



**Wisconsin Educator Preparation
Program Approval Handbook for**

Wisconsin License Based on Equivalency:
Standards-based Assessment Process

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

Wisconsin Educator Preparation Program Approval Handbook

For

Wisconsin License Based on Equivalency: Standards-based Assessment Process



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

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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 33 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 |
| Section 1 Program Approval for License Based on Equivalency: Standards-based Assessment Process | 1 |
| Section 2 Preparing the Application for License Based on Equivalency: Standards-based Assessment Process | 7 |
| Section 3 Preparing for the License Based on Equivalency: Standards-based Assessment Process On-site Reviews..... | 11 |
| Supporting Appendices | |
| Appendix B: Application Review | |
| <i>License Based on Equivalency: Standards-based Assessment Process</i> | |

Wisconsin Quality Educator Initiative PI 34

Preface

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 PI 34 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 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. The evidence is reviewed during the program approval process.

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 nonrenewable 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. 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) and PI 34.17(3) are required to:

- provide ongoing orientation;
- provide support seminars;
- provide a qualified mentor for each initial educator; and
- designate a Wisconsin DPI trained administrator to be available to serve on the initial educator's Professional Development Plan (PDP) team.

Further, to support initial educators, institutions of higher education per PI 34.17(3) are required to designate representatives to be trained and to be available to serve on the initial educator's PDP team. This provides a connection from preservice to inservice within the performance-based system.

Program Approval for License Based on Equivalency: Standards-based Assessment Process

1

With the implementation of Wisconsin Administrative rule PI 34, a standards-based assessment process to obtaining an Initial or Professional Educator License was prescribed. The standards-based assessment route to licensure, prescribed in PI 34.195(1)(b), states that a license may be issued to a candidate who demonstrates competence in the Wisconsin educator standards, through an assessment process approved by the state superintendent.

PI 34.195(1) License Based on Equivalency

Wisconsin Administrative Code PI 34.195(1) Notes:

(b) An initial or professional educator license may be issued to an applicant who completes department approved standards-based training and assessments for the license. The assessment requirement shall include receiving a passing score on a standardized examination approved by the state superintendent in the area of licensure and in teaching knowledge. An initial or professional educator license may also be issued to an applicant who has demonstrated competence through an assessment process, approved by the state superintendent that meets the standards under subch. II, 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.

Purpose of the Process

The Licensure Based on Equivalency: Standards-Based Assessment method of licensure is intended for individuals who have not completed an educator preparation program recognized for Wisconsin licensure. These individuals must have a:

- 1) Bachelor's degree.
- 2) Minimal degree requirements for the corresponding license as prescribed in PI 34.
- 3) Evidence of a major or the equivalent of a major for the corresponding license as prescribed in PI 34.
- 4) Three years of demonstrated teaching, pupil services, or administrative experience in a PK-12 setting related to the licensure sought.
- 5) Demonstrated evidence of competency in the Wisconsin educator standards via a combination of: coursework, prior training, prior work experience, prior professional experiences, prior educator preparation training, or PK-12 professional experience.
- 6) Prerequisite license and experience requirements when applicable (i.e., administrator licenses, reading teacher, and other supplemental licenses).

A potential candidate for this process may be:

- a private school educator;
- an educator who has completed an alternative route preparation program outside of Wisconsin; or
- an educator who has received licensure directly through a state agency via a certificate program or equivalency process in another state.

The purpose of developing this process is to provide another pathway to Wisconsin licensure for people with demonstrated PK-12 teaching experience. All previous course work and professional experiences will be evaluated for evidence of candidate proficiency in the educator standards. Candidates must also be able to demonstrate that any Wisconsin statutory requirements for licensure and clinical experience requirements have been met.

License based on Equivalency programs can be provided by, but are not limited to, the following entities: a college or university, school, school district, CESA, consortia, technical college, private enterprise or agency. The following information will outline how a potential provider can seek approval to operate a License Based on Equivalency: Standards-based Assessment program.

Standards-Based Assessment Approval Process

An applicant seeking approval must demonstrate how its assessment program will verify candidate proficiency in the applicable standards. Specific evidence must be provided for the department to determine that the entity conducting the standards-based assessment is both educationally and financially capable of providing the necessary services to their candidates so that they can meet the performance standards and succeed as educators.

PHASE 1 – Application

The first step in the development of standards-based assessment process begins with the application. The application is prepared and submitted by an entity requesting approval to begin a standards-based assessment process.

Four components in the application the potential program provider must address for the standards-based assessment process are:

- I. Program Objectives
- II. Financial and Educational Resources
- III. Eligibility and Assessment
- IV. Program Evaluation

A complete set of directions for preparing and submitting the application can be found in Section 2: *Preparing the Application for License Based on Equivalency: Standards-based Assessment Process*. The department will review the application using the tool found in Appendix B: *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 with a letter of acknowledgement and timelines for review of the application. At this point, the application review process is initiated. The state superintendent will appoint a review team to examine the application and determine if requirements for each of the four 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 regarding the finding within 90 days of the department's receipt of the completed application. The application review team will recommend one of the following 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 standards-based assessment process. Conditional approval marks the successful completion of PHASE 1 for the standards-based assessment process and the beginning of PHASE 2.

Not Approved

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

PHASE 2 – First On-site Review

During Phase 2, the program provider begins implementation of the standards-based assessment process. Within one-year after the first candidates have completed the standards-based assessment process, an on-site review will be conducted. Guidance for preparing for the review can be found in Section 3: *Preparing for the License Based on Equivalency: Standards-based Assessment Process On-Site Review*.

During the on-site review, the program provider must provide evidence that they are meeting the requirements in each of the four components: program objectives, financial and educational resources, eligibility and assessment, and program evaluation. During the on-site review, assessment records and written documentation will be examined. Interviews will be conducted with educators who have completed the process and with employers who have hired completers.

After completing the on-site review, the department decides if the entity providing the standards-based assessment meets the criteria for approval. The state superintendent may find the entity:

Approved

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

Approved with Conditions

The review process has generated evidence that some of the program requirements are not fully in compliance. The program provider must bring all unmet requirements into compliance prior to the admission of new applicants and submit evidence substantiating compliance. Full approval to begin Phase 3 will be granted by the state superintendent when compliance is met.

Not Approved

The review process has generated evidence that the program provider has serious deficiencies in meeting the requirements and must be discontinued. If the state superintendent denies approval of the program leading to licensure, the program must either commence an appeal or provide notice to prospective and currently enrolled students of non-approval of the program leading to licensure.

PHASE 3 – Second On-site Review

Phase 3 begins when the state superintendent approves the program provider for a three-year period. Following this three-year period, another onsite review is conducted. The review process includes an examination of student records and other written documentation. Interviews will be conducted with program personnel, current candidates, educators who have completed the process and their respective employers.

For the Phase 3 review, the team again makes one of three findings: Approved, Approved with Conditions, or Not Approved. If the state superintendent grants conditional approval, the program provider will remain in Phase 3 status until all conditions have been found to be in compliance and full approval granted.

When all requirements are in compliance, the state superintendent will grant full approval to the standards-based assessment program for a five-year period. Phase 3 will have been completed and further reviews will occur on a 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 standards-based assessment 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.

Preparing the Application for License Based on Equivalency: Standards-based Assessment Process

2

The potential program provider begins the program approval process by submitting a formal application. The application serves as a plan for the entity, provides supporting documentation for the proposed assessment process, and requests approval to begin. An entity must be given phase I approval prior to advertising or assessing any candidate's documentation.

Directions for Preparing the 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 standards-based assessment process. Following are guidelines for developing the application:

- The tool in Appendix B: *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 as additional guidance when developing the application. <http://dpi.wi.gov/tepd/qualedinit.html>

Standards-based Assessment 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 standards-based assessment program
- The name and mailing address of the entity making application
- 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 four 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 B: *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 Objectives

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

- The program's mission and research-based philosophy – PI 34.195(1)(d)
- A description of the program goals and specific objectives ensuring candidate proficiency in the applicable standards in PI 34 subchapter II – PI 34.195(1)(b)
- A description of the timeline for candidates to complete the assessment process.

Component II: Financial and Educational Resources

This section of the application narrative addresses the financial and educational resources to support the program. The program must ensure they have adequate resources to support a candidate through the process from admission to completion. Information to address in this section includes:

- The financial resources, including: a budget and supporting financial documentation; a description of candidate tuition/fees and financial aid options; and any other financial obligations with potential partners – PI 34.195(1)(d)
- The names of personnel, their roles, 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: Eligibility and Assessment

This section of the application narrative addresses the eligibility and assessment requirements. The application must describe the process used to screen candidates for eligibility. Candidates must have a minimum of three years prior PK-12 teaching, pupil services, or administrative experience related to the license they are seeking. This section must also describe the assessment requirements used to measure candidate proficiency in the standards including: communication skills, human relations and professional dispositions, content knowledge, pedagogical knowledge, and teaching practice. Successful completion of the assessment process 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 process used to screen a candidate for eligibility. The screening criteria *must* include how the program will ensure a candidate has the minimal degree requirements for the corresponding license, and three years prior PK-12 teaching, pupil services, or administrative experience related to the license they are seeking; and *may* include additional screening criteria such as prior training, prior professional experiences, prior educator preparation training, an interview process, or other criteria – PI 34.195(1)(b).
- A description of the assessment plan and how it will assure candidate proficiency in the Wisconsin educator standards – PI 34.195(1)(b).
- A description of the assessments used to measure candidate proficiency in communication skills including the standardized tests approved by the state superintendent or a comparable basic skills assessment – PI 34.195(1)(b).

- A description of the assessments used to measure candidate proficiency in pedagogy including student growth and learning at the appropriate developmental level – PI 34.195(1)(b).
- A description of the assessments used to measure candidate proficiency in content knowledge including the standardized tests approved by the state superintendent – PI 34.195(1)(b).
- A description of the assessment used to determine the completion of a major or the equivalent of a major for the content area licensure.
- A description of the assessments used to determine how prior PK-12 teaching experience meets the required clinical experiences for licenses – s. 118.19.
- A description of the assessments used to measure candidate proficiency in the statutory requirements specific to the license – s. 118.19 and PI 34.15(4)

Component IV: Program Evaluation

This section of the application narrative addresses how the provider will systematically collect and use data to evaluate the standards-based assessment process. 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 the program will systematically conduct follow-up studies with completers and employers of completers – PI 34.195(1)(d)2
- A plan for tracking completer performance in obtaining employment in Wisconsin schools or school districts; completer performance in advancing from initial to professional educator license and master educator license after the first five years of employment; and reporting federal Title II HEOA requirements – PI 34.195 (1)(d)2
- A plan for using data for improvement of the process – PI 34. 195(1)(d)

Preparing for the License Based on Equivalency: Standards-based Assessment Process

On-site Reviews

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 within one-year after the first candidates have completed the standards-based assessment process. 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 one day and is conducted by a department review team of two to four members. During the on-site, evidence is presented and data is collected through written documentation and interview data.

Written Documentation

The program provider sets up an electronic document room to house documentation the department team will review. Documents may include handbooks, policies and procedures, instructional information, assessment data, personnel qualifications, or other documentation that provides evidence of meeting the component requirements. The program provider may reference these documents in their written addendum. It is helpful to arrange artifacts by components in a way that follows the tool provided in Appendix B: *Application Review*. Provide access to the electronic document room 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 program provider arranges interviews with program completers and with candidates currently in the assessment process. Employers of program completers and program staff 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 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
- Personnel including mentors/assessors/advisors
- Current candidates in the assessment process from teaching, pupil services, and administrative licensure categories (as applicable)
- Program completers from teaching, pupil services, and administrative licensure categories (as applicable)
- Administrators/employers who have hired program completers
- 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 |
|--|---|----|-----|----|
| Program directors | • | • | • | • |
| Certifying officer | • | • | • | • |
| Personnel including mentors/assessors/ advisors | • | • | • | • |
| Current candidates in the assessment process from teaching, pupil services, and administrative licensure categories (as applicable) | | | • | • |
| Program completers from teaching, pupil services, and administrative licensure categories (as applicable) | | | • | • |
| Administrators/employers who have hired program completers | | | • | • |
| Others as appropriate to the program | | | | |

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 requirements as not met during the Phase 2 on-site review, the program provider must bring all unmet requirements into compliance prior to admitting future candidates. 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 future admissions, and the evidence the program provider will submit to substantiate compliance. The plan is then submitted to the department for review. Full approval to enroll new candidates 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, the Phase 3 on-site review will take place. During this Phase 3 onsite review, if the team identifies certain PI 34 requirements as not met, the program provider must develop an action plan to address each requirement specified in the Program Review Report. 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

Template for On-Site Review Schedule – License Based on Equivalency Programs

Program Review for _____

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"> Team introductions and program overview Overview of document room and IT access Department review of documentation Working lunch (box lunches preferred) | | | |
| Group Interviews are usually scheduled for 45 minutes each. Two group interviews can be scheduled concurrently. 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 If needed | Group Interview with: | | | |
| | Group Interview with: | | | |
| 6:00 PM | Team Work Time – do not schedule. | | | |

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

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

Note: Times are suggested. They will vary by program provider.

*Day two may not be needed. The DPI liaison coordinating the review can assist the program provider to determine the amount of days needed to complete the review.