

2008 -2009
Annual Report

of the
Professional Standards Council
and
**Teacher Education, Professional
Development and Licensing Team**



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

Madison, Wisconsin, USA

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 education 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, unions, professional and school board organizations, parent organizations, and the Wisconsin Department of Public Instruction (DPI).

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 in Wisconsin graduates.

As State Superintendent, I am pleased to offer the Professional Standards Council (PSC) and Teacher Education, Professional Development and Licensing (TEPDL) Annual Report for 2008-09. This report provides details on the status and activities related to the implementation of PI 34 and serves as an annual report of the Professional Standards Council to the Legislature, as required under PI 34.36(4)(1). I hope you will find this report to be an informative and useful document.

Tony Evers
State Superintendent

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Part 1:

The Professional Standards Council Report to the Legislature

A Message from the 2008–09 Professional Standards Council Chair

*“We must not believe
the many, who say that
only free people ought
to be educated, but we
should rather believe the
philosophers who say
that only the educated
are free.”*

*—Epictetus (Roman philosopher
and former slave)*

In 1997, Wisconsin Act 298 created the Professional Standards Council under the direction of the Department of Public Instruction (DPI). The Council consists of 19 members appointed by the State Superintendent of Public Instruction and confirmed by the Senate. Professional associations or institutions nominate seventeen members. In addition, a parent representative and student representative are chosen. Members serve a three-year term on the Council.

As noted in a 1998 Wisconsin Legislative communication:

“The primary focus of the Council is on classroom teaching. The purpose of the Council is to ensure the quality of the profession of teaching by recommending to the State Superintendent a set of high standards for licensing that maintains quality classroom teaching, addresses the changing needs of the instruction of pupils in the state and provides for the continual professional development of teachers.”

The Council reviews and makes recommendations regarding administrative rules proposed by the DPI that relate to educator preparation, licensure and regulation. Members of the Council are the connection between the department and teachers, administrators, universities, students, and parents in the area of licensure.

Consistent with statutory duties of the PSC to “report annually to the appropriate standing committees of the Legislature on the activities of the Council,” the Council respectfully submits this annual report.

Linda Helf, Chair
Professional Standards Council



2008–09 Professional Standards Council Members

Stephanie Armstrong, Teacher
Westside Elementary School
Sun Prairie School District

Jeffrey Barnett, Dean
College of Education
UW - Whitewater

Lisa Benz, Teacher
Ellsworth Middle School
Ellsworth Community School District

Alan Bitter, Teacher/Principal
St. John Lutheran School
Manitowac

Frances Bohon, Board Member
Marshfield School District

Ann Cattau, Pupil Services
Neenah School District

Michael Castaneda, Parent Representative
Milwaukee Public Schools

Ryan Champeau, Administrator
North High School
School District of Waukesha

John Gaier, Administrator
Neillsville School District

Paula Hase, Teacher
West High School
Wausau School District

Linda Helf, Teacher
Jefferson School
Manitowac School District

James Juergensen, Dean
School of Education
Concordia University

Jeff McCabe, Board Member
Kaukauna School District

Thomas Mulligan, Teacher
Nathan Hale High School
West Allis School District

Al Pyatskowitz, Teacher
Menominee Indian High School
Menominee Indian School District

Terry Schoessow, Teacher
Wilson Elementary School
Mequon-Thiensville School District

Katherine F. Staff, Pupil Services
Milwaukee Public Schools

Jamie Tomei, Student Representative
Viterbo University

Dwight Watson, Associate Dean
College of Education
UW-Eau Claire

Synopsis of 2008–09 Professional Standards Council Activities

October 27, 2008 Meeting Highlights

“When I was a boy on the Mississippi River there was a proposition in a township there to discontinue public schools because they were too expensive. An old farmer spoke up and said if they stopped building the schools they would not save anything, because every time a school was closed a jail had to be built.”

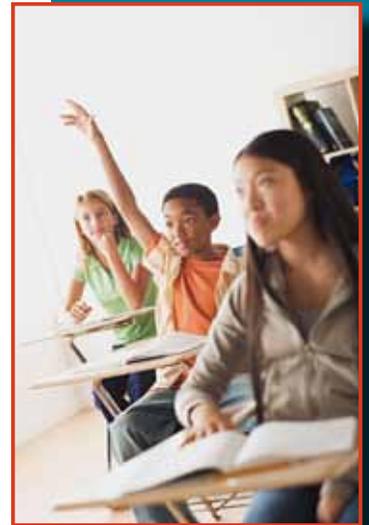
—Mark Twain

- New members were welcomed to the PSC by State Superintendent Burmaster as well as returning members. She also highlighted those items she would be focusing on during the remainder of her second term which ends on June 30, 2009.
- Examined information regarding the revision of PDP resource materials which continually are updated based on feedback from stakeholders providing input on ways to improve the process and product. PDP team training has been changed from a two-day format to a one-day format and the response has been positive from those involved. PSC members were also made aware of a PDP participation survey that has gone out to trained team members.
- Discussed and reviewed information on the role and purpose of the License Renewal Support Centers which provide a variety of support services primarily to licensed educators not employed in public schools in Wisconsin. There are currently 14 LRSCs around the state.
- Discussed a number of issues concerning initial educators who were licensed beginning in 2005 who may fall behind in completion of their PDP in time to be issued a professional educator license. The department continues to remind and work with all initial educators regarding their responsibility for completion of a PDP for license renewal.
- Examined data from the 2007 Supply and Demand Report which provides specific information about placement, job availability, and hiring trends for educators in Wisconsin. Because each report is “point in time data,” trends over time are considered closely by the PSC.
- Reviewed and discussed the issue of licensing for charter school teachers and the procedural changes that were being implemented by the department. The primary focus of the discussion was regarding the concern that these teachers need to be Highly Qualified as defined by the No Child Left Behind Act.
- Received information about the Wallace Grant (2008-10) which focuses on developing and improving urban principal leadership through an enhanced system of leadership development. Also heard information about the current status of the program approval process for Institutions of Higher Education and alternative route preparation programs.

- Examined a system of professional development for school districts (Wisconsin Personnel Development Model) that is focused, collaborative and outcome-based that directly supports a school improvement process and goals for student achievement.
- Received information on the department’s “Response to Intervention” initiative which is a process of achieving higher levels of academic and behavioral success for all students.

January 12, 2009 Meeting Highlights

- State Superintendent Burmaster opened the meeting by sharing information on the 2009 -2011biennial budget. She also gave an update on the strategies for improvement that have been implemented with the Milwaukee Public Schools. Lastly, she informed the PSC of a task force on the arts in education that has convened that focuses on performance-based teaching and integrated learning across the curriculum.
- Reviewed a draft document, “2007-08 Annual Report of the Professional Standards Council and Teacher Education, Professional Development and Licensing Team.” Suggestions were provided that will be incorporated into the final Annual Report. This report is presented to education committee chairs in the state legislature.
- Received information regarding alternative educator preparation programs in Wisconsin which led to an extensive discussion by the PSC on the impact of these educator preparation programs. Alternative programs do require a bachelor’s degree for admission and coursework is “packaged” in a way to meet the needs of the students.



“The preservation of the means of knowledge among the lowest ranks is of more importance to the public than all the property of all the rich ...”

—John Adams, second President of the U.S., Dissertation on the Canon and the Feudal Law (1765)

- Reviewed the current status of preparation and training provided by Institutions of Higher Education (IHE) to cooperating teachers/school based supervisors. The department is providing guidance to IHEs about training of cooperating teachers/school-based supervisors.
- Decided to not continue collecting survey information from IHEs using the same set of survey questions that have been used in previous years. Agreed that if new information needed to be collected, PSC members would contact Tammy Huth.
- Reviewed information from Ron Jetty (WEAC) that included a variety of documentation from school district salary schedules and how school districts were incorporating compensation for PI-34 items such as professional development pay, mentoring, advancement to a Professional Educator License, service on a PDP team, attainment of a Master Educator License and other related items.
- Examined the current TEPDL Supply and Demand Report provided by the department and agreed to provide suggestions for improvement for future use of this report.
- Reviewed a grant project entitled, “Wisconsin’s Grassroots Teacher Quality Assessment Model: Large Scale Assessment of Math and Science Content Knowledge in Student Teaching,” presented to the PSC by Francine Tompkins and Sherrill Wagner. PSC members were asked to consider making recommendations of educators who may be interested in serving on the Wisconsin Coordinating Council for this project.

April 20, 2009 Meeting Highlights

- State Superintendent Burmaster emphasized the need for a united effort to make major changes to the Milwaukee Public Schools including changes in literacy instruction, more time in school for students, improvement of classroom teaching and changes in the district’s business operation. She also provided information about new federal funding that will be going to school districts in the form of competitive grants to support improved learning for students.
- Received information regarding two grants administered by the department (Peer Review and Mentoring Grant, Mentoring Grant for Initial Educators) that provide funds for Wisconsin school districts to directly support induction programs for initial educators. Also received updates on the Initial Educator and Mentor Survey and the PDP Reviewer’s Survey.

- Formally presented the 2007-08 Annual Report to representatives from the state legislature education committees.
- Discussed a variety of issues related to cooperating teachers. Discussion topics included compensation, role expectations, training, qualifications, and other issues related to the role. A variety of suggestions were offered that address the issue of training for the role of cooperating teacher.
- Examined and discussed the issue of PI 34 implementation. A large majority of the comments contributed by PSC members focused on induction support for initial educators, in particular with the entire PDP process. A number of suggestions were offered to enhance the process.
- Provided a variety of suggestions and strategies to improve the process of orientation for new PSC members. PSC members contributed specific topics that should be included in an orientation process for new members.



Part II:

The Quality Educator Initiative, PI 34 – Career Long Professional Development and Licensing

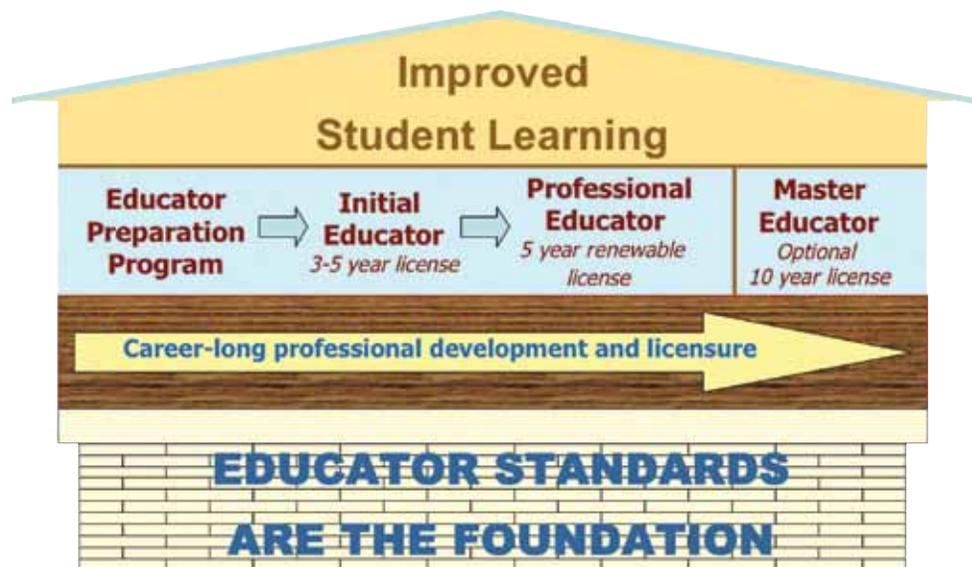
“There is a place in America to take a stand: it is public education. It is the underpinning of our cultural and political system. It is the great common ground. Public education after all is the engine that moves us as a society toward a common destiny... It is in public education that the American dream begins to take shape.”

—Tom Brokaw

The Framework for Career-Long Professional Development

Wisconsin’s Quality Educator Initiative features three licensure stages: initial educator, professional educator, and master educator. The three stages are founded on the principle that a renewal system framed by performance-based standards will best assure the public that educators will engage in continuous professional growth. It further assures that growth includes acquisition of knowledge and skills, both in the educator’s area of licensure, and the improvement of student learning.

Figure 1: The Framework for Career-Long Professional Development and Licensure



Program Approval and Educator Preparation

The DPI conducts program approval reviews of each Wisconsin educator preparation program every five years, using the program standards identified in PI 34. There are currently 13 public universities, 19 private universities/colleges and 12 alternative programs that offer an educator preparation program. Under the program approval approach to educator licensing, graduates of these programs are granted a license by the department based on the recommendation of the certifying officer of the institution at which they have successfully completed an approved program.

The 12 alternative programs are designed and offered in a more flexible way for those who already have an undergraduate degree. The programs are designed to meet staffing needs in shortage areas and are often developed in partnership with a school district, college or university, or CESA agency.

In 2008-09 program approval reviews were held for UW-La Crosse, Mount Mary College, Carroll University, UW-Whitewater, UW-Oshkosh, and Maranatha Baptist Bible College. Alternative route educator preparation programs that were reviewed included: the Teacher Certification Program at Concordia; Urban Education Fellows; Proficiency-Based Licensure at CESA 1; NORDA, Inc. WiscAd; and ACT at UW-Oshkosh and UW-Fox Valley. For 2009-10, there are eleven program approval reviews scheduled.

Program Completers for 2007-08

During 2007-08, (the most recent year for which data is available), Wisconsin educator licensure programs produced a total of 5,428 program completers. Of this total, 3,283 (60%) were from UW-System campuses, 1,954 (36%) were from Wisconsin private colleges and universities, and 191 (4%) were from alternative route to licensure programs. Figure 2 illustrates the percentage of program completers from approved Wisconsin programs in 2007-08.

Figure 2: Wisconsin Program Completers 2007-08

Program Type	Number of Completers	Percentage of Total
Wis. UW System	3,283	60%
Wis. Private Colleges/Univ.	1,954	36%
Alternative Routes	191	4%
Totals	5,428	100%

Approximately 5% of all Wisconsin educator licenses issued in 2007-08 were for out-of-state program completers. These individuals completed a state approved educator preparation program (PI 34) equivalent in content and scope to those offered by Wisconsin institutions.

Licensure Stages

Initial Educator Stage

An initial educator is an individual who has successfully completed an approved educator preparation program after August 31, 2004, and who is issued a five-year Initial Educator License by the department for the first time in a particular category. After completion of a Professional Development Plan and at least three-five years of experience in the license category, an initial educator can advance to the Professional Educator License stage. Figure 3 shows the growth over the past four years for employment for initial educators in Wisconsin.

Figure 3: Initial Educators Employed by Public Schools

Educator Type	2005-06	2006-07	2007-08	2008-09
Administrators	152	266	413	644
Pupil Services	85	169	298	413
Teachers	2,024	3,835	6,043	8,403
Totals	2,261	4,270	6,754	9,460

Professional Educator Stage

An initial educator who successfully advances his or her license to a five-year Professional Educator license must renew this license by successful completion of a Professional Development Plan (PDP). An educator who completed an approved program before August 31, 2004 (implementation of PI 34) may continue to renew his or her license by completing six semester credits at the university level in the five years immediately preceding their license renewal date or by successfully completing a PDP. As of July 1, 2009, 249 Professional Educator licenses were renewed through the PDP process and 207 initial educators advanced to the Professional Educator stage through the PDP process.

*“A child miseducated
is a child lost.”*

—John F. Kennedy

Master Educator Stage

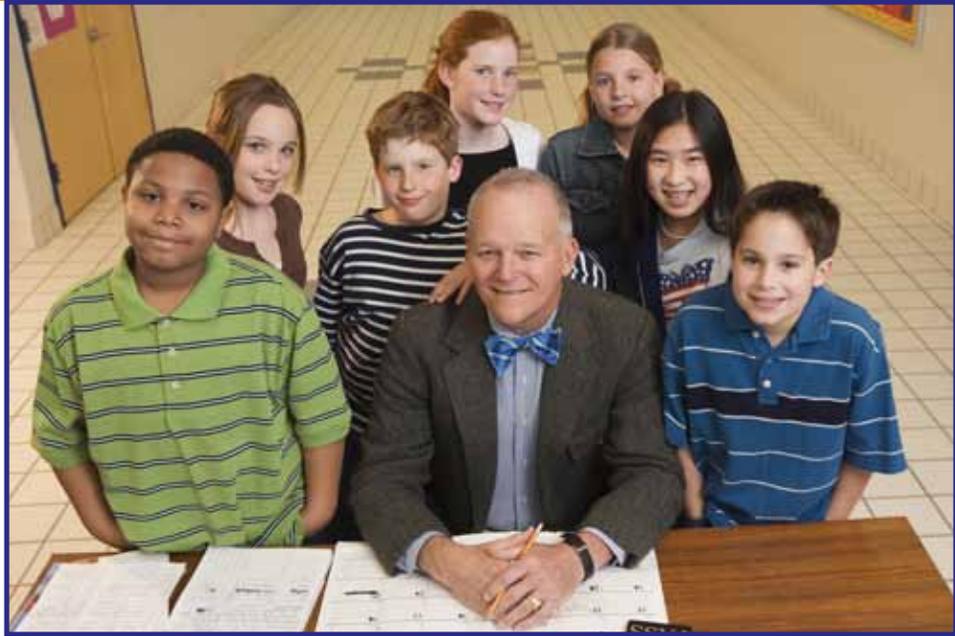
The Master Educator license is a voluntary 10-year license. There are two pathways to the Master Educator license in Wisconsin. The National Board for Professional Teaching Standards (NBPTS) route allows teachers to participate in a rigorous assessment process to receive NBPTS Certification. This option is available to teachers in most subject areas.

The Wisconsin Master Educator Assessment Process (WMEAP) is currently targeted toward administrators, pupil service personnel, and teachers licensed in subjects not available through NBPTS. Educators complete a portfolio over a two-year period that is assessed by DPI-trained assessors.

As of June 30, 2009, there were 597 Wisconsin National Board Certified Teachers. There were also 18 educators who completed the Wisconsin Master Educator Assessment Process (not all have completed the licensure process at this time). Another group earned their Wisconsin Master Educator license through their successful completion of the Wisconsin Urban Schools Leadership Project (Wallace Fellows). Figure 4 identifies the total number of Wisconsin Master Educator Licenses issued through June 30, 2009.

Figure 4: Master Educator Licenses Issued as of June 30, 2009

Category	Number of Licenses	Percentage of Total
Teachers-NBPTS	390	85%
Administrators-WMEAP	12	3%
Teachers-WMEAP	7	1.3%
Pupil Services-NBPTS	7	1.3%
Pupil Services-WMEAP	2	.04%
Wallace Fellows	43	9%
Totals	461	100%



*“What greater gift
can we offer the
republic than to
teach and instruct
our youth?”*

—Cicero

Educator License Data

Applications Received/Processed

The chart below shows the total number of applications received and processed at the department for educator licenses for the 2008-09 school year:

License Type	Total Number	Percentage of Total
Five Year Renewal	18,509	55%
Initial Educator	5,113	15%
Special Education Aide	3,195	10%
Substitute Permit	2,632	8%
Emergency License/Permit	2,051	6%
Out-of-State	1,507	4%
Administrator	765	2%
Totals	33,772	100%

Emergency Licenses/Permits

The number of emergency license/permit applications that are received by the department are approximately six percent of the total number of applications received. Those license/permit applications most often received for the 2008-09 school year are listed in the chart below:

License Application Type	License (10)*	Permit (09)*
Elementary	95	125
Elementary Bilingual	137	83
Reading	121	4
English as a Second Language	80	17
Foreign Languages	46	52
Math	20	38
Science	65	62
K-12 Special Education	293	279
Early Childhood Special Ed.	52	23
Library Media	45	9
Music	20	12
Totals	974	704

* An emergency license is issued to a teacher who holds a teaching license but is teaching outside the license area. An Emergency permit is issued to a candidate who has not completed a licensure program.

Wisconsin Educators Employed in 2008-09

In 2008-09, there were 62,158 licensed educators employed in Wisconsin Public Schools. The chart below shows the categories and license stage at which these educators were employed:

Category	Initial Educator	Professional Educator	Master Educator
Teachers	8,403	46,964	363
Pupil Services	413	2,125	7
Administrators	644	3,191	48
Totals	9,460	52,280	418

Part III:

Programs and Resources

Urban Teacher World

The Urban Teacher World (UTW) Program encourages diverse PK-12 students to consider careers in education. The program is intended to create a comprehensive system to recruit, develop, and support a pool of diverse educators, with the focus on potential educators currently attending high need schools. Over 2,000 students have participated in the program since its inception in 1996. The program offers students opportunities to understand the preparation needed to become a teacher, exposing them to campus life and connecting them to pre-professional pathways into professional careers.

Future Educators

Future Educators Association (FEA) is a national program for middle and high school students interested in exploring careers in education by providing them with a realistic understanding of the nature of education and the role of the teacher. The department is working to increase the number of FEA charter chapters. Information regarding FEA can be found at: <http://dpi.wi.gov/tepd/futureed.html>.

Wisconsin Induction Model: Promising School District Programs

Each school district in the state is required by PI-34 to provide a support system for initial educators. The key components of this support system include ongoing orientation, support seminars and a qualified mentor for each initial educator.

The Department of Public Instruction has developed the Wisconsin Induction Guidelines so school districts around the state have a clear understanding of the specific components of a comprehensive induction program. In addition, the department has identified a number of school districts that have developed induction programs that could be defined as “promising programs.” These districts represent small, medium and large student enrollment districts, with geographical distribution across all CESAs and will provide information to those interested in their induction programs. Contact information is available at: <http://dpi.wi.gov/tepd/wimprograms.html>.

*“An investment in
knowledge pays the
best interest.”*

—Benjamin Franklin

Wisconsin Initial Educator Survey

The Initial Educator and Mentor Survey was sent out to educators around the state during the 2008-09 school year. Some key findings from this survey included:

- Ninety-seven percent of all first-year initial educator teachers and eighty-eight percent of pupil services personnel had mentors while only fifty-two percent of first-year initial educator administrators had a mentor.
- Seventy-six percent of the initial educator teachers indicated that their districts have required attendance at all support seminars.
- The support seminar topics that were viewed as the most helpful for classroom teachers included differentiation, self-reflection techniques, classroom management, and instructional strategies.
- Teachers viewed the classroom observation as being of great value to them in terms of professional growth while the majority of initial educator administrators indicated that observation was of little value to them.
- Teacher mentors indicated that initial educators were least prepared in the area of finding realistic strategies to deal with difficult student behavior.

For a comprehensive look at survey results go to:
<http://www.dpi.wi.gov/tepd/iesurvey.html>



Wisconsin Research Seminar – June 29–30, 2009

The seminar, *Improving Practice and Expanding Collaboration in Challenging Times*, was co-sponsored by the DPI and Great Lakes West Comprehensive Assistance Center. The seminar goal was to engage school districts, university faculty, professional association representatives, and other state education leaders in a research and inquiry-guided dialogue aimed at improving Wisconsin's initial educator support system and professional development.

The two-day seminar featured a variety of presentations on data based studies of innovative or best practice strategies aimed at improving educator preparation programs, induction support and professional development.

Further information on the seminar can be found at: <http://www.learningpt.org/greatlakeswest/witq/research2009.php>

“Knowledge -- that is, education in its truest sense -- is our best protection against unreasoning prejudice, and panic-making fear, whether engendered by special interest, illiberal minorities or panic-stricken leaders.”

—Franklin D. Roosevelt

Mentoring Funds for Initial Educators Grant

As provided for under 115.405(2m)(b), Stats., the Mentoring Funds for Initial Educators grant provides up to \$375 per initial educator to support mentoring and retaining quality initial educators. This money may be used to hire mentors, provide release time for initial educators to attend training, pay for initial educator consultant services and other support systems.

The grant application requires three assurances from PI 34.17(2):

- The initial educator shall receive ongoing orientation from the employing school district that is collaboratively developed and delivered by school boards, administrators, teachers, support staff, and parents
- The initial educator shall be provided support seminars by the employing school district that reflect the standards in subchapter II and the mission and goals of the school district.
- The initial educator shall be provided with a qualified mentor by the employing school district. The mentor period may be less than five years.

During the 2008-09 school year, 3,660 grants were issued to schools and agencies that provided the required induction support for licensed initial educators in this program.



Peer Review and Mentoring Grant

The Wisconsin Peer Review and Mentoring Grant program is aimed at supporting educators in addressing the requirements of PI 34 relative to induction support for initial educators. Funds are available on a competitive basis for consortiums of school districts as well as school districts and CESAs. For 2008-09, \$360,000 was awarded to twenty-one school district consortiums. Award amounts ranged from \$10,000 to \$25,000.

Wisconsin Urban Schools Leadership Project – Wallace Fellows

The Wallace Foundation provided a two-year \$2 million grant to support leadership development in urban schools in Wisconsin. The grant helps align leadership development from pre-service training through the state's three levels of licensure. Wisconsin's grant is focusing on high school leadership. Leadership teams (high school principals) from high schools in Green Bay, Kenosha, Madison, Milwaukee and Racine are participating in the grant along with the Department of Public Instruction, three universities, and the Association of Wisconsin School Administrators.

The grant will produce a toolkit of leader assessment measures and supporting documents, including a handbook for use across the continuum of leadership. The aligned system of leadership development ultimately will impact the state's fifteen pre-service and two alternative route pathways to educational leadership training programs. The grant concludes in August 2010.

Licensing Resources

Trained Professional Development Plan (PDP) Team Members

Since the implementation of PI-34 in 2004, a number of training opportunities have been provided to train educators to be members of a PDP team. The chart below shows the total number of educators, by category, that have been trained.

Category	Total	Percentage
Teachers	7,016	60%
Administrators	3,213	28%
Pupil Services	555	5%
Institutions of Higher Ed.	780	7%
Totals	11,564	100%

“Unless you try to do something beyond what you have already mastered, you will never grow.”
—Ralph Waldo Emerson

Educator Licensing Website Resources

- Initial Educator Toolkit: <http://dpi.wi.gov/tepd/pdf/pdpinitialeducator toolkit.pdf>
- Sample Reflection on the Ten Wisconsin Teaching Standards (self reflection is the first step in writing a PDP): <http://dpi.wi.gov/tepd/pdp.html>
- Sample reflection on the Seven Wisconsin Administrator Standards (self reflection is the first step in writing a PDP): <http://dpi.wi.gov/tepd/pdp.html>
- PDP writing form template: <http://dpi.wi.gov/tepd/pdp.html>
- PDP goal approval form: <http://dpi.wi.gov/tepd/pdp.html>
- PDP verification form: <http://dpi.wi.gov/tepd/pdp.html>
- Potential PDP trained team members to approve or verify plans: <http://dpi.wi.gov/tepd/pdp/teammembers.html>
- Resources for PDP team members: <http://dpi.wi.gov/tepd/pdp/teammemberinfo.html>
- PI 34 frequently asked questions (FAQ): <http://dpi.wi.gov/tepd/fq/pi34.html>
- Other resources and support systems for the PDP process, including License Renewal Support Centers, ePDP, QEI, and WI PDP: <http://dpi.wi.gov/tepd/pdp-supporttext.html>