regional Focus Group Feedback from each CESA region
- Wisconsin workforce data on emergency licenses and permits issued
- Wisconsin licensing data collected through Educator Licensing Online (ELO)
- Wisconsin public school staffing employment data collected through WISEstaff
- Educator Preparation Program 2013 Report – supply data, licensed educators, employed educators, and testing data
- Higher Education Opportunity Act (HEOA) federal Title II reporting data – enrollment in Wisconsin initial teacher preparation programs

The strategic plan is set up in the same format as the talent development framework. Within each component area, the PSC has identified critical issues that need attention based on

data. After careful consideration of these data, the PSC has proposed recommended activities. The PSC was not bound by financial constraints or resources in proposing these solutions. The PSC welcomes the review of this strategic plan by key education stakeholders to determine the feasibility of supporting these recommendations and selecting next steps for forward movement. The PSC is also open to further recommendations and encourages key stakeholders to identify additional strategies that might address the issues presented.

Phase Two Data Sources

- Educator Preparation Program Survey – includes data on efforts to attract, recruit, retain, and prepare educators
- Professional Organizations Survey – includes data on efforts to attract, recruit, and retain educators
- Educator Surveys – includes data on recruitment and retention
- Supply and Demand Labor Force Study by UW-Madison for the DPI
- Educator Preparation Program (EPP) 2014 Report; EPP 2015 Report; EPP 2016 Report

Other Sources of Information

- The Wisconsin Equity Plan prepared for the U.S. Department of Education
- State Superintendent’s Work Group on Staffing Final Report

How to Read this Strategic Plan:

THE ISSUE – This is a critical problem that has been identified that should be addressed, based on

THE FACTS – Multiple sources of data collected and reviewed, specific to this issue.

STRATEGIC PLAN – Recommended solutions proposed by the PSC to address this Wisconsin issue.

Attract Talent – Wisconsin Strategic Plan

• Component 1 - Pathways Into the Profession

THE ISSUE: Attracting PK-12 Students and Others to Consider Teaching as a Profession

School district survey data collected indicates limited efforts have occurred to attract PK-12 students, paraprofessionals, and mid-career professionals into the teaching profession in Wisconsin. Based on the following facts, the Professional Standards Council has identified the need to focus efforts on attracting PK-12 students to the profession as a critical issue in this component for talent development in the state.

THE FACTS:

- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 51 or 14.7% host a career fair for students that includes teaching as a career.
- Of the 348 school districts, 128 or 36.8% use Career Cruising or similar tools to identify and support students interested in teaching.
- Of the 348 school districts, 16 or 4.6% host a chapter of future teachers or Educators Rising in their local school district.
- 207 of the 348 school districts, that is 59.5%, offer a student mentoring, job shadowing, or teaching assistant program with district teachers; 99 districts or 28.4% support teachers to work with these students; and 57 districts or 16.4% compensate teachers to work with these students.
- Of the 348 school districts, 17 or 4.9%, offer an incentive for school district students to become prepared teachers and return to their school district.
- Of the 348 school districts, 69 or 19.8%, offer scholarship or tuition assistance to school district students to enroll in teacher preparation programs.
- Of the 348 school districts, 217 or 62.4% identify paraprofessionals, substitute teachers, or non-licensed district staff and encourage them to consider teaching; 47 or 13.5% of these school districts offer scholarship or tuition assistance to these personnel.
- Of the 348 school districts, 82 or 23.6% offer tuition assistance to complete a pupil services preparation program and return to the district.
- Of the 348 school districts, 135 or 38.8% offer tuition assistance to complete an administrator preparation program, and return to the district.
- Of the 348 school districts, 206 or 59.2% support teacher participation in aspiring administrator programs as a strategy to attract teachers into administrator roles

STRATEGIC PLAN – Recommended Activities

1. Develop a state chapter of the Educators Rising program, like our other CTSOs (Career Technical Education Student Organization) and fund 1 FTE at the state level under 115.28 (30) or similar (just like FFA, DECA, etc.) to support the statewide program. Year one would focus on advertising the program and getting a state structure in place; year two would be the year to host the first state event. Provide grant opportunity to allow school districts to support a district coordinator for Educator Rising or future educator clubs; coordinator would organize the local level activities. Connect the pipeline of EPPs, LEAs, and retired teacher organizations in these efforts.

2. Create a career pathway for PK-12 students to begin teacher preparation in high school through Academic and Career Plans and dual enrollment options, including identifying school district staff with master's degrees who could teach general education and teacher preparation preservice classes in the local high schools. (e.g., UW-Oshkosh CAPP program for special education teachers). This can easily be built by our existing educator preparation programs and they are willing to work with PK-12 on this concept.
3. Develop collaborative programs between districts and educator preparation programs to prepare paraprofessionals to obtain teacher certification. Consider designing the program to offer courses early in the program that would also serve as solid paraprofessional training and lead to a teacher license. This will aid districts in training needs. Provide financial grant awards to increase district-level financial support for paraprofessionals or substitutes to obtain teacher certification.
4. Explore grants to encourage people to go into teaching (e.g., the SMARTT project grants). Grants should provide school districts with money to support mentoring, provide EPPs with money to reduce tuition costs, and provide money for participating educators to help pay for remaining teachers. Also, the DPI should create a clearinghouse for information regarding scholarship, loan forgiveness, and grant programs that are available to future teachers and inservice teachers.

Component 2 - Workforce, Shortage, and Mobility Data

THE ISSUE: On-Demand Workforce Data

The Department of Public Instruction collects meaningful data on the educator workforce through multiple data collections. These discrete collections become powerful means to understand our state workforce needs; however, the DPI does not have capacity to analyze these data sets in an annual and on-demand system. There may be other data available in the state that has gone untapped that could also provide more understanding of the educator workforce. The PSC has identified on-demand data analysis as an important need for educator talent development.

THE FACTS:

- The DPI annually collects WISEstaff data and conducts a licensing audit for each school district as required through ss.121.02 (1) and Administrative Code PI 8.01 (2) (a)
- ACT 166 amended ss. 115.28 (7) (a) requiring the department to collect completer data to be used within a new system created under ss. 115.27 (7g) the evaluation of teacher preparatory programs; no funding source was identified for this additional work and no additional position authority was provided
- The federal Higher Education Opportunity Act (HEOA) Title II provision requires states and educator preparation programs to report critical data about teacher candidates; this reporting will expand considerably with the new regulations released October, 2016
- The DPI contracted for \$40,000 annually from 1998 to 2008 to analyze data, collect additional survey data from school districts, and publish a supply and demand report; when funds for this project ended in 2008, the report was no longer produced
- State statute 115.297 (5) provides for the option to conduct a teacher supply, information, and analysis; funding must come from fees collected through licensing; fee collections have not yielded enough revenue to conduct such an analysis

STRATEGIC PLAN – Recommended Activities

1. Establish and fund a Wisconsin Educator Workforce Data Center to:
 - a. annually conduct a Supply and Demand Labor Force Study using supply data, licensing data, staffing data, and emergency license/permits data
 - b. review and analyze workforce data, including teacher preparation data, staffing data, licensure data, employment data, and state and federal reports related to educators.
 - c. provide an annual report of key findings to all concerned stakeholders by state and regions in Wisconsin so that the information can be used to inform continuous strategic planning.

Consider UW-Madison, WCER and/or DWD as partners in the center. Allocate position authority to establish a center at the DPI or fund the center with adequate resources to contract for these services. Note: UW-Madison is underwriting some of the analysis of the 2015-2016 data to jump start the project. Their estimated cost is \$40,000, but much more data analysis will still need to be completed.

2. Work with WECAN (Wisconsin Education Career Access Network), a Wisconsin educator job recruitment site hosted by UW-Madison's School of Education, to get additional data on vacancies, job seekers, and demand analysis, including:
 - a. a designation the job seeker profile for "active" vs "inactive" job seekers

- b. adding a function for job seekers to have job openings pushed out to them based off of filter options (e.g., subject/position, CESA, school district, grade/developmental level)
- c. additional data collection to assist in the disaggregation of data to be pulled from the site (e.g., years of experience)
- d. develop a profile for education students to build their professional portfolio profile that could turn into a job seeker profile after program completion
- e. a portal for collection of supply and demand data for the Wisconsin Educator Workforce Data Center (see above) to access real time supply and demand data.

THE ISSUE: Special Education Teacher Vacancies

School districts are experiencing difficulty filling special education teacher vacancies. This impacts their ability to meet Wisconsin state statute and Wisconsin administrative code, which indicate school districts must provide services to students. Federal IDEA law provides prescriptive requirements for providing services to students with disabilities and is prescriptive in the teacher qualifications needed. Based on the following facts, the Professional Standards Council has identified this licensure area as a critical high-need talent development area to address.

THE FACTS:

- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 203 had vacancies in Cross Categorical Special Education licensure for the 2015-2016 year; Of the 203 school districts, 116 reported “few applicants; few if any high quality candidates – extreme shortage” in their survey response.
 - Of the 2,158 emergency licenses/permits issued in 2015-2016 in the state, 500 or 23% were issued in Cross Categorical Special Education.
 - Of the 1,913 emergency licenses/permits issued in 2014-2015 in the state, 461 or 24% were issued in Cross Categorical Special Education; Of the 461, out-of-field emergency licenses* were issued to 240 educators, and 221 emergency permits* were issued to unqualified personnel.
 - Of the 1,075 emergency licenses/permits issued in 2013-2014 in the state, 228 or 21% were issued in Cross Categorical Special Education; Of the 228, out-of-field emergency licenses were issued to 129 educators, and 99 emergency permits were issued to unqualified personnel.
 - While the total number of emergency credentials issued in the state has increased, the number of emergency licenses/permits issued in Cross Categorical Special Education has doubled from 228 issued in 2013-2014 to 500 issued in 2015-2016.
 - State statute 118.19 (14) (a) went into effect January 30, 2014 which requires special education teachers to pass the Foundations of Reading Test for Wisconsin. This additional requirement may cause some teacher candidates to take longer to complete preparation programs in order to post a passing score on the test.
 - Wisconsin has xx approved cross categorical licensure preparation programs; xx public university programs, xx private college/university programs, and xx alternative route providers.
 - Students identified – to teacher ratio?? Is this important??
- *Emergency licenses are issued to prepared educators teaching out-of-field; Emergency permits are issued to individuals with a Bachelor’s degree and no educator preparation.

THE ISSUE: Bilingual/Bicultural Teacher Vacancies

School districts are experiencing difficulty filling Bilingual/Bicultural teaching vacancies. This impacts their ability to meet Wisconsin state statute 115.28 (15) and 115.95 and Wisconsin administrative code PI 13, which indicate school districts must provide bilingual/bicultural services to English learners by appropriately licensed personnel.

THE FACTS:

- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 66 school districts had vacancies in Bilingual/Bicultural for the 2015-2016 year
- Of the 2,158 emergency licenses/permits issued in 2015-2016 in the state, 224 or 10% were issued in Bilingual/Bicultural licensure.
- Of the 1,913 emergency licenses/permits issued in 2014-2015 in the state, 248 or 13% were issued in Bilingual/Bicultural Education; Of the 248, out-of-field emergency licenses* were issued to 123 educators, and 125 emergency permits* were issued to unqualified personnel.
- Of the 1,075 emergency licenses/permits issued in 2013-2014 in the state, 103 or 10% were issued in Bilingual/Bicultural Education; Of the 103, out-of-field emergency licenses were issued to 65 educators, and 38 emergency permits were issued to unqualified personnel.
- While the total number of emergency credentials issued in the state has increased, the number of emergency licenses/permits issued in Bilingual/Bicultural Education has doubled from 103 issued in 2013-2014 to 224 issued in 2014-2015.
- Current state statute 115.28 (15), 115.95 and administrative code PI 13 requires school districts to have a bilingual licensed educator for Spanish speaking students; other language areas may utilize a bilingual paraprofessional when they are unable to recruit for a bilingual teacher.

STRATEGIC PLAN - Recommended Activities

3. Convene a Study Committee to review bilingual/bicultural Wisconsin Statute and Administrative Code to identify any regulations that may be preventing school districts from providing services to English learners and recruiting bilingual/bicultural personnel. The study should review and revise the bilingual/bicultural statute to allow bilingual paraprofessionals in all language groups when districts struggle to find a bilingual teacher in the target language. The study committee should include representation from the nine school districts identified as Wisconsin equity districts and specifically include Green Bay (Danz elementary), Milwaukee, Madison, and other districts with a large population of EL students. Representation should also include educator preparation programs currently preparing for ESL and bilingual bicultural licenses and programs interested in preparing educators in the future.
4. Conduct a review of the content testing requirements and scores that educators who are fluent in the native language may be experiencing when taking the tests in English. Consider developing an alternative method for these teachers to demonstrate their content as they continue to develop their English skills. Potential candidates for licensure

may be fluent in their native language, but they struggle on the content testing since the test is administered in English. They may also struggle with standardized test taking.

THE ISSUE: Speech and Language Pathology Teacher Vacancies

School districts are experiencing difficulty filling Speech and Language Pathology teaching vacancies. This impacts their ability to meet Wisconsin state statute and Wisconsin administrative code, which indicate school districts must provide instructional services to students identified with a speech and language impairment. Instructional services must be provided by an appropriately licensed teacher.

THE FACTS:

- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 155 had a vacancy in Speech and Language for the 2015-2016 year; Of the 155 school districts, 70 reported “few applicants; few if any high quality candidates – extreme shortage” in their survey response, and 36 reported “few applicants; but applicants in pool tend to be of high quality – slight shortage” in their survey response.
- States cannot issue emergency, temporary, or provisional licenses in this area, per federal U.S. Department of Education Office of Special Education Programs.
- In xxx-xxxx, 30,000 students in Wisconsin were identified with a speech and language impairment
- In Wisconsin, speech and language impairment is a disability category and instructional services must be provided by a licensed teacher
- 2015-2016 licensing data indicates 3,121 licensed speech and language pathologists hold valid Wisconsin licensure, of these 1,755 were reported in the WISEstaff data collection as working in Wisconsin public schools during the 2015-2016 school year

THE ISSUE: Career and Technical Education

Career and Technical Education includes five areas: Agriculture Education; Business and IT; Family and Consumer Sciences; Marketing Education; and, Technology Education and Engineering. These are not required subjects in Wisconsin schools; however, recently these subject areas have emerged as high-demand areas to grow the skilled labor force in Wisconsin.

THE FACTS:

- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 34 had a vacancy in Agriculture Education for the 2015-2016 year; Of the 34 school districts, 29 reported “few if any high quality candidates – extreme shortage” in their survey response, and 4 reported “few applicants; but applicants in pool tend to be of high quality – slight shortage” in their survey response.
- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 85 had a vacancy in Business Education for the 2015-2016 year; Of the 85 school districts, 56 reported “few if any high quality candidates – extreme shortage” in their survey response, and 26 reported “few applicants; but applicants in pool tend to be of high quality – slight shortage” in their survey response.

- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 60 had a vacancy in Family and Consumer Sciences for the 2015-2016 year; Of the 60 school districts, 52 reported “few if any high quality candidates – extreme shortage” in their survey response, and 8 reported “few applicants; but applicants in pool tend to be of high quality – slight shortage” in their survey response.
- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 100 had a vacancy in Technology Education and Engineering for the 2015-2016 year; Of the 100 school districts, 89 reported “few if any high quality candidates – extreme shortage” in their survey response, and 9 reported “few applicants; but applicants in pool tend to be of high quality – slight shortage” in their survey response.
- Career and Technical Education is not a requirement subject in schools; however, recently it has emerged as a high-demand field to grow the skilled labor force in Wisconsin

STRATEGIC PLAN – Recommended Activities

5. Make sure all districts know about Experience-Based Licensure for Technical and Vocational subjects (<http://dpi.wi.gov/tepd/pathways/experience-based-technical-vocational-subjects>).
6. Develop a model pedagogy curriculum for teachers with the experience-based licenses and then implement it with Wisconsin educator preparation programs (both IHE and alternative route). It would need to be streamlined.
7. DPI develop marketing materials/campaign for districts to share with their local and statewide chambers of commerce, service clubs, contractors, parents, etc., on how these professionals can become teachers.

- **Component 3 - Elevating Teaching and the Status of the Profession**

THE ISSUE: Elevating the teaching profession

When teachers are supported and respected by the community, have a voice in the policies and district decision making, and are provided opportunities to continue to grow professionally they are more likely to remain in the teaching profession.

THE FACTS:

- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 289 or 83% indicated they recognize accomplishments among teachers.
- Of the 348 school districts, 239 or 68.7% recognize the accomplishments of pupil services professionals.
- Of the 348 school districts, 255 or 73.3% recognize accomplishments among administrators.
- [Learning Policy Institute](#) research has found that:
 - stability, coupled with shared planning and collaboration, helps teachers to improve their effectiveness;
 - churn undermines student achievement;
 - schools suffer from diminished collegial relationships, a lack of institutional knowledge, and the expense of training new teachers who, oftentimes, will not stay;
 - teachers' career decisions are shaped by their connectedness to a team working toward a common shared purpose
 - opportunities for teacher collaboration and input into decision-making are key factors.

STRATEGIC PLAN - Recommended Activities

1. Empower teachers to become more integral to decision-making processes in schools. Continue to develop teacher voice and leadership projects by creating statewide structures and funding modeled after the national [Teach to Lead program](#).
2. Identify districts that are involving teachers in policy and decision making and highlight these district models as examples for the state as promising programs.
3. Increase awareness of successes and positive things happening in public schools and what teachers do every day by conducting a public awareness campaign.

Prepare Talent – Wisconsin Strategic Plan

• Component 4 - Initial Certification and Licensure

THE ISSUE: Robust Clinical Experiences and Initial Educator

Student teachers and new educators are not getting enough support from the best teachers in the school district. The relationship and the communication between the school districts and the EPPs are reactive as opposed to proactive. School districts do not see themselves as partners with the EPPs.

THE FACTS:

- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 104 or 29.9% indicate they are implementing a “grow your own” pupil services professional model.
- Of the 348 school districts, 64 or 18.4% are partnering with an educator preparation program to prepare pupil services professional specifically for their district.
- Of the 348 school districts, 100 or 28.7% are providing release time from teaching for teachers to complete pupil services preparation practicum experiences.
- Of the 348 school districts, 176 or 50.6% indicate they are implementing a “grow your own” administrator preparation model.
- Of the 348 school districts, 77 or 22.1% are partnering with an educator preparation program to prepare administrators specifically for their district.
- Of the 348 school districts, 95 or 27.3% offer administrator preparation program residencies in their district.
- Of the 348 school districts, 165 or 47.4% provide release time from teaching or pupils services duties to complete administrator preparation practicum experiences.
- Per ss. To obtain a teacher license in Wisconsin, educators must have a bachelor’s degree
- 13 public universities (UW System) and xx private colleges/universities are state approved teacher preparation program providers.
- Teacher candidates enrolled at these programs, typically apply to the school/college/or department (SCD) of education during the last two years of their four year bachelor’s degree program. Once enrolled these teacher candidates complete the approved program in place.
- Changes that occur in state licensure or program approval regulations impact students enrolled in teacher preparation and potential teacher candidates who have not applied to the SCD; at minimum, a two- year transition plan is needed to make revisions to licensure programs prior to enrolling new candidates and teaching out enrolled candidates.
- In 2005, Wisconsin required content testing
- Clinical experience data -- TOY data on most valuable part of preparation is student teaching

STRATEGIC PLAN – Recommended Activities

1. Organize a summit for PK-12 school district leaders and deans/directors of educator preparation programs to:
 - a. share information on a more effective and efficient preparation process;

- b. identify the skills and qualifications needed for today's learners;
 - c. select the best teachers to be cooperating teachers for student teachers;
 - d. establish statewide criteria and training;
 - e. support cooperating teachers with an annual stipend
 - f. share information regarding hiring practices that may impact recruitment
2. Conduct an expedited study of preservice testing data, including the basic skills tests, content tests, the Foundations of Reading Test, and the edTPA and their impact on attracting, preparing, and recruiting candidates.
- a. Consider the role of testing within programs that include a major and programs that look for a major equivalent
 - b. Requirements of testing that have changed as a result of ESEA moving to ESSA;
 - c. New federal regulations for teacher preparation included in the Higher Education Opportunity Act; and alternative competency-based assessments for candidates who cannot pass the current required tests.
 - d. Use information gathered from the EPP survey as part of this comprehensive study.
 - e. Make recommendations to the State Superintendent, including statute and rule changes if needed, based on findings.

- **Component 5 - Program Approval and Accreditation**

THE ISSUE: The PSC did not have enough data to identify specific issues and recommended activities for this component. It will review the data from the Educator Preparation Program survey when it is available and revise this section.

THE FACTS:

- Wisconsin moved to a continuous review process of program approval in 2012. The process is based on candidate outcomes in a multiple measure assessment system.
- The US Department of Education recently release new regulations for the High Education Opportunities Act.

STRATEGIC PLAN – Recommended Activities

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Develop, Support, and Retain Talent – Wisconsin Strategic Plan

This information represents a scan of policy and practice focused on developing, supporting, and retaining educators in the field to ensure that they can continue to meet Wisconsin students' needs.

• Component 6 - Recruitment, Selection, and Hiring

THE ISSUE: Many Wisconsin school districts are facing various staffing challenges. While ten years ago, it was not uncommon to receive over 100 applications for a single vacancy, districts are now often receiving no more than a handful of applications.

THE FACTS:

- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 132 or 37.9% participate in career fairs.
- Of the 348 school districts, 268 or 77% advertise the qualities of their school district and 249 or 71.6% advertise the qualities of their community as recruitment strategies
- Of the 348 school districts, 233 or 67% use an online tool in addition to WECAN and Wisconsin.gov to recruit teachers.
- Of the 348 school districts, 236 or 67.8% host student teachers to develop preservice to district pipelines; 251 or 72% select strong cooperating teachers for student teachers to develop preservice to district pipelines.
- Of the 348 school districts, 232 or 66.7% contact educator preparation programs to recruit teacher candidates.
- Of the 348 school districts, 133 or 38.2% host pupil services internships, practicum experiences, and residences to develop a preservice to district pipeline.

STRATEGIC PLAN – Recommended Activities

1. Provide a clearinghouse on information regarding scholarship, loan forgiveness, and grant programs that are available to future teachers and inservice teachers.
2. Provide a clearinghouse on effective grow you own programs and the services that EPPs can provide.

- **Component 7 - Assignment and Transfer**

THE ISSUE: Staffing High-Need Schools with Experienced, Qualified, and Master educators

THE FACTS:

- Of the 348 school districts, 20 that is 5.7% provide incentives for teachers who work in high-poverty schools.
- Of the 348 school districts, 135 or 38.8% hire paraprofessional supports to assist teachers in high poverty schools.
- Of the 348 school districts, 24 that is 6.9%, provide incentives for pupil services professionals to work in high-poverty schools.
- Of the 348 school districts, 30 that is 8.6%, provide incentives for administrators to work in high-poverty schools.
- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 225 or 64.7% give consideration to workload/assignments for early career teachers.
- The 2015 Equity Plan review of data from the 2012-2013 school year found that nine school districts had 123 schools with an inequitable distribution of inexperienced teachers
- The 2015 Equity Plan review also found that 152 schools had an inequitable distribution of emergency credentialed (unqualified or out-of-field) teachers

STRATEGIC PLAN - Recommended Activities

1. Survey candidates in educator preparation programs regarding the kinds of incentives that would lead them to seek work in rural and high poverty school districts.
2. Increase the financial stipend for National Board for Professional Teaching Standards certified teachers and Wisconsin Master Educator Assessment Process (WMEAP) master educators working in a high poverty school. Increase the stipend from \$5,000 to \$10,000 for these educators in Milwaukee Public Schools, and increase the stipend from \$5,000 to \$7,500 for all others. *[Note: This was included in the State Superintendent Biennial Budget Proposal - submitted September 2016]*

- **Component 8 - Induction and Mentoring**

THE ISSUE: Well-designed induction and mentoring programs improve retention rates for new teachers, as well as their attitudes, feelings of efficacy, and instructional skills. However, the implementation of mentoring programs across the state are very inconsistent, and many may not be meeting the needs of new educators. As the number of emergency permits are issued, there will be a greater need for mentoring support as these educators complete preparation programs.

THE FACTS:

- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 270 or 77.6% provide mentoring/coaching for new teachers beyond the first year.
- Of the 348 school districts, 219 or 62.9% provide mentoring/coaching for new pupil services professionals beyond the first year.
- Of the 348 school districts, 228 or 65.5% provide mentoring/coaching for new administrators beyond the first year.
- Wisconsin administrative code PI 34.17 (2) requires school districts to provide a support system to initial educators for at minimum one year which includes an assigned qualified mentor as defined in PI 34.01 (34) and PI 34.01 (47), support seminars, and school district orientation.
- Funding was provided to school districts from under the 115.405 peer review and mentoring grant as appropriated under 20.255 (2) (fk) and under PI 38 administrative rule.
- Data has not been collected recently on induction and mentoring in the state. Therefore, the quality of induction programs in districts, the resources allocated in districts, and the consistency of induction/mentor programming from district to district in the state is unknown.
- Data analysis needs to be conducted to identify the number of initial educator teachers, pupil services professionals, and administrators who were in their first or second year of employment
- Educators in their first two years of employment need to be surveyed regarding the extent and quality of their mentoring and induction programs and if that has any impact on their desire to stay in the field.

STRATEGIC PLAN – Recommended Activities

1. Fund and support the creation of Initial Educator Support Centers to be located in each of the 10 largest school districts and regional centers in each CESA. These centers would be funded to ensure every initial educator in the state has two full years of mentoring, has a trained, paid mentor who has been selected and assigned based on state criteria, has targeted support developing their Professional Development Plan for license advancement, and support bridging the gap between induction and educator effectiveness evaluation. The focus should be on retaining educators by providing wraparound support during the critical first three years, the initial educator years.
2. Design a state model for mentoring and induction with prescribed curriculum, mentor training, and mentor selection criteria or purchase/adopt an evidence based model for

use in the state. Use the model in Initial Educator Support Centers in the state. Model should include tools/strategies for tailoring local mentoring programs to reflect their communities and their student populations. There should also be guidance about when position/duty changes may indicate the need for a mentor. Model program should make new educators want a mentor and veteran teachers want to take on the responsibility of being a mentor.

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• **Component 9 - Evaluation and Professional Learning**

THE ISSUE: Professional learning opportunities are not always based on information from evaluation systems, and educators are sometimes not involved in the planning and goal-setting for their own professional development.

THE FACTS:

- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 306 or 87.9% felt they provided professional development targeted to teachers' needs.
- Of the 348 school districts, 284 or 81.6% support the development of professional communities among teachers.
- Of the 348 school districts, 274 or 78.7% provide release time for teacher collaboration.
- Of the 348 school districts, 250 or 71.8% provide professional development targeted to pupil services professional's needs.
- Of the 348 school districts, 276 or 79.3% provide professional development targeted to administrators' needs.
- Of the 348 school districts, 284 or 81.6% provide release time for administrators to participate in Professional Learning Communities (PLCs), attend conferences, or obtain ongoing professional development.
- Of the 348 school districts, 259 or 74.4% allow administrators to belong to a PLC outside the district.
- Of the 348 school districts, 262 or 75.3% support the development of professional communities among district administrators.
- Of the 348 school districts, 274 or 78.8% indicate they provide adequate support to administrators for implementing educator effectiveness and other initiatives.

STRATEGIC PLAN – Recommended Activities

Further data and research is needed on this component.

• **Component 10 – Recertification and Continuing Licensure**

THE ISSUE:

To remain current in their practice, educators complete continuing education as a requirement for license renewal. In 2004, Wisconsin shifted from a credit-based structure to a job-embedded, professional development process for completing continuing education. Some educators see the professional development required for license renewal as something that has to be done in addition to their regular work rather than it being job-embedded and part of their regular work. Educators who step out of the field, and want to maintain their licensure, are limited in completing a job-embedded professional development plan.

THE FACTS:

- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 295 or 84.8% provide district support to new teachers regarding licensure/Professional Development Plans.
- Of the 348 school districts, 240 or 69% provide district support to administrators regarding licensure/Professional Development Plans.
- Educators prepared prior to August 31, 2004 hold licensure under Wisconsin Administrative rule PI 3 and can renew their licenses with 6 credits or a professional development plan.

STRATEGIC PLAN – Recommended Activities

Examine the types of and effectiveness of district support to new teachers regarding licensure and professional development plans.

1. Convene statewide study group on continuing education requirements and documentation. The group should identify options for how processes can be more consistent between PDPs, EEPs, and the new National Board process? For example, could the PDP be more retrospective and provide evidence of professional growth rather than trying to predict what professional development an educator will have in the next five years, which is especially difficult for initial educators.
 - a. What options could there be for educators who are not currently in the field but want to maintain their license? Options for educators who are in education but not in a school?
 - b. Should the professional development expectations be different for initial educators because of all they are already doing with induction and mentoring? Research has shown that a large percentage of teachers leave the profession during their first five years. Do our current professional development requirements contribute to this attrition?
 - c. Review and update policies, practices, and/or rules as needed to combine and streamline the Professional Development Plan and Educator Effectiveness processes.

- d. Review options to allow evaluator or other official designated by the superintendent to verify completion of Educator Effectiveness Plan in lieu of a Professional development plan.

DRAFT

• Component 11- Compensation

THE ISSUE: Equitable Compensation Across Districts

Districts are struggling with funding for educator compensation, and some district administrators reported that they believe current efforts are unsustainable. Additionally, compensation plans are inconsistent from school district to school district. Districts are establishing their own methods using financial incentives to recruit educators, creating inconsistency across the state.

THE FACTS:

- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 279 or 80% felt their district provided competitive salary/benefits to comparable districts as a teacher recruitment strategy; and 289 or 83% felt their district provided competitive salary/benefits to comparable districts as a teacher retention strategy.
- Of the 348 school districts, 83 or 23.9% offered signing bonuses for hard to staff teaching positions as a recruitment strategy.
- Of the 348 school districts, 20 or 5.7% provided incentives for teachers who work in high poverty districts; 24 or 6.9% provided incentives for pupil services professionals to work in high poverty districts (see component 7).
- Of the 348 school districts, 128 or 36.8% provided pay differentials by license types for teachers.
- Of the 348 school districts, 107 or 30.7% paid the liquidated damages for teachers to break an employment contract and come to their district as a strategy to recruit teachers
- Of the 348 school districts, 135 or 38.8% offer salary incentives to retain teaching staff considering a position outside the district; and 194 or 55.7% offer benefits or other incentives to retain.
- Of the 348 school districts, 249 or 71.6% impose liquidated damages for breaking teaching contracts as a strategy to retain teachers.
- Of the 348 school districts, 259 or 74.4% felt their district provided competitive salary/benefits to comparable districts as a Pupil Services Professional recruitment strategy; and, 256 or 73.6% provided competitive salary/benefits to comparable districts as a retention strategy.
- Of the 348 school districts, 69 or 19.8% offered signed bonuses for hard to staff pupil services positions.
- Of the 348 school districts, 88 or 25.3% paid the liquidated damages for pupil services professionals to break an employment contract and come to their district as a strategy to recruit pupil services professionals.
- Of the 348 school districts, 116 or 33.3% offered salary incentives to retain pupil services staff considering a position outside the district; and, 154 or 44.3% offered benefits and other incentives to retain pupil services professionals.
- Of the 348 school districts, 200 or 57.5% impose liquidated damages to pupil services professionals for breaking a contract.
- Of the 348 school districts, 94 or 27% pay liquidated damages for administrators to break an employment contract and come to their district as a strategy to recruit.
- Of the 348 school districts, 263 or 75.6% felt their district provided competitive salary/benefits to comparable districts as a strategy to retain administrators.
- Of the 348 school district, 2014 or 58.6% impose liquidated damages for breaking a contract as a strategy to retain administrators.

STRATEGIC PLAN – Recommended Activities

1. The State Superintendent and all stakeholders should continue advocating for Fair Funding. Current school funding model is not sustainable to attract, prepare or retain educators.
2. Guidelines should be created to advocate for fair compensation plans that are objective, predictable, professional, and attainable.
3. Advocate the elimination/change the “double dipping” law that keeps veteran educators from returning to the classroom, even in part-time capacities. Perhaps starting in shortage areas.
4. Provide proactive advice to districts on how to use contracting to hire retired educators for short-term, part-time or project-based roles

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- **Component 12 - Career Advancement and Tiered Licensure**

THE ISSUE:

A number of teachers leave the field because they do not see opportunities for career advancement other than becoming an administrator.

THE FACTS:

- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 212 or 60.9% provide support for teachers to earn specialist credentials or gain master teacher status.
- Of the 348 school districts, 294 or 84.5% provide opportunities for teacher leadership.
- Of the 348 school districts, 154 or 44.3% offer tuition assistance to add other licensure credentials.
- Of the 348 school districts, 267 or 76.7% identify teacher leaders and provide leadership opportunities in the district to attract them to become administrators.

STRATEGIC PLAN - Recommended Activities

1. Study compensation models in use across the state that promote teacher leadership (e.g., Wausau) and identify effective ones. Identify supports districts are providing teachers to earn specialist credentials or gain master teacher status and which are most effective.
2. Identify career advancement pathways that would encourage veteran teachers to stay in the profession/district.
3. Conduct an Educator Survey that includes questions about leadership roles districts are providing to attract teachers to become administrators and how they are compensating for these roles.

• **Component 13 - Educator Environment**

THE ISSUE: Work Environments in our Schools

Teachers who work in supportive environments become more effective at raising student achievement and are more likely to remain in their district and the profession. Educators are experiencing more accountability and work demands, which may cause them to consider leaving the profession. The 2015-2016 school district staffing survey indicates that only 59% of school districts responding are able to assist teachers with work/life balance. The PSC recommends that school districts be provided resources to ease the burden and ensure supportive working environments.

THE FACTS:

- 348 school districts responded to the 2015-2016 staffing survey; of the 348 school districts, 207 or 59.5% assist teachers in addressing work/life balance.
- Of the 348 school districts, 301 or 86.5% focus on improving school climate.
- Of the 348 school districts, 266 or 76.4% indicate they are implementing Positive Behavior Intervention and Support (PBIS) to reduce behavior issues in order to retain teachers.
- Of the 348 school districts, 242 or 69.5% provide support and time for pupil services professionals to engage in Positive Behavior Intervention and Supports (PBIS), Academic and Career Plans (Aps), and other school programming.
- Of the 348 school districts, 263 or 75.6% ensure a positive working environment in the district to support pupil services professionals; 254 or 73% integrate pupil services professionals into the school/district learning community.
- Of the 348 school districts, 215 or 73.3% assist administrators in addressing work/life balance.
- Of the 348 school districts, 278 or 79.9% ensure a climate in the district to support administrators.

STRATEGIC PLAN – Recommended Activities

1. Fund the administration of an annual school climate survey such as the Illinois 5 Essentials <https://illinois.5-essentials.org/2015/> (Effective leaders, Collaborative teachers, Involved families, Supportive environments, Ambitious instruction) that is administered to all school districts. Objectively interpret results and develop action plans based on conclusions. professional development needs to be included here
2. Focus on administrative leadership and training (e.g., human relationships and leadership styles, organizational theory, effective leadership in a post-Act 10 environment, alternative compensation models, and contractual considerations).