

Wisconsin Master Educator Assessment Process – Renewal

**Guide for Renewal of Master Educator
Licensure earned through WMEAP and
Wallace Fellow**

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Wisconsin Master Educator Assessment Process – Renewal: Overview

Introduction

Several educators have chosen to pursue Master Educator Licensure by completing the Wisconsin Master Educator Assessment Process (WMEAP). The WMEAP is available to professional educators who are ineligible to earn a Master Educator License by completing the National Board for Professional Teacher Standards (NBPTS) process. The Wisconsin Master Educator License is awarded for a period of ten years. As a Master Educator, you must complete the renewal process prior to your certification end date.

Educators who are currently certified as master educators through the WMEAP or Wallace Fellowship Program and want to renew their ten (10) year Master Educator License must demonstrate and document expert level proficiency in selected Wisconsin Educator Standards in their area of specialty (Teacher, Pupil Services, or Administrator). This renewal procedure is intended to provide opportunities for master teachers, pupil services professionals, and administrators to continue their professional growth and contributions through the Wisconsin Master Educator Assessment Process-Renewal (WMEAP-R).

This handbook is intended for educators who have been licensed as a master educator through the WMEAP or Wallace Fellowship Program. This handbook describes the process they must use to apply for renewal of the Master Educator License. If educators do not wish to renew their Master Educator License, they may renew their license at the professional educator level. Information on ways to obtain other types of licenses is available through the DPI website at <http://tepd.dpi.wi.gov/licensing/license-or-permit-renewal>.

The WMEAP-R is intended to be a rigorous process of authentic assessment of a master educator's ongoing mastery of skills, knowledge, dispositions, and practices aligned with selected Wisconsin Educator Standards specific to the educator's area of licensure. This process provides current master educators the opportunity to demonstrate their ability to identify needs related to pupil growth and achievement and professional growth of colleagues, implement a responsive initiative, relate the initiative to selected standards, analyze the results of the initiative, and reflect on their contributions and professional growth since the effective date of the Master Educator License.

Educators should expect to invest one year in creating the required portfolio documentation to demonstrate their mastery through their contributions to the growth of students and/or educational colleagues.

Eligibility

Renewal of the Master Educator License is only available to educators currently certified as master educators through the WMEAP or Wallace Fellowship Program. Applicants must:

1. Be a current holder of a Wisconsin Master Educator License.
2. Verify her/his current employment in the area in which s/he is seeking licensure renewal (teacher, pupil services, administration).
3. Be in the eighth/eighteenth or ninth/nineteenth year of certification.

Application Process

Renewal of the Master Educator License requires two applications.

The first application is the Intent to Renew the Master Educator License. Applicants submit their intent to renew for approval to complete the portfolio. If approved by the department, the applicant will be given instructions about how to proceed to the second application.

The second application is for the submission of the portfolio. The applicant will complete and submit the portfolio by March 31st of the tenth/twentieth year of the license.

Each of the two applications will include a non-refundable fee. The license is issued upon satisfactory completion and approval of both WMEAP-R applications.

Intent to Renew

Educators must use the DPI's Educator Licensing Online (ELO) system to complete the transaction for Wisconsin Master Educator Assessment Process Intent to Renew. The completion of this transaction along with a nonrefundable fee must be submitted by March 31st at the earliest in the eighth/eighteenth year and no later than the ninth/nineteenth year of the license. If eligibility requirements have been met, the educator will receive an email notification that his/her intent to renew is approved and may proceed with completing the portfolio. The portfolio must be completed and submitted by March 31st in the tenth/twentieth year following approval of intent to renew. (See <http://tepd.dpi.wi.gov/licensing/elo-wmeap-r-tips>.)

If the intent to renew is not approved, the educator will receive notification of denial. If the educator is in the eighth/eighteenth year, s/he may resubmit their intent to renew in the ninth/nineteenth year.

If the intent to renew is not approved in the ninth/nineteenth year of the Master Educator License, the educator will need to complete the professional development required to renew his/her Professional Educator License. (See <http://tepdل.dpi.wi.gov/licensing/license-or-permit-renewal>)

Master Educators Who Do Not Complete a Portfolio

Educators who either do not wish to seek renewal as a Master Educator or who do not complete the required portfolio by the tenth/twentieth year of the Master Educator License must reactivate their Professional Educator License. This requires either a verified Professional Development Plan (PDP) or, if the educator's preparation program was completed prior to September 1, 2004, six semester credits. Directions on how to apply for reactivation can be found at <http://tepdل.dpi.wi.gov/licensing/elo-reactivate-PE-tips>

Educators who complete the portfolio on time but do not successfully recertify will have their Professional Educator License

Accommodations

The department is committed to serving candidates with disabilities by providing reasonable accommodations that are appropriate given the purpose of the portfolio. All requests for accommodations must be approved in advance by the department. The candidate must contact the department with his/her request and submit eligibility verifications for review by the department. Contact DPI at 608-266-3089 for requests for or questions about accommodations.

Philosophy

The teacher, pupil services, and administrator standards support educators in promoting and achieving professional excellence and pupil learning. Continuing as a Master Educator demands an ongoing demonstration of the complex and growing body of knowledge, dispositions, and performances required to advance students, colleagues, and the profession. Wisconsin educator standards are based on research and best practices focused on improving pupil learning and professional performance.

The WMEAP-R is part of the continuum in the staged licensure system that serves all educators from pre-service level to mastery. Participating in this rigorous renewal process supports thoughtful analysis, reflection, and professional development required for expert level proficiency. For the teachers, pupil services professionals, and administrators who once again demonstrate mastery of identified, selected standards, the DPI will recognize that mastery through renewal of the Master Educator license.

Collaboration and Ethics

The DPI values collaboration and encourages candidates to actively involve colleagues in the portfolio development and review process. It is important that the portfolio reflects the candidate's professional work with pupils and colleagues. The candidate is expected to act in an ethical manner throughout the development and submission of the portfolio and conduct himself or herself in compliance with the standards and practices of the education profession.

Candidates may use a reviewer or editor when completing the writing portion of the portfolio. The writing guidelines portion of this handbook includes information about the benefits of using a reviewer or editor.

Candidates for WMEAP-R should contact the Teacher Education, Professional Development, & Licensing Team at the DPI with questions about support for the WMEAP-R. Please ask to be directed to the consultant with responsibility for master educator licensing. <http://dpi.wi.gov/support/contact-educator-licensing>

Portfolio and Portfolio Entries

Each candidate will be assigned an identification number to be included in the header on each page of the portfolio.

Upon approval of the notification of intent to renew the Master Educator License, the applicant will complete a portfolio by the tenth/twentieth year of the license that will include:

1. Two distinct entries that include initiatives that demonstrate growth and achievement:
 - One entry must focus on an initiative that supports pupil growth and achievement.
 - A second entry may demonstrate support for the professional growth of colleagues **OR** for pupil growth and achievement (educator's choice).
2. The selection of two (2) Wisconsin Educator Standards unique to the candidate's licensure category for each entry. A total of four (4) Wisconsin Educator Standards should be addressed, two (2) for each entry. *(Wisconsin Teacher Standards may NOT be used by pupil services professionals or administrators.)*
3. Description, analysis, and reflection of an initiative demonstrating pupil growth (must be used for one entry, and may be used for both entries). The initiative selected must be current within the past five (5) years.
4. Description, analysis, and reflection of an initiative demonstrating the candidate's contributions to the growth of colleagues may be used in only one entry. The initiative selected must be current within the past five (5) years.
5. The initiative the candidate describes and analyzes for each entry must relate directly to the two (2) Wisconsin Educator Standards the candidate has chosen for the entry.
6. Artifacts supporting the initiative described and analyzed in each entry may not exceed five (5) total pages for each entry.

The entries should include the description, analysis, and reflection of an initiative that provides clear, convincing, and consistent evidence of the candidate's work as a teacher, pupil services professional, or administrator. The entry will be assessed against the Wisconsin Educator Standards the candidate has chosen that are unique to their area of licensure and the criteria included in this handbook. Each entry must provide a description, an in-depth analysis (supported by artifacts), and a reflection. Detailed information will follow in this handbook.

Before You Start

Planning and Organizing Tips

Materials will not be returned to the candidate. Please make a copy of everything for yourself.

Carefully review the Wisconsin Educator Standards for your license category (<http://dpi.wi.gov/tepd/programs/standards>). You will choose two (2) standards unique to your licensure area for each entry. It is imperative that you understand that the initiative you use to demonstrate mastery must relate directly to those two (2) standards. The initiatives and standards you select for your entries must be based on identified needs of students or your professional community. The initiative should demonstrate how you addressed the identified needs.

The assessment of your two (2) entries by three assessors will determine if you clearly, convincingly, and consistently described, analyzed, and reflected on the initiative you chose. The assessors will determine if you clearly, convincingly, and consistently support the Wisconsin Educator Standards you selected, if the identified needs are addressed, and if you do so within the parameters outlined in this handbook.

As you prepare your entries, ensure your submission provides clear, convincing, and consistent evidence. Have you:

- identified and addressed areas of significant need for your pupils or your professional community;
- acquired and/or enriched your knowledge and/or professional practice in the specific area of licensure;
- demonstrated implementation of the selected Wisconsin Educator Standards;
- used the standards to guide and improve your own professional practice;
- demonstrated that you have supported the growth of pupils and/or your professional colleagues through research-based, standards-based best practices;
- made a meaningful difference in the educational environment.

Read all the Wisconsin Educator Standards for the area in which you are certified and working. Be sure you understand how the standards look in action and how they are reflected in your work.

Suggestions

- Read this entire handbook before beginning.
- Develop a timeline that is helpful to you based on the due date for your portfolio. Create deadlines for the completion of each entry. Include time for collecting evidence/data, proofreading, editing, rewriting, and submitting your portfolio.
- Know the areas of need and how the initiatives you have selected address the needs.
- Identify issues and select initiatives that you care deeply about and that have had significant impact on pupils, colleagues, your school, and the district. Initiatives must be current within the past five (5) years. CAUTION - If you choose a legislated mandate for your entry, be sure to demonstrate that you have gone above and beyond basic requirements of the mandate in the implementation process.
- Choose your initiatives thoughtfully to ensure the initiatives and supporting artifacts demonstrate mastery of the Wisconsin Educator Standards you have selected.
- Purposefully select the standards to ensure they correlate with the two initiatives identified in the two entries.
- Gather artifacts that provide evidence and data that support the initiative and the standards selected.
- Data-driven evidence must be included in the artifacts.
- Use “I” statements that clearly describe your accomplishments.
- Read each component of the entry several times to ensure you are meeting the expectations of this guide.
- Ask colleagues to read, review, and discuss each component of the portfolio with you.
- Select colleagues who understand the purpose of the portfolio, your initiative, and the standards you have selected.
- Select colleagues who know how to review descriptive, analytical, and reflective writing along with evidence.
- Ask reviewers to ensure each entry is clear, convincing, and consistent.
- Ask reviewers to provide specific feedback on how you could improve each entry.
- Retain a copy of all your work.

Formatting

Each entry, and artifact(s) for that entry, should be submitted as a separate file. Each file name should include your identification number and entry/artifact number. For example:

1. (*identification number*) Contextual Information
2. (*identification number*) Entry 1
3. (*identification number*) Entry 1 Artifacts
4. (*identification number*) Entry 2
5. (*identification number*) Entry 2 Artifacts

All materials are to be saved in a .pdf format. All five (5) files should be saved electronically on each of four (4) flash drives. The flash drives should be mailed to:

Charlene Koci
Teacher Education, Professional Development and Licensing
Department of Public Instruction
125 S. Webster St.
Madison, WI 53703

Each page of the contextual information and two entries must be submitted in accordance with the following requirements:

- Plain white paper/background
- Black ink
- Typed in Times New Roman, 12-point font
- One inch margins on each page
- 1.5 (1 ½) line spacing
- Header for each sheet includes:
 - Candidate identification number
 - Licensure Area Renewing
 - Entry Title
 - Entry Focus (Pupil Growth or Growth of Colleagues)
 - Entry Number
 - Page Number
- *Contextual Information* is the first page of this section. This section appears only once and is not assessed.
- T

- Title of the section must be on the first page for both Entry 1 and Entry 2 as in the following examples:
 - Entry 1 Description
 - Entry 1 Analysis
 - Entry 1 Artifacts
 - Entry 1 Reflection

The five (5) pages of artifacts must be in .pdf format, but do not need to meet the criteria listed above, as they may include charts, graphs, photos, or be information that has been downloaded from another site.

The entire portfolio cannot exceed 36 pages.

Number of Pages

Number of Maximum Pages	Section
2-4	Contextual Information
ENTRY 1	
3	Entry 1 - Description of need, initiative, and identification of 2 Wisconsin Educator Standards
6	Entry 1 - Analysis of initiative
5	Entry 1 - Artifacts supporting the analysis of initiative
2	Entry 1 - Reflection
ENTRY 2	
3	Entry 2 - Description of need, initiative, and identification of 2 Wisconsin Educator Standards
6	Entry 2 - Analysis of initiative
5	Entry 2 - Artifacts supporting the analysis of initiative
2	Entry 2 - Reflection
34-36	TOTAL NUMBER OF PAGES

Writing Guidelines

All components of the portfolio must be in typed format. Vocal and visual recordings are not permitted.

Sections of this portion of the handbook have been adapted from “General Portfolio Instructions” by the National Board for Professional Teaching Standards. (<http://www.nbpts.org/>). The renewal process is aligned with the NBPTS renewal process.

You will be required to describe, analyze, and reflect on your professional practice. This process involves the following:

- Describing the need and the initiative that responds to the need.
- Analyzing the “how,” “why,” or “in what way” the initiative was or was not successful in addressing the need.
- Reflecting on the success of the initiative, including the ways you might approach it differently in future, similar situations.

It is imperative you understand and demonstrate the differences between descriptive, analytical, and reflective writing as you develop your portfolio. Different sections of the portfolio call for specific types of writing. Use the type of writing required for each component of the portfolio.

Descriptive Writing

Descriptive writing is the clear description of people, places, objects, or events using appropriate details. An effective description contains sufficient and varied elaboration of details to communicate a sense of the initiative being described.

Description is called for when the prompt uses verbs like state, list, describe, or the prompt asks “what” or “which” as the open interrogatory words. Descriptive writing is a retelling of what happened in the environment selected. This kind of writing should allow readers to visualize and understand what you, the writer, are describing.

Descriptive writing:

- Sets the scene for the readers;
- Is used when the prompt uses verbs like state, list, describe, or when the prompt asks what or which;
- Retells what happened and includes supporting details that allow a reader to see what you are describing;
- Explains critical features accurately and precisely; and

- Clearly and logically orders the elements or features of events, persons, concepts, or strategies described.

Qualities of Descriptive Writing

Descriptive writing should be accurate and precise. It should include a clear, logical ordering of the elements or features of the event being described. Descriptive writing pays close attention to details, including sufficient supporting features. Effective descriptive writing allows readers to visualize whatever is being described.

Strategies for Descriptive Writing

- ✓ Develop writing fully and edit later
- ✓ Use descriptive words (especially verbs)
- ✓ Use the active voice
- ✓ Use the writing checklist that appears later in this handbook
- ✓ Continually gather artifacts to support your description

Analytical Writing

Analytical writing is the most important type of writing used in the portfolio.

Analytical writing provides an in-depth explanation of the work being presented. Analytical writing separates and discusses facts so they are more clearly understood. It explains your interpretation of what happened, your sense of why it happened, and your understanding of what should happen next.

Analytical writing:

- Explains the situation to the readers, along with reasons for the situation;
- Is used when an entry asks how, why, or in what way;
- Focuses on why something happened rather than what happened;
- Addresses reasons, motives, and interpretation;
- Includes evidence that clearly supports your analysis.

Analysis involves the examination of why the elements or events described are the way they are. Analysis deals with reasons, motives, and interpretation of events. Analysis is grounded in the concrete evidence and data provided in your artifacts. Your analysis explains and interprets the significance of your description and the artifacts you provide.

Qualities of Analytical Writing

Analysis depends on the interpretations the writer makes of what happened, the examination of why the elements or events described are the way they are. Analysis demonstrates the thought processes the writer employed to arrive at the conclusions made about the situation.

Analysis is required when writers are asked:

- To identify and examine an exemplar, a sample of educational practice they regard as successful;
- To provide a rationale;
- To explain what the performance of a pupil or colleague suggests about the techniques or skills used by the teacher, pupil services professional, or administrator.

Strategies for Analytical Writing

- ✓ Consult the standards and ensure your writing reflects the standards;
- ✓ Use appropriate analytical wording;
- ✓ Explain “why” you made a decision;
- ✓ Analyze and explain the results of your contribution and its impact; and
- ✓ Provide evidence to support your analysis in each entry.

Reflective Writing

Reflective writing provides evidence of your ability to be self-reflective and conduct self-analysis of your professional practice. Analysis and reflection may overlap, but are not identical. Reflection answers the questions about what happened that you did or did not anticipate. What did you think or feel about what happened? What worked? What did not work? What are the implications for future practice? You must reflect on how, why, and in what ways you will change your professional practice in the future based on your analysis of the situation.

To be effective:

- Focus on self-analysis and retrospective consideration of your professional practice;
- Use reflective writing to tell what you would do differently and why;
- Explain why you think something happened in a particular way; and
- Connect the outcomes of your reflections to the implications for your future professional practice.

Qualities of Reflective Writing

Reflective writing is self-analysis and consideration of professional practice. It includes written consideration of what you may do in the future based on your analysis of what happened and why it happened.

Reflection responds to success of the initiative, including the ways you might approach it differently in future, similar situations.

Strategies for Reflective Writing

- ✓ Recognize strengths and weaknesses in this initiative in your professional practice;
- ✓ Address what you would change and why;
- ✓ Be introspective and critical without being negative;
- ✓ Describe improvements you will make to your future professional practice;
- ✓ Assess and summarize the experience as a whole;
- ✓ Connect this experience to future professional practice.

Weaving the Writing Modes Together

For both entries, you should:

- Tell a story;
- Share the identified need, your initiative, and implementation strategies;
- Explain and analyze the impact on stakeholders;
- Reflect on your process and implications for future professional practice;
- Reference your artifacts, research, and best practices; and
- Address the standards you selected.

Reviewing your Writing

Reviewing your writing is essential to a successful portfolio. Set your work aside for a few days before you return to read it. This may help you discover areas that may need more development, modification, or to be deleted. Setting your work aside for a time may help you identify typographical, grammatical, or punctuation errors. Try to review your own writing objectively. Since it is difficult to remain objective about your own writing, having someone else read your writing may help you to discover areas where you can improve. It may be helpful to have a person in your licensure area as well as someone who is not an educator review your work. You may also invite someone to read who will look specifically for writing technicalities. Diverse readers may give you different types of valuable insights.

If you use a reader the following tips may be helpful:

- Share this handbook with the reader.
- Ask for honest, constructive feedback that will improve your portfolio.
- Identify the various portfolio components you must complete.
- Ask the reader to mark areas that are unclear.
- Ask the reader to identify typographical, grammatical, and punctuation errors.

Reviews and rewrites require additional time. Ensure you include additional time in your portfolio development and submission deadlines for revisions.

Remember that you own the portfolio and do not have to make suggested changes.

Artifact Guidelines

Artifacts provide evidence of mastery. Artifacts include documents, photos, data, tables, charts, and graphs that demonstrate the results of your professional practice. Artifacts should not be “scrapbook” type items. If you select photos, ensure they provide clear, convincing evidence that is consistent with other artifacts supporting the initiative. For the renewal process verbal or visual recordings are not acceptable. Artifacts must be submitted with the entry. The complete packet of artifacts for each entry is limited to five (5) pages. Multiple artifact items may be included one page (e.g., more than one table, multiple photos, etc.). Anything beyond five (5) printed pages will not be considered in the assessment process. All artifacts must be legible and readable when the file is opened and require no manipulation (e.g. enlarging, rotating) by the assessor. Entries that are not legible or readable will not be assessed.

Portfolio Assessment

Understanding the Assessment Process and Criteria

For the renewal process three assessors will independently and holistically evaluate each of the two entries, including the description, analysis (supported by artifacts), and reflection. Together, the three assessors will make a single decision on renewal based on the entire portfolio you submit. Each entry must meet the assessment criteria for the candidate to be eligible to renew at the Master Educator level. The WMEAP-R assessment process is similar to the NBPTS process.

Your portfolio will be assessed on the extent to which it provides clear, convincing, and consistent evidence of your professional growth. Key definitions to remember as you develop your portfolio entries include:

- Clear - easy to perceive, understand, or interpret; comprehensible, intelligible, plain, uncomplicated, lucid, coherent, unambiguous.
- Convincing - capable of convincing someone to believe that something is true and accurate; cogent, persuasive, powerful, compelling.
- Consistent - logically ordered, following the same pattern, unchanging, conforming.

Your ongoing professional work should demonstrate that you:

- Assess and identify areas of need for growth of pupils and/or professional colleagues based on evidence;
- Self-assess, identify needs, and advance your own professional growth;
- Have deepened current, license-specific knowledge, skills, and dispositions;
- Are effectively using current, research-based, standards-based best practices when working with pupils, parents, community members, and professional colleagues;
- Contribute to pupil growth and achievement.
- Contribute to the professional growth of colleagues;
- Appreciate and use technology to support teaching, learning, and communication;
- Are culturally responsive;
- Promote equity and an appreciation for diversity; and
- Are contributing to meaningful change in the educational environment.

As you develop your portfolio, use the Assessment Criteria Checklist, along with all information in this handbook as guidance.

Assessment Criteria Checklist

Have I provided:	Yes	No
The candidate clearly identifies needs in the area of pupil growth (required in first entry) and/or professional growth of colleagues (may be used in second entry).		
The candidate provides clear, convincing, consistent evidence that the initiatives (current within the past five years) address the identified areas of need.		
The candidate provides a clear, convincing connection between the two (2) identified Wisconsin Educator Standards and the chosen initiative in each entry.		
The candidate provides clear, convincing evidence that she/he is responsible for, or has extensive involvement with the identified initiative in each entry.		
The candidate provides clear, convincing, consistent evidence that she/he has acquired and applied current license specific knowledge, skills, and dispositions that support the initiative in each entry.		
The candidate provides clear, convincing, consistent artifacts that support and directly relate to the identified initiative in each entry.		
The candidate provides artifacts that are representative of the pupils or professional colleagues identified in the initiative in each entry.		
The candidate provides clear, convincing, and consistent evidence that she/he effectively uses the resources and talents of the school, district, parents, and/or community when implementing the initiatives.		
The candidate provides clear, consistent, and convincing evidence that the initiatives directly contribute to pupil growth/achievement, or to the professional growth of colleagues.		
The candidate includes a reflection in each entry that responds to the success of the initiative including what they might do differently in similar, future situations.		
The candidate provides clear, convincing, consistent evidence that she/he is advancing research-based, standards-based, educational best practices, resulting in a growth and achievement oriented educational environment.		

Assessors

Portfolios submitted for renewal of the Master Educator License through the WMEAP-R shall be assessed by a team of three educators who:

- Have the same or similar job responsibilities;
- Have been nominated by professional organizations;
- Have been approved for appointment by the state superintendent (PI 34.19(4) Wisconsin Administrative Code);
- Have been provided training by the department;
- Are not current or non-achieving candidates for the Wisconsin Master Educator Assessment Process;
- Hold a professional state license;
- Have a least five years of successful professional stage license experience; and
- Hold a master's degree related to the assessment area.

Assessor Team Training

Assessors are trained by individuals involved in the development of the WMEAP and the renewal process handbooks. Assessors are educators who have been nominated by professional organizations, approved by the state superintendent, and trained in the renewal process to assess portfolios. Assessors are trained in using procedures that are designed to ensure objectivity, alignment with Wisconsin Educator Standards, control of bias, accuracy of pattern finding, and attaining consensus. Assessor training is completed each year before the assessment of portfolios begins.

Portfolio Assessment Procedures

Each entry is assessed using the identified criteria, standards, and checklists included in this handbook.

Each member of the assessment team individually reviews each portfolio using the criteria, standards, and checklist as the basis for assessing mastery. After individual review, the team members reach a consensus on the mastery of each portfolio entry.

Candidates must demonstrate mastery on both entries to renew the Master Educator License. If candidates do not demonstrate mastery on both entries, their license will be renewed at the professional level. Candidates may appeal to the state superintendent for reconsideration. (See Appendix C for appeal process.)

Confidentiality Guidelines

The Department of Public Instruction believes it is consistent with state and federal law to release to the department without consent, all materials in the candidate's portfolio, including narrative, artifacts, pupil work, district information, parent, and community communication, for the purpose of evaluating the portfolio and training assessors. After the licensing decision has been made and the time for an appeal has lapsed, the materials will be stored or destroyed consistent with department policy. The DPI will maintain the confidentiality of the portfolios.

The candidate's portfolio will be evaluated by a team of three trained assessors who will sign a pledge of confidentiality. Assessors will recuse themselves from reviewing candidate portfolios from their own districts, to whom they are/were related, and with whom they cannot be impartial.

See Appendix B for legal references to confidentiality issues.

Naming Persons, Institutions, and Places

All materials you submit in your portfolio must refer to people in ways that preserve their anonymity. Your portfolio should convey clear, convincing, and consistent evidence about your initiative to an assessor without compromising the confidentiality of the individual or group. Use the following guidelines as you prepare your entries:

- Pupils: Use first names. If you use two pupils with the same first name, use their first name and the letter of their last name.
- Parents/legal guardians: Identify these individuals by referencing their relationship to the pupil (e.g., Sally's father).
- Other educators: Use "colleague" or the title of the individual (e.g., principal, math teacher, etc.).
- Your school, district, or facility name: Refer to these as "my school", "my district" or "my facility". If more than one school is referenced, use "school #1", "school #2", etc.
- Your city or county: Refer to these as "my city" or "my county."
- A college or university: Refer to these as "a four-year college" or "a graduate program."
- Your name: Remove your name from any artifacts and do not reference your name in your writing.
- Your identification number must be on each page of the portfolio.

Portfolio Development

The portfolio will include two (2) sections:

1. Contextual Information. This section provides assessors with contextual information on the candidate's professional environment including the pupils and colleagues s/he works with. Contextual information is not assessed.
2. Two (2) entries. This section includes two (2) entries based on identified needs, initiatives, and self-selected Wisconsin Educator Standards for your licensure area. All components in the two entries are assessed.

Entry 1 - 16 pages

- A. Identify the area of need being addressed.
- B. Select two (2) Wisconsin Educator Standards for your licensure area.
- C. Select an initiative that is current within the past five years, that address the area of identified need, and reflects the two (2) standards you have selected.
- D. Choose artifacts that can be embedded in and attached to the entry to support the initiative you have identified.

Entry 2 - 16 pages

- A. Identify the area of need being addressed.
- B. Select two (2) Wisconsin Educator Standards for your licensure area. Select standards different from standards chosen for Entry 1.
- C. Select an initiative that is current within the past five years, that address the area of identified need, and reflects the two (2) standards you have selected. Select an initiative that is different from the initiative selected for Entry 1.
- D. Choose artifacts that can be embedded in and attached to the entry to support the initiative you have identified. Artifacts should be different from artifacts used for Entry 1.

Portfolio Sections

Section 1 - Contextual Information

Section 1, the Contextual Information is not assessed but must be complete. This section is 2-4 pages and provides context to help the assessors better understand the entire portfolio. Include the following information:

- Your current professional position, including a brief description of your work;
- Position(s) have you held since earning the Master Educator License;
- The composition of your current school/district (e.g., urban, suburban, rural, socio-economic status, etc.);
- The background and composition of the pupils (required in Entry 1, and may be used in Entry 2); and
- The background and composition of the professional colleagues (may be used in Entry 2).

Section 2 - Two Entries

Section 2 includes the two entries. This section is assessed.

Use the following guidance when developing your entries:

- Identify specific areas of need for each entry.
- Select different standards for each entry.
- Select a different initiative for each entry.
- Select different artifacts for each entry.

Entry 1 must include:

- Identification of an area of need in pupil growth/achievement;
- Identification of a responsive initiative (current within the past five years):
 - that you have been responsible for or extensively involved in implementing,
 - that demonstrates pupil growth/achievement.
- Identification of two (2) Wisconsin Educator Standards for the area of licensure (i.e., teacher, pupil services, or administrator). *Pupil services professionals and administrators please see note at the end of this section.*
- Artifacts (not exceeding five pages) supporting the initiative.

Entry 2 must include the following areas and they must differ from Entry 1:

- Identification of an area of need in pupil growth/achievement **OR** in the professional growth of colleagues.
- Identification of a responsive initiative (current within the past five years):
 - o that you have been responsible for or extensively involved in implementing,
 - o that demonstrates pupil growth/achievement OR professional growth of colleagues.
- Identification of two (2) Wisconsin Educator Standards for the area of licensure (i.e., teacher, pupil services, or administrator). *Pupil services professionals and administrators please see note at the end of this section.*
- Artifacts (not exceeding five pages) supporting the initiative.

NOTE: Administrators and pupil services professionals MAY use Standard One in their area of licensure as one of the standards in either Entry 1 or Entry 2.

- Standard one for administrators states: “*Understands and demonstrates competence in the Ten Teacher Standards.*”
- Standard One for pupil services professionals states: “*Understands the Ten Teacher Standards.*”

Administrators or pupil services professionals may NOT use the discreet standards that are unique to teacher licensure (Teacher Standards 1-10) as one of their selected standards to address in either of their entries.

Writing Styles Required for Each Entry

Each entry will consist of no more than 16 pages and must include all of the identified sections and the specified types of writing.

Descriptive Component

The descriptive component is limited to three (3) pages and consists of a clear description of the identified need, the initiative, and the selected standards.

Analytical Component

The analytical component is limited to six (6) pages and must contain a clear, convincing, and consistent analysis of the identified initiative with references to the selected standards.

Artifacts

Up to five (5) pages of artifacts can be included.

Reflective Component

The reflective component is limited to two (2) pages and must contain self-analysis and your response to the success of the initiative, including ways you may approach the initiative differently in future, similar situations.

Summary

Each entry may not exceed sixteen (16) pages (including the five pages of attached artifacts).

Entry Checklists

Section 1 - Contextual Information (Not Assessed)

Have I provided:	Yes	No
2-4 pages?		
My candidate identification number (in header)?		
The title "Contextual Information" on this section (in header)?		
Page number (in header)?		
Licensure area (in header)?		
The current position I hold and a brief summary of my work?		
A brief summary of the position(s) I have held since earning the Master Educator License?		
The composition of my current school/district (e.g., urban, suburban, rural, socioeconomic status, etc.)?		
The background and composition of the pupils involved in the initiative (required in Entry 1, and <u>may</u> be used in Entry 2)?		
The background and composition of the professional colleagues involved in the initiative (may be used in Entry 2)?		

Section 2: Entries

Entry - Description Component (Assessed)

Each entry must include a description of the identified need, the Wisconsin Educator Standards, and the selected initiative. The same standards and initiative may not be used for both entries.

The header must include the entry number, the title “Description” and the candidate identification number.

- The first entry must include a description of an initiative focused on pupil growth/achievement.
- The second entry must include a description of an initiative focused on supporting professional growth of colleagues **OR** pupil growth/achievement (your choice).

Have I provided:	Yes	No
3 pages?		
My candidate identification number (in header)?		
The title “Description” on this section (in header)?		
Entry number (in header)?		
Page number (in header)?		
Licensure area (in header)?		
A description of the identified need?		
Identification of the two (2) Wisconsin Educator Standards that will be addressed?		
A description of the initiative I am responsible for or have been involved with extensively (current within the past 5 years)?		
A description of the relationship between the identified need, the initiative, and the selected standards?		
A description of how the initiative demonstrates pupil growth or achievement (Entry 1) OR professional growth of colleagues (may be used in Entry 2)?		
A <u>clear, convincing, consistent</u> description?		

Entry - Analysis Component (Assessed)

Each entry must include an analysis of the Wisconsin Educator Standards and the initiative. The same standards and initiative may not be used for both entries.

The header must include the entry number, the title “Analysis” and the candidate identification number.

- The first entry must include an analysis of an initiative focused on pupil growth/achievement.
- The second entry must include an analysis of an initiative focused on supporting the professional growth of colleagues **OR** pupil growth/achievement.

Have I provided:	Yes	No
6 pages?		
My candidate identification number (in header)?		
The title “Analysis” on this section (in header)?		
Entry number (in header)?		
Page number (in header)?		
Licensure area (in header)?		
An analysis of the identified initiative (current within the past five (5) years)?		
An analysis of how the two (2) selected Wisconsin Educator Standards is reflected in the initiative?		
An analysis of the artifacts supporting the initiative?		
The title “Artifacts” on the attached artifacts (in header)?		
Inclusion of 1-5 pages of supporting artifacts?		
Are copies of all work, artifacts, and photos legible, readable and require no manipulation (e.g. enlarging, rotating) by the assessor?		
A <u>clear, convincing, and consistent</u> analysis?		

Entry - Reflection Component (Assessed)

Each entry must include a reflection on the standards and the initiative. Each entry must be unique. The same standards and initiative may not be used for both entries.

“Reflection” must be included on the first title page of this section along with the candidate identification number.

- The first entry must include a reflection on an initiative focused on pupil growth/achievement.
- The second entry must include a reflection an initiative focused on supporting the professional growth of colleagues **OR** pupil growth/achievement.

Have I provided:	Yes	No
2 pages?		
My candidate identification number (in header)?		
The title “Reflection” on this section (in header)?		
Entry number (in header)?		
Page number (in header)?		
Licensure area (in header)?		
A reflection on the actions related to the initiative?		
A reflection on the Wisconsin Educator Standards addressed?		
A reflection on the artifacts provided?		
Comments on what or how I may do things differently in a similar, future situation?		
A <u>clear, convincing, consistent</u> reflection that is directly connected to my analysis of the initiative?		

Submission

You will be required to convert all components of the portfolio to an electronic format for submission. Entries and artifacts should be converted to .pdf format and submitted on four (4) flash drives. The flash drives should be mailed to:

Charlene Koci
Teacher Education, Professional Development and Licensing
Department of Public Instruction
125 S. Webster St.
Madison, WI 53703

See the formatting instructions and the submission checklist on the following page.

Prior to submission, please refer to the checklists for each section.

Formatting and Submission Checklist

Have I:	Yes	No
Used black ink?		
Used Times New Roman 12-point font?		
Provided a 1" margin and double spacing on all typed submissions (contextual information, description, analysis, reflection)?		
Included my candidate identification number in the header on each page?		
Included the section title in the header on each section?		
Included the entry number in the header on each section?		
Included the page number in the header on each section?		
Included the licensure area in the header on each section?		
Included 2-4 pages of contextual information (submitted once and not assessed)?		
Included in Entry 1: a 3-page description including identification of two (2) Wisconsin Educator Standards and the initiative?		
Included in Entry 1: a 6-page analysis of the initiative?		
Included in Entry 1: 1-5 pages of artifacts (.pdf format)?		
Included in Entry 1: a 2-page reflection on the initiative?		
Included in Entry 2: a 3-page description including identification of two (2) Wisconsin Educator Standards and the initiative that differs from Entry 1?		
Included in Entry 2: a 6-page analysis of the initiative that differs from Entry 1 with reference to the artifacts?		
Included in Entry 2: 1-5 pages of artifacts that differ from those in Entry 1 submitted in .pdf format?		
Included in Entry 2: a 2-page reflection that differs from Entry 1 on the initiative?		
Submitted the entire, completed portfolio in .pdf format to DPI?		

Appendix A – Educator Standards

Please refer to the information on the Department of Public Instruction Wisconsin Educator Standards.

The Interstate Teacher Assessment and Support Consortium (InTASC) information on the knowledge, skills, and dispositions for all standards is included on the DPI website (<http://dpi.wi.gov/>). Candidates are encouraged to review this information before completing the portfolio for renewal.

Wisconsin Teacher Standards

The Learner and Learning

Standard #1: Learner Development.

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences.

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments.

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge

Standard #4: Content Knowledge.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content.

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment.

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction.

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies.

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice.

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration.

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Wisconsin Pupil Services Standards

The pupil services professional:

1. Understands the Ten Teacher Standards.
2. Understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety, and development.
3. Has the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms.

4. Understands and represents professional ethics and social behaviors appropriate for school and community.
5. Understands the organization, development, management, and content of collaborative and mutually supportive pupil services programs within educational settings.
6. 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. Interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services, and adult education.

Wisconsin Administrator Standards

The administrator:

1. Understands and demonstrates competence in the Ten Teacher Standards.
2. Leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
3. Manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
4. Ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
5. Models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6. Acts with integrity, fairness, and in an ethical manner.
7. Understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

Appendix B – Confidentiality

Definition of Pupil Record

State Law

Pupil Records. Under Wis. Stat. 118.125, “pupil records” means all records relating to individual pupils maintained by a school but does not include any of the following: 1) notes or records maintained for personal use by a teacher or other person who is required by the state superintendent under s. 115.28 (7) to hold a certificate, license or permit if such records and notes are not available to others, 2) records necessary for, and available only to persons involved in, the psychological treatment of a pupil, or 3) law enforcement unit records. This same law defines a “record” as any material on which written, drawn, printed. Spoken, visual or electromagnetic information is recorded or preserved, regardless of physical form or characteristics.

Federal Law

Education records. (34 CFR 99.3) (a) The term means those records that are:

- (1) Directly related to a pupil; and
- (2) Maintained by an educational agency or institution or by a party acting for the agency or institution.

(b) The term does not include:

- (1) Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
- (2) Records of the law enforcement unit of an educational agency or institution, subject to the provisions of Sec. 99.8.
- (3) (i) Records relating to an individual who is employed by an educational agency or institution, that:
 - (A) Are made and maintained in the normal course of business;
 - (B) Relate exclusively to the individual in that individual's capacity as an employee; and
 - (C) Are not available for use for any other purpose.

(ii) Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a pupil are education records and not excepted under paragraph (b)(3)(i) of this definition.

Restrictions on Disclosure

State Law

Confidentiality. Wis. Stat. § 118.125(2)(2) All pupil records maintained by a public school shall be confidential, except as provided in pars. (a) to (m) and sub. (2m). The school board shall adopt regulations to maintain the confidentiality of such records.

Exceptions: Wis. Stat. § 118.125(2)(g)

- (1) The school board may provide any public officer with any information required to be maintained under Ch. 115 to 121.

- (2) Upon request by the department, the school board shall provide the department with any information contained in a pupil record that relates to an audit or evaluation of a federal or state-supported program or that is required to determine compliance with requirements under Ch. 115 to 121. The department shall keep confidential all pupil records provided to the department by a school board.

Federal Law

Confidentiality: *34 CFR 99.30 Under what conditions is prior consent required to disclose information?*

- (a) The parent or eligible pupil shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the pupil's education records, except as provided in Sec. 99.31.

Exceptions: *34 CFR 99.31 Under what conditions is prior consent not required to disclose information?*

- (a) An educational agency or institution may disclose personally identifiable information from an education record of a pupil without the consent required by Sec. 99.30 if the disclosure meets one or more of the following conditions:
 - (3) The disclosure is, subject to the requirements of Sec. 99.35, to authorized representatives of—
 - (iv) State and local educational authorities.

34 CFR 99.35 What conditions apply to disclosure of information for Federal or State program purposes?

- (a) The officials listed in Sec. 99.31(a)(3) may have access to education records in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements which relate to those programs.
- (b) Information that is collected under paragraph (a) of this section must:
 - (1) Be protected in a manner that does not permit personal identification of individuals by anyone except the officials referred to in paragraph (a) of this section; and
 - (2) Be destroyed when no longer needed for the purposes listed in paragraph (a) of this section.
- (c) Paragraph (b) of this section does not apply if:
 - (1) The parent or eligible pupil has given written consent for the disclosure under Sec. 99.30; or
 - (2) The collection of personally identifiable information is specifically authorized by Federal law.

Providing the Video to DPI with WMEAP Portfolio

When the video is submitted to the Department of Public Instruction for the purpose of evaluating the educator's portfolio for a master educator license, the department believes it is consistent with state and federal law to release to the department

without consent. After the licensing decision has been made and the time for appeal has lapsed, the video will be destroyed, stored, or returned, consistent with department policy.

Sharing the Video with Others

If it is being shared with other educators at the same school district, the educator should consult local policy and determine whether the disclosure is allowed under the federal and state pupil record laws quoted above. In general, if the educator wants to share the video with non-department personnel and if it contains pupil records, parental or pupil consent is required.

Using Non-Pupil Records

Some aspects of the video may not concern pupils. In some instances, such as a teacher discipline meeting or hearing, the participants will have a privacy right. In that case, written permission must be obtained to take and share the video. In other instances, such as a mentoring session or school board meeting, the participants may not have an absolute privacy right. In these cases, it is recommended that participants be informed that the session is being recorded and allow them to not participate or voice an objection.

Appendix C – Appeal Process

Candidates who do not demonstrate mastery through the renewal process to the Assessor Team will earn a professional level license.

Candidates may appeal the decision of the Assessor Team by submitting a written appeal directly to the State Superintendent.

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