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Wisconsin Master Educator Assessment Process

Handbook for *Pupil Services Professionals*

August 2016

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Wisconsin Master Educator Assessment Process for Pupil Services Professionals – Overview

Introduction

This handbook seeks to describe how the pupil services professional can demonstrate his/her commitment to achieving professional excellence, life-long learning, and support for pupil learning.

Institutions of higher education are required to provide pupils with opportunities to learn and demonstrate competency in the Wisconsin Pupil Services Standards and profession-specific Content Guidelines that are rooted in the best practices to deliver services to support pupil learning. Initial and professional educators are required to engage in ongoing professional development to strengthen their proficiency in the standards. Pupil services professionals may also choose to complete the process to demonstrate their mastery of the knowledge, skills, and dispositions that are embedded in the Wisconsin Pupil Services Standards. For those professionals, the Department of Public Instruction recognizes their accomplishments by granting them the Wisconsin Master Educator License.

The Wisconsin licensure process, through the cycles of Initial and Professional Educator stages (see Appendix C), is intended to provide opportunities for all teachers, administrators, and pupil services professionals to develop the skills needed to become a Master Educator. The Wisconsin Master Educator Assessment Process (WMEAP) is designed to afford all educators with the opportunity necessary to demonstrate the skills they have at the time they apply for Master Educator certification. The Process offers access for all Wisconsin educators licensed in approved program areas, although initially the process will be for those areas not available through the National Board of Professional Teaching Standards (NBPTS). This handbook focuses on the Master Educator Assessment Process for pupil services professionals. It should be noted that school counselors are the only pupil services professionals at this time who are also eligible for both the Master Educator and the NBTS processes. All efforts will be made by DPI to assure equity and accessibility for all educators in all aspects of the WMEAP including multiple opportunities for and readily useful modes of application, preparation and assessment. It is further expected that the Master Educator Assessment Process will provide information that educators may use to guide and direct their continued professional development.

The WMEAP is a very rigorous process of authentic assessment measuring a Pupil Services Professional's demonstration of mastery of all seven Wisconsin Pupil Services Standards as applied to her/his license field. It requires one to two years to complete and includes multiple portfolio entries of work samples, videos, and thorough analyses and reflections of the candidates' leadership, practice, and pupil learning. The process is comparable in expectations to the NBPTS certification process. It requires a significant investment of time, resources and expertise.

"Working with my real work is beneficial." Pilot Participant

"Be prepared to take a good hard look at yourself."
Pilot Participant

It must be emphasized that the WMEAP is a professional development process that is unlike any other an educator has typically experienced. It requires a minimum of 40 hours of time commitment per entry and represents your most personal involvement in the critical roles of your license field. It requires collaborating with your peers as well as moral and resource support from your school. You must constantly reflect upon your own professional growth as well as that of the pupils. As participants piloting the entries stated, this is a "substantial undertaking," but it "should help you in the work you do, not take away from your performance." "I learned a LOT more than I thought I would when I began 'to work on this;' thanks for the growth experience."

Eligibility

The Master Educator license is only available to experienced educators holding a master's degree. By rule, applicants will be accepted into the process only if the following requirements are met.

1. Documentation of a related master's degree;
2. Verification of at least 5 years of successful professional experience in education with at least one cycle at the professional educator (stage) or while holding a 5-year license or a life license issued prior to July 1, 2004;
3. Evidence of contributions to the profession;
4. Evidence of improved pupil learning.

(PI 34.19 (2), Wisconsin Administrative Code)

Pupil Services Professionals are eligible to apply for the Wisconsin Master Educator Assessment Process if they possess a related Masters Degree and five (5) years pupil services experience in the field of the Master License while holding a regular five (5) year professional educator stage license. Pupil Services Professionals can apply at the earliest, March 31st in their 5th year as Professional Educator, with verification from their administrator(s) that they will successfully complete their five (5) years in that school year.

Applications are reviewed and approved by an assessment team.

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

Providing all pupils an equal opportunity to learn, develop, and succeed requires more than higher standards and greater accountability for instruction, increased discipline, reduced school violence, and an end to social promotion. It also requires a comprehensive, multifaceted approach to promote skill development and to prevent or eliminate barriers to learning and development.

The Wisconsin Pupil Services Standards and the accompanying knowledge, skills, and dispositions along with the Content Guidelines (http://dpi.wi.gov/tepdl/epp/guidelines) for each of the pupil services professions are based upon skill development and the need to address barriers to learning for all pupils through a collaborative pupil services delivery system.

Barriers to learning include both internal and external factors that impede the achievement and development of children. Areas of skill development addressed by the pupil services professional may include academic, social-emotional, behavioral, and vocational skills.

Collaboration is a fundamental aspect of the WMEAP pupil services process. It allows the pupil services professional to provide equal opportunities for all pupils to learn and develop. A collaborative pupil services delivery system established in policy and practice addresses skill development and barriers to learning by:

- Providing pupils with comprehensive, coordinated, integrated, and customized supports that are accessible, timely, and strength-based so that they can achieve in school, create a meaningful life for themselves, and become contributing citizens in their communities;
- Involving families, pupils, fellow educators, and community members as integral partners in the provision of a supportive, respectful learning environment;
- Integrating the human and financial resources of public and private agencies to create caring communities at each school.

Standards

The assessment of the candidate's portfolio is built upon the seven Wisconsin Pupil Services Standards:

Wisconsin Pupil Services Standard 1 - The pupil services professional understands the teacher standards under s. PI 34.02.

- ***Wisconsin Teacher Standard 1 –*** *The teacher understands the central concepts, tools of inquiry, and structure of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils*

- ***Wisconsin Teacher Standard 2 –*** *The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.*

- ***Wisconsin Teacher Standard 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.*

- ***Wisconsin Teacher Standard 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.*

- ***Wisconsin Teacher Standard 5 –*** *The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive and social interaction, active engagement in learning, and self-motivation.*

- ***Wisconsin Teacher Standard 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.*

- ***Wisconsin Teacher Standard 7 –*** *The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.*

- ***Wisconsin Teacher Standard 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.*

- ***Wisconsin Teacher Standard 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.*

- ***Wisconsin Teacher Standard 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.*

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 4 – The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.

Wisconsin Pupil Services Standard 5 – The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 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.

PI 34.04

Portfolio and Portfolio Entries

Upon approval of the Master Educator application by a team, the pupil services professional holding a professional stage license who seeks the Master License will develop and submit a portfolio (a collection of evidence that supports the candidate's mastery). Although no assessment can capture all seven pupil services standards, the portfolio is the best mode of assessment for this license stage. The artifacts that are to be included in the portfolio are specified and clearly explained in the appropriate entry. All materials to be evaluated for the Master Educator license must be in this portfolio.

Portfolio entries are designed to document, to the extent possible, activities that pupil services professionals naturally engage in during their work. They are intended to enable pupil services professionals to provide sample evidence from their practice and to reflect on that practice through written narratives.

A candidate's portfolio must present evidence of mastery of all seven (7) Pupil Services Standards. The portfolio is designed to assess performance in a wide range of settings. The applicant must use a different activity/initiative in each entry in order to demonstrate the broadest possible range of her/his practice. The examples and artifacts may be no older than five (5) years from the acceptance of the application of the portfolio. Assessment of an individual candidate's portfolio requires that criteria be made somewhat more specific to the professional role that the candidate serves.

For the Master Educator Portfolio you will prepare four (4) distinct entries. The entries were designed to provide a sample of you as a school staff member and leader that can be assessed against the Wisconsin Pupil Services Standards. A summary of the entries is provided below. More detailed descriptions are provided in the directions for each entry.

Entry One: Planning, Organizing, and Delivering Systematic Pupil Services

In this entry you will clearly communicate the ways in which you have used your knowledge of the Wisconsin Teacher Standards and skills to improve the delivery of pupil services in your school. In your narrative you will identify and define pupil needs as evidenced by data collection, high-level data analysis, and collaborative problem-solving. Your narrative will also include evidence of your professional role in working with other pupil services professionals as you develop and deliver interventions to improve pupil learning. Through the highlighting of a specific initiative, you will demonstrate the planning and organizational skills utilized to refine systematic pupil services in your school. In this entry you have the opportunity to communicate your knowledge and application of skills as a pupil services professional.

Entry Two: Collaboration with Families

In this entry you will provide a detailed narrative of specific interventions and collaborations in which you engaged with families. From your identified broad range of collaborations, you will highlight a specific interaction that documents and demonstrates your skills in collaborating with families. This entry will highlight how you have met the organizational demands required to implement and evaluate interventions that reduced barriers to pupil learning. This entry gives you the opportunity to focus on the collaboration skills you practiced in order for those interventions to be effective.

Entry Three: Partnerships with the Community

In this entry you will have the opportunity to communicate your various roles as a pupil services professional. Using a variety of artifacts, your narrative needs to clearly identify how you have established and/or nurtured and expanded ethical, professional collaborations with agencies, organizations, and individuals outside of the school system to improve pupil learning. Partnerships may be formal or informal, but they must show evidence of deliberate design, purpose, and cultural sensitivity. In this entry you have the opportunity to show clear evidence of how services to pupils and families have improved as a result of your partnership(s).

Entry Four: Leadership, Collaboration, and Contributions to the Profession

In this entry you will communicate your leadership and collaboration skills that support pupil learning, positive school climate, and age-appropriate developmental practices. The primary focus of this entry will be on a specific intervention that you implemented to reduce barriers to pupil learning. You will use a video to demonstrate your exemplary leadership. Your narrative will clearly demonstrate your role in cultivating partnerships, collaborating with stakeholders, and communicating intervention goals and outcomes with others in your school or district. Your narrative will illustrate how the intervention was supported by research to improve and refine practices within your school or district.

The Guidelines

Each entry is formatted in a consistent way. Each contains the following:

- An overview of the entry;
- The standards that are the focus for that entry;
- Questions to guide the writing of the narrative for the entry;
- Suggestions for artifacts to support the entry;
- A description of what reviewers will look for when evaluating the entry;
- General guidelines, hints, advice, and a formatting checklist as you plan the entry.

The overview provides a general introduction to the entry, highlighting the purpose of the entry and the type of intervention, project, or initiative that you choose to demonstrate your practice. Each entry was designed to assess several Wisconsin Pupil Services Standards. The standards that underlay each entry are listed to focus your preparation of the entry.

Your narrative for each entry will have three (3) distinct sections. The questions included in the handbook for the description, analysis, and reflection sections are designed to help you structure the narrative portion of your entry. The analysis questions are coded to the specific standards targeted for the entry. Artifacts that illustrate or provide evidence to support your project should be referenced and supported in the narrative. A list of possible artifacts is provided for each entry.

Assessors will be evaluating each entry against a rubric designed for the specific entry. The rubrics were created using the Wisconsin Pupil Services Standards and identify key indicators for meeting those standards. The result of the evaluation of your portfolio will depend on how well the evidence documents Master Educator status. Rubrics for all entries for WMEAP are available in Appendix A.

Finally, each entry ends with a checklist of entry contents and an Entry-at-a-Glance page for you to remove for easy references as you develop your narrative and collect your artifacts.

In addition to the four (4) entries, you will complete the contextual Information pages. The contextual Information provides important background information for the Assessment Team as they review your entries.

Read through this assessment handbook in its entirety. Re-read each entry with a focus on the corresponding rubric and guiding questions. As you begin to collect artifacts and write your narrative, continually revisit the rubric and guiding questions. You want to be confident that you are providing the assessors with narrative and artifacts that will help them understand the ways in which you have met the performance standards for a Master Educator license.

Portfolio Submission

Completed portfolios with video must be <u>received</u> by the department by March 31st of the application year.

Each entry, artifact(s) for that entry, and video should be submitted as a separate file. Each file name should include your identification number and entry/artifact number. Contextual Information must be included at the beginning of each entry.

For example:

File 1 (*identification number*) Contextual Information, Entry 1
File 2 (*identification number*) Entry 1 Artifacts
File 3 (*identification number*) Contextual Information, Entry 2
File 4 (*identification number*) Entry 2 Artifacts
File 5 *(identification number)* Contextual Information*,* Entry 3
File 6 *(identification number)* Entry 3 Artifacts
File 7 *(identification number)* Contextual Information*,* Entry 4
File 8 *(identification number)* Entry 4 Artifacts
File 9 *(identification number)* Video

All materials are to be saved in a PDF format. All nine (9) 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 Street, Third Floor
Madison, WI 53703

Portfolios or any component of the portfolio, which arrive late, **will not be accepted** by the department and will not be assessed. They will be returned to the candidate and will not be eligible for assessment until the following March.

Before You Start

"*Be prepared to re-write several times and revisit information again.*"
Pilot Participant

(Adapted with permission from "Writing Training Manual for NBPTS Process," Alabama Education Association.)

Planning and Organization Tips

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

Carefully review the Wisconsin Educator Standards that will be addressed for each entry as well as the corresponding rubrics used to assess these Standards before you choose an initiative for one of your entries. It is essential that you understand what you will be asked to demonstrate through each portfolio entry and how it will be assessed before you make any decisions about the initiative you will use. Obtaining a clear understanding of the entry, the Standards, and how these Standards will be assessed will allow you to choose the most appropriate initiative and will allow you to provide clear, consistent and convincing evidence that you have met the Standards for each entry. You cannot accurately answer entry questions off the top of your head. You must know the Standards.

As you study the Standards constantly ask yourself:

- How do I professionally reflect the Standards?
- How do I use the Standards in my practice?
- How do the Standards look in my environment or in the environment of a colleague?
- How do the Standards look in the environment of a master educator?

You will need to read the Standards and assessment rubrics repeatedly; they tell you exactly what the assessment team is looking for and how they will determine whether you have or have not demonstrated that you are a Master Educator. As the team reviews each entry alongside the rubric and corresponding standard they will be asking if you have provided clear, consistent and convincing evidence for each of these Standards and their corresponding indicators.

It is impossible to write your entries or to make effective video recorded segments without constantly referring back to the Standards and rubrics. This guide has made this process easier by providing a one sheet "entry-at-a-glance" at the end of each entry chapter that can be removed for easy reference.

Suggestions

> "*You never know what may happen in your life to interfere with your timeline*."
> Pilot Participant

- Start immediately. Become familiar with the Standards and rubrics, and read the entire handbook from cover to cover.
- Develop a timeline based on the due date for your portfolio. Create deadlines for the completion of each entry, setting aside work time in the evenings and on weekends. Make sure to include time for collecting evidence and re-writing. Successful portfolios cannot be completed at the last minute.
- Read each entry and gather artifacts that address it. Always focus on the Standards and the rubrics the assessment teams will be using to assess your portfolio. Make sure you choose initiatives for your entries for which you have related artifacts and that help you demonstrate mastery of the Standards. Make sure that your chosen initiative will allow you to effectively answer all of the guiding questions before you begin to write.
- Data-driven artifacts can be very effective in the creation of clear, consistent, and convincing evidence.
- As you write, revisit the rubrics and mark on the "entry-at-a-glance" the Standards you addressed and the rubrics for which you provided evidence. Continually ask yourself, "Have I provided the assessors with clear, consistent, and convincing evidence that I have met the Standards and their corresponding rubrics?"
- Pick initiatives and issues that you care deeply about and that have made/make the biggest impact on pupils, teachers, staff and your school. Your ability to demonstrate mastery of the Standards should be clearly visible through these examples, and the Standards themselves will help you to improve ongoing initiatives.
- As you write and gather artifacts, continually review and reflect. Use "I" statements, clearly describing your accomplishments.
- Colleagues can be very helpful in the review of your entries. Make sure that anyone reviewing your portfolio has a clear understanding of the Standards and rubrics that will be used to assess your entries. Feedback is always important, but if the person is only commenting on your writing ability and not on how well you have addressed the rubrics, their input may be counterproductive and could lead you away from the Standards.
- Plan your videos well ahead of time fully informing the individuals you will be recording. It usually takes several recordings to get the best footage for your entry. Make sure you explain the context of your video in the narrative.
- Maintain electronic and paper copies of everything you do, carefully archiving and organizing them for easy reference as you write each entry.
- Remember, the portfolio is both a process and a product. As you move through the process continually reflect on how you and your work embody the Standards.

Formatting Requirement Checklist

Written materials must comply with the following requirements. Submissions that do not comply with the requirements will not be assessed. Materials will be returned to the candidate and may be resubmitted during the following year.

Yes	Checklist Item
	Is each entry based upon a separate and different activity/initiative?
	Is 12-point font used?
	Is Times New Roman, Garamond, Arial, or Helvetica font used?
	Is line spacing 1.5 (1 ½)?
	Is the margin 1 inch on all sides?
	Does every page include a header?
	Does the header include: • Candidate identification number • Entry number • Entry title • Licensure area seeking • Page number • Correct numbering or lettering for the various sections of each entry?
	Are contextual information pages numbered using i and ii? (see sample)
	Is the contextual information (total of 2 pages) included at the beginning of each entry? The two (2) pages of contextual information are not included in the total number of pages allowed for each entry. Contextual information is required.
	Are sections within each entry labeled as “description,” “analysis,” and “reflection”?
	Are narrative pages numbered in sequence 1, 2, 3…and included on the top right-hand side of the page?
	Are artifact pages lettered and numbered in sequence on the top right-hand side of the page? The first artifact should be A, the second artifact should be B, etc. If there are multiple pages to the artifact they should be lettered and then numbered (e.g., A page 1, A page 2, A page 3 for the first three (3) pages of the first artifact, B for the second artifact).
	Did you ensure the number of pages does not exceed the number required for each entry?
	Have you properly saved your portfolio on four (4) flash drives?
	Are copies of all work, artifacts, and photos legible and readable? Entries that are not legible or readable will not be assessed. Artifacts must be legible and readable when the file is opened and require no manipulation (e.g. enlarging, rotating) by the assessor. Note: You are strongly encouraged to include artifacts in .pdf format.
	Is the required video included in the specified portfolio entry and correctly labeled with your identification number and entry number?
	Have you proofread and edited your portfolio entries?

Writing Guidelines

(Adapted with permission from "Writing Training Manual for NBPTS Process," Alabama Education Association.)

Start writing today! Throughout this handbook, you are asked to describe, analyze, and reflect. Much of the evaluation of the work you select for the purposes of the portfolio assessment depend on your ability to provide insight into not just "what is happening" in the setting you describe, but the rationale for those events and processes and what you learned from them. You provide these insights in your descriptions, analysis, and reflections of each entry.

Descriptive Writing

Description is called for when the prompt uses verbs like "state," "list," "describe," or asks "what" or "which" as the opening interrogatory words. Descriptive writing is a retelling of what happened in the environment selected. This kind of writing should allow the assessor to visualize and understand what the educator is describing. Descriptive writing:

1. Sets the scene for the assessors.
2. Retells what happened – Includes all supporting features or elements that would allow an outsider to see as you see whatever is described.
3. Explains accurately and precisely – Accurately and precisely enumerates and explains critical features.
4. Orders elements logically – Clearly and logically order the elements or features of events, persons, concepts or strategy described.

Strategies for Descriptive Writing

- ✓ Develop writing fully and edit later.
- ✓ Use describing words.
- ✓ Use the writing checklist that follows.
- ✓ Use a journal to provide examples.
- ✓ Continually gather artifacts and work samples to support your description.

Analytical Writing

Analytical writing explains your interpretation of what happened, your sense of why it happened, and your understanding of what should come next.

1. Use analytical writing when an entry asks "how," "why," or "in what way."
2. Address reasons, motive, and interpretation.
3. Focus on "why it happened," not "what happened."
4. Make conclusions that provide specific examples and evidence that makes your point clear.

Analysis and reflection overlap, though they are not identical. Analysis involves interpretation and examination of *why* the elements or events described are the

way they are. Reflection, a particular kind of analysis, always suggests self-analysis or retrospective consideration of one's practice in the terms of this assessment. Analysis deals with reasons, motives, and interpretation. All of these are grounded in the concrete evidence provided by your artifacts. Your analysis provides your understanding and interpretation of the significance of your descriptions and artifacts. When you are asked to analyze, be certain that your response meets these criteria:

- ✓ The subject of the analysis is available to the assessor (i.e., pupil work, video recording, guides, minutes, documents, etc.). If such an artifact is not available, a clear description of what you are analyzing must be given prior to the analysis.
- ✓ The focus of your writing is on "why."

Qualities of Analytical Writing

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

Analysis is called for when educators are asked:

- ✓ To identify a particularly successful moment in a sample of educational practice and why the educator regards it as successful.
- ✓ To provide a rationale.
- ✓ To explain what pupil performance suggests about pupil services techniques or skills.

Strategies for Analytical Writing

- ✓ Consult the Pupil Services Standards and rubrics, addressing all questions and parts of the entry.
- ✓ Use analytical words.
- ✓ Answer why you made that decision.
- ✓ Gather evidence to support your analysis in each entry.
- ✓ Reference research and best practice in your analytical writing.
- ✓ Know your pupils, their skills, and their needs.
- ✓ Understand and explain the results of your services and its impact.

Reflective Writing

Reflective writing is a self-analysis of your practice. What happened in relationship to what you had anticipated? What do you think or feel about what happened? What worked, and what didn't work? What are the implications for future leadership? As you begin to think about "how," "why," and in "what ways" you will make changes in the future, you are entering into analytical writing.

1. Use reflective writing to tell what you would do differently and why.
2. Answer "what happened and why it happened that way."
3. Focus on self-analysis and retrospective consideration of your professional practice.

4. Connect the outcomes of your reflections to the implications for your future professional practice.

Qualities of Reflective Writing

Reflection, a particular kind of analysis, always suggests self-analysis or consideration of practice. It includes written consideration of what an educator will do next time based on his/her analysis of what happened and why it happened that way. Reflection is called for when the entry prompt asks the educator to consider the successes of her/his examples and what she/he would do differently and why.

Strategies for Reflective Mode

- ✓ Know yourself (weaknesses, strengths, methods) and talk about how that fits into the decisions made.
- ✓ Address what you would change and why.
- ✓ Be introspective and critical without being negative.
- ✓ Reevaluate your feedback strategies and talk about improvements or results.
- ✓ Summarize and assess the experience as a whole.
- ✓ Connect this experience to future professional practice.

Weaving the Writing Modes Together

For each example you provide in the entry:

- ✓ Tell a story;
- ✓ Share your initiative and implementation strategies;
- ✓ Explain the impact on your goals, pupil learning and stakeholders;
- ✓ Reflect on your process and implications for future practice;
- ✓ Revise to discover the wonder of your practice through reflection, interesting description, and evidence-based analysis; and
- ✓ Reference resources such a multiple intelligence concepts, learning styles, counseling styles, wellness theory, etc. in your writing.

Remember to integrate all modes of writing throughout the entry.

Writing Checklist: Descriptive, Analytical, and Reflective

Use this checklist to evaluate your work

Descriptive Writing	
	Did I set the stage so the assessors will understand my environment/setting?
	Did I present my pupils/teachers/group in a way that personalizes them for the assessors?
	Does my description allow the assessors to visualize described events?
	Will the assessors actually feel a part of this described educational experience?
Analytical Writing	
	Have I presented reasons for making educational decisions and explained fully what is happening and why?
	What steps did I take to make these decisions?
	What was the prior knowledge available to the pupils/group?
	What was understood and developed because of this prior knowledge?
	What changed because of the above?
	What did I learn because of the above?
	Did I conclude my writing with future service ideas?
Reflective Writing	
	Did I present my logic for future decisions?
	Were these decisions based upon the evidence presented and cross-referenced with documentation (artifacts)?
	What was it about this specific experience that would lead me toward improvement?
	Did I present a summary for my retrospection and assessment of this featured educational experience?
Reviewing All Three Writing Modes	
	Did I follow the necessary requirements and incorporate Wisconsin Pupil Services Standards and the guide's vocabulary?
	Did I present enough information, or did I make assumptions that the assessor would understand my writing?
	Does my evidence document all that I have written and is it easily cross-referenced?
	Do I use "I" statements throughout so the assessors know my accomplishments?

Video Requirements

A pupil services professional applying for the Master License must submit in his or her portfolio one (1) video demonstrating his or her exemplary performance as specified under Entry Four – Leadership, Collaboration, and Contributions to the Profession. The candidate must be an active participant, leader, or facilitator on the video. Please review the following procedures and guidelines for effective video recording and those that are provided in Appendix B to assure the quality of your video submittal.

The video must be an authentic event, not one that has been staged, scripted, produced, edited or contrived in any way.

- The video must be accompanied by a photocopy of a government-issued photo ID, such as a driver's license or photo ID card issued to non-drivers by a state, a military ID, or a passport. The photo ID should be copied on 8.5" by 11" paper so that both your photo and your name are clearly visible. The photo-identification is required to authenticate the individual being showcased in the video. Save the photo ID and video on four (4) flash drives.

- The video must be current—within five years of the application.

- The video must be submitted in a viewable format. (Please submit in an .mp4 format or other video formats that can be played on a Windows computer.)

- The events(s) on the video must demonstrate "exemplary pupil services performance."

- The video needs to capture the environment and support the description of that environment you provided in your narrative.

- Maximum time of the video is thirty (30) minutes. Do not submit more than thirty (30) minutes, as only the first thirty (30) minutes will be reviewed.

- The candidate may submit up to three (3) separate uninterrupted episodes within the thirty (30) minute time frame.

- The video/DVD must be clearly labeled with the entry number and the candidate's number.

- The explanation for and an analysis of the video must be included in the narrative of the entry, not on the video itself.

- The video should be of quality that allows assessors to clearly view evaluate your skills.

Video Recording Strategies

(Adapted from "Learn North Carolina – New Teacher Support")

The following guidelines will optimize the quality of your video. It is recommended that you practice video recording several times prior to recording an activity for your portfolio. Be patient and ask for help with your video recording. Realize it is the quality of the activity presented, not the quality of the video, that is most important. However, a quality video will allow assessors to see how you perform pupil service tasks.

Subjects

- Explain to the subjects in the video what you will be doing days in advance. Practice having the camera recording during many sessions.
- Obtain permission to video record from subjects using the school permission forms. (See section on confidentiality).
- Have those subjects who have not given permission to video record sit out of camera range.
- Focus the camera in on group work, group participation (faces), demonstrations, materials, activities, discussions, etc.
- Make sure subjects are audible. Use an external microphone.
- Select a typical activity in which you engage and for which you can demonstrate your mastery. Let subjects know in advance that the situation will be video recorded. Explain that the recording is a way for you to review your performance, not theirs, and improve your skills. Assure them that the recording will not be preserved.
- Try to make your video capture the climate of the environment, participant engagement, verbal and nonverbal interactions, and your role in facilitating the activities.
- While you are being video recorded, try to focus on your role, not on the camera. Video equipment is not intrusive; no extra lighting is required.
- Though you may feel uncomfortable and awkward at the beginning of recording, these feelings usually wear off quickly. Keep in mind that no one will see the video except you and the assessment team unless you choose to invite others to view it with you. Remember, too, you can erase the video whenever you wish.

Mechanics

- Make sure you have enough battery power to capture the entire session.
- Hang a "Do Not Disturb" sign on the door to the room in which you are recording.

- Turn off mechanical equipment in the room that creates extraneous noise.
- Consider the composition of the picture. Clutter can be a real problem in classrooms; remove items that may detract from the message/image you may want to project. Also consider the background you will be against. Avoid dark backgrounds.
- Consider your clothing. Dark colors, very bright colors, and plaids do not video record as well as medium colors and plain designs. Avoid busy prints.
- Do not video record facing bright sunlight. If possible, place camera near windows with the light behind the camera. Pull the shades and make sure the room is well lit.
- Press the record button 5 seconds before the actual time you wish to start recording, and leave the camera running 5 seconds after you are finished.
- Avoid unnecessary panning and zooming. Unnecessary panning and zooming may cause images to appear fuzzy. However, do zoom in on any writing or on faces as they speak. Otherwise, keep the lens at the widest possible setting.
- If possible, use a tripod for most camera work and place the camera as high as possible at the side of the room. This will help you achieve smooth, steady images.
- Most camera microphones produce acceptable, but not great, audio. Since sound is critical to your video, consider an external microphone. Position the microphone close to the speakers. Eliminate extraneous sound.
- Contact a media specialist in your school to reserve equipment and to receive information (camera manual, tutoring, etc.) regarding the operation of the equipment. If you're lucky, she/he may record for you.
- Find a volunteer to video record your activity, if possible. This could be a colleague, a reliable pupil or parent volunteer. He/She may need some time to familiarize himself/herself with the camera equipment. Warn the camera operator that his/her voice will be heard distinctly on the video. If possible, place the camera on a tripod in an area of the room where there is a view of the entire activity and you.
- Ask the camera operator to record the activity as well as you. The cameraperson should know not to disrupt the activity in any way. Feel free to remind the camera operator to break away from focusing on you in order to show the participants' reactions to you and to each other or the responses of the participants to the activity.

Composing

- Review your recording to check its quality. If your video does not have good sound and visual quality, you may wish to video record another session.
- View the video recording as soon as possible. Plan to view the video on the day it is made or the next day so that your memory is fresh and you can readily recall what you were thinking or feeling during the episode. Run the video through once or twice just to get used to seeing yourself on video.

During these first viewings, be prepared for a dose of "video-induced despair" (Krupnick, 1987), a common ailment brought about by the visual distortions of the medium. Most people tend to notice their voice, appearance, gestures, and mannerisms - Do I really sound like that? Is my hair *always* this disheveled? Why didn't I notice that my shirt was untucked? It is important to realize that these details are exaggerated on video and are far less noticeable and distracting in real life. In any case, a wrinkled blouse or a crooked tie has nothing to do with being an effective educator. (Source: Krupnick, 1987)

- Plan to spend twice as long analyzing the video as it took to record it. Once you've adjusted to seeing yourself on video, set aside sufficient time to analyze it, about two hours to review a one-hour session. As you start to analyze the video, remember to focus on your strengths as well as aspects needing improvement.
- If you are using three (3) episodes, they may be submitted as separate files but should be clearly labeled.

Artifact Requirements

Artifacts provide evidence of mastery and are documents, videos, recordings, and images demonstrating your professional activities. They need to be directly linked to the Wisconsin Standards referenced in the portfolio entries. They must be referenced in your narrative as evidence to support your statements (e.g., see artifact B). Begin gathering and selecting your artifacts early in the process and build your narrative around them.

Artifacts may include:

- educator notes
- photos
- pupil work/productions/accomplishments
- charts of data
- record of assessments
- logs (phone, parent contacts, teacher contacts)
- unit/lesson plans
- district budgets
- test results
- evidence of community partnerships
- professional articles and books
- IEPs
- newsletters
- letters from stakeholders
- awards
- curricula you developed
- materials/equipment you developed
- policies/procedures you developed
- programs and initiatives you spearheaded
- consultation notes/recordings
- workshops or presentations that you developed or conducted
- grant proposal abstracts
- syllabi for professional education classes you have taught
- other activities that demonstrate your mastery.

For long artifacts such as publications (e.g., an article or newsletter), you may submit the title page only or specific representative pages.

Artifacts should be titled with A, B, C, etc. Each page of the artifact should include your identification number, the entry number, the artifact letter, and the number of the page (e.g., A1, A2, B1, etc.). This information should be typed in the upper right-hand corner of the artifact.

Artifacts may not exceed fifteen (15) total pages for each entry. Artifacts that exceed the limit of fifteen (15) total pages will not be reviewed. A video recording or DVD used as an artifact may not exceed ten (10) minutes in length. Any video

recording over the limit of ten (10) minutes will not be reviewed. Each video recording that is used as an artifact is considered one page of the total number of artifacts.

- Any unedited video recording identified as a **single artifact** will be reviewed for the first ten (10) minutes (e.g., A1).

- Any unedited video recording identified as **two artifacts** will be reviewed for the first twenty (20) minutes (e.g., A1 & A2).

- Any unedited video recording as **three artifacts** will be reviewed for the first thirty (30) minutes (e.g., A1, A2 & A3).

Note: Multiple documents cannot be video recorded and submitted as a single artifact.

SAMPLE FORMAT –INFORMATION TO BE INCLUDED IN THE HEADER
Candidate Identification Number, Entry #, Entry Title, Licensure Area Seeking

PS31 Entry 1-Planning, Organizing, and Delivering Systematic Pupil Service Programs, School Social Worker

Artifact A

Sample

Portfolio Assessment

Confidentiality Guidelines

The department 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, videos, pupil work, district information, and parent and community communication) for the purpose of evaluating the educator's application for a Master Educator license. After the licensing decision has been made and the time for appeal has lapsed, the materials will be destroyed or stored, consistent with department policy. The department will maintain the confidentiality of the portfolios. However, the department does recommend following the local district's/school's policy (if there is one) for video recording pupils. If obtaining parent permission is required, the candidate should maintain those permission forms and only include pupils in the video whose parents provided video recording permission.

The candidate's portfolio will be assessed by a team of three (3) trained assessors who will sign a pledge of confidentiality and recuse themselves from reviewing portfolios of candidates in 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.

Assessors

The candidate for a master educator's license shall be assessed by a team of 3 educators who:

1. have the same or similar job responsibilities;
2. have been nominated by professional organizations, including school board organizations;
3. have been provided training by the department;
4. have been approved for appointment by the state superintendent. [PI 34.19(4), Wisconsin Administrative Code]

In addition, the assessors are educators who:

5. are not current or non-achieving candidates for the Wisconsin Master Educator Process;
6. hold a professional stage state license in the assessment area;
7. have at least (five) 5 years of successful professional stage license experience in the assessment area;
8. hold a master's degree related to the assessment area.

School board members may be an additional member of the assessment team. To be a member of the assessment team, a school board member must:

1. be nominated by professional organizations, including school board organizations;
2. have been provided training by the department;

3. not be a current or non-achieving candidate for the Wisconsin Master Educator Process;
4. be approved for appointment by the State Superintendent.

All assessors will sign a pledge of confidentiality and will not assess:

1. candidate's applications from their own school/district;
2. the applications of candidates to whom they are/were related;
3. the applications of candidates for whom they could not remain impartial and objective.

Master Educator Assessor Team Training

Assessors are trained using a portfolio assessment guide developed by a national expert in teacher portfolio assessment and Wisconsin educators involved in developing the Wisconsin Master Educator Assessment Process. Only educators and school board members nominated by their professional organizations, trained in the Wisconsin assessment process and selected by the state superintendent may assess portfolios. The training and portfolio assessment occurs annually during the summer. The assessors are trained in using procedures that are designed to ensure objectivity, accurate alignment with the Wisconsin Educator Standards and assessment rubrics for each entry, control of bias, accuracy of pattern finding, and attaining consensus. Assessors use notetaking strategies, summary statements, rubrics, and a judgment of each entry's documentation of mastery.

Portfolio Assessment Procedures

Each entry is assessed using the Standards and rubrics listed in that entry.

Each member of the assessment team individually reviews each portfolio entry using the rubrics as the basis for demonstrating mastery. Through note-taking and team discussion, the team comes to consensus on the mastery of each portfolio entry. Candidates must achieve mastery of each portfolio entry in order to attain the Wisconsin Master Educator license. If one or more entries in the portfolio do not attain mastery, the candidate has one school year to revise and resubmit those entries for reassessment the following spring. The communication of the Master Educator Assessment Team's decision will include which entries achieved master level and which entries did not. If a candidate does not achieve mastery after resubmission, he or she will have her/his license(s) renewed at the professional stage or may appeal to the state superintendent for reconsideration.

Contextual Information

Contextual information must be included at the beginning of each entry. The contextual information is limited to two pages. The two (2) pages of contextual information will be the first two pages submitted with every entry, but these two pages will NOT be included in the total number of pages allowed for each entry.

The contextual information provides the assessor the context in which you work. Refrain from naming the community, school, or district in which you work. If you work in one school and this information applies to every portfolio entry, you can submit the same information at the beginning of every entry. If you work in different schools that have different characteristics and your entries feature information or subjects from more than one school, please submit the appropriate contextual information for each entry. If you need to modify the contextual information for specific portfolio entries, you may. Follow the same formatting requirements outlined for the portfolio. (Please refer to the checklist at the end of this section.)

Contextual information is required for each entry. Each entry is reviewed independently, thus assessors need to review the contextual information with each entry.

Include the candidate identification number, name of the entry, and page number in the header on each page. The two (2) contextual pages are not included in the total number of pages allowed for each entry.

Use no more than two (2) pages total to address to the following:

1. Describe the school/program/district in which you work, the grade configuration (single grade, departmentalized, interdisciplinary, teams, etc.) teaching environment, school configurations, size of the school/district, and local community characteristics.

2. Provide information about your school/district context that you believe would be important for assessors to know in order to understand your portfolio entries. You may include details of any state or district mandates that may shape your work.

3. Describe your vision of teaching and learning.

Sample Response for Question 1

Candidate Identification Number, Entry #, Entry Title, Licensure Area Seeking

Contextual Information
Entry 1
Page i

1. ***Describe the school/program/district in which you work, the grade configuration (single grade, departmentalized, interdisciplinary, teams, etc.) teaching environment, school configurations, size of the school/district, and local community characteristics.***

School HB, my home base school, is a K-5 elementary of approximately 350 students served by a full-time administrator. HB's students come from diverse settings, including but not limited to quiet single family home neighborhoods and apartments complexes. School demographics:

	Percentages:	Sections by Grade:
White	89.0%	Gr. K – 2
Hispanic	5.3%	Gr. 1 – 2
Black	2.1%	Gr. 2 – 3
Asian	2.7%	Gr. 3 – 3
Native American Indian	.9%	Gr. 4 – 3
Specific Learning Disability	4.7%	Gr. 5 – 3
Emotional Behavioral "	2.9%	
On Free or Reduced Lunch	12.0%	Total Students 350

HB is served by full time Speech and Language and Reading Specialists. The Math Support & Talent Pool Specialists and the School Counselor are half-time. The Public Health Nurse and the School Psychologist are .25 FTE. (for delivery model see box 3)

Sample

Entry
1

Entry 1 – Planning, Organizing, and Delivering Systematic Pupil Service Programs

Overview

In this entry you will clearly communicate the ways in which you have used your knowledge of the Wisconsin Teacher Standards and skills to improve the delivery of pupil services in your school. In your narrative you will identify and define pupil needs as evidenced by data collection, data analysis, and collaborative problem-solving. Your narrative will also include evidence of your professional role in working with other pupil services professionals as you develop and deliver interventions to improve pupil learning. Through highlighting a specific initiative, you will demonstrate the planning and organizational skills utilized to refine systematic pupil services your school. In this entry you have the opportunity to communicate your knowledge and application of skills as a pupil services professional.

You will prepare the following materials that comprise Entry 1:

1. A written narrative, not to exceed twelve (12) pages, that includes: a description of the intervention; an analysis of the intervention; and your reflection on the intervention. You may vary the number of pages within each section but the total number of pages may not exceed twelve (12). Remember that contextual information is not part of the 12 pages.

2. A collection of artifacts, not to exceed fifteen (15) pages that provide illustration and evidentiary support for the statements made in the narrative. Artifacts might be written descriptions of the pupil services strategic plan, mission statement, and/or delivery model; or research/grant writing, or other documentation that will substantiate the written narrative. Each ten (10) minute visual or audio submission of an artifact equals one written page. All photocopied artifacts must be of original size, i.e., do not shrink written documents. However, larger artifacts, e.g., posters, may be photographed and the photo submitted.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Pupil Services Standards1, 2, 3, 5 and 6.

Wisconsin Pupil Services Standard 1 - The pupil services professional understands the teacher standards under s. PI 34.02.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 5 – The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.

Wisconsin Pupil Services Standard 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.

In preparation for this entry, think about ways in which your pupil services delivery system is organized and evident in your school and district. What would you point to as evidence of your success in planning, organizing, and delivering systematic pupil services? Once you have identified the specific initiative that will provide the context and the focus, you can begin to write the narrative and assemble the supporting evidence described in the next section.

The Narrative and Supporting Evidence

You will begin by writing a three (3) part narrative (not to exceed twelve pages) that includes descriptive, analytic, and reflective sections and responds to the questions or statements that follow. The narrative may be supported by up to fifteen (15) pages of artifacts.

Description (suggested 2 pages)

- Describe the pupil population in your school/district and their needs.
- Describe your role in the organizational management of the pupil services program in your school/district.
- Describe your systematic pupil services model and how you facilitated the planning and delivery of services to pupils.
- What are the mission, vision, and desired outcomes of the pupil services delivery system?
- What challenges (logistical, fiscal, etc.) are inherent to your school district and how do they impact on the pupil services delivery system?
- Describe the ways in which you have developed the model or an initiative in which you have worked to improve pupil services. Highlight that change in the questions that follow.
- What stakeholders were involved in the initiative and in organizing and evaluating services to pupils?

- What resources and data were utilized in the initiative to plan and deliver services to pupils?
- Describe the evaluation process for continuous improvement of the delivery of pupil services. How is data used to drive decisions?

Analysis (suggested 8 pages)

- What evidence is there that your pupil services have a positive impact on pupil learning outcomes in your educational setting?
- How have you used research and best practices to improve the delivery of pupil services?
- How is the delivery system adjusted to meet the individual needs of a diverse population?
- What challenges did the initiative present, and how did you manage these while respecting the perspectives of others?
- How did you work with and support teachers and/or stakeholders in the improvement of delivery of services to pupils?
- What feedback was solicited from stakeholders, and how was it used in the management of services to pupils?
- How were decisions made in obtaining, allocating or reallocating resources (e.g., time, financial, personnel, and professional development) for the management of this improvement?
- What opportunities and challenges were presented by laws, regulations, policies, and your profession's code of ethics that affected the improvement initiative, and how did you address these?

Reflection (suggested 2 pages)

- How has your vision for pupil services impacted pupil learning?
- What are the challenges of your pupil services delivery system?
- What did you learn during this process that helped you further understand and implement effective planning, organizing, and delivery of pupil services?
- How did the delivery of systematic pupil services positively impact teaching and learning?
- How have the cultural and enrollment changes in your district affected pupil services planning, organization, and delivery?
- How will you use what you learned through this initiative to support other educators involved in change in this or future initiatives?
- How will you continue to show your commitment to your vision?

Artifacts (up to 15 pages)

Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your planning, organizing, and delivering systematic pupil services will guide the type of artifacts that you use. For this entry artifacts might include: a written description of data collection process(es), pupil services strategic plan, mission statement, and/or delivery model, professional theoretical framework, documentation of program development and coordination, documentation of evaluation process and continuous improvement efforts, and grant-writing that supports delivery of pupil services.

Artifacts should be titled with A, B, C, etc. Each page of the artifact should include your identification number, the entry number, the artifact letter, and the number of the page (e.g., A1, A2, B1, etc.). This information should be typed in the upper right-hand corner of the artifact.

Artifacts may not exceed fifteen (15) total pages for each entry. Artifacts that exceed the limit of fifteen (15) pages will not be reviewed. Each unedited segment of a video recording that is up to ten (10) minutes in length is considered one page of the total number of artifacts. Up to three (3) segments (a total of thirty (30) minutes) of video recording may be used as artifacts of each entry.

- Any unedited video recording identified as a **single artifact** will be reviewed for the first ten (10) minutes (e.g., A1).

- Any unedited video recording identified as **two artifacts** will be reviewed for the first twenty (20) minutes (e.g., A1 & A2).

- Any unedited video recording identified as **three artifacts** will be reviewed for the first thirty (30) minutes (e.g., A1, A2 & A3).

Note: Multiple documents cannot be video recorded and submitted as a single artifact.

The Evaluation of Entry One

The evaluation of your performance will address the following six indicators:

1.1 The pupil services professional will clearly identify and define pupil needs through active research to address the initiative. The initiative will accurately reflect the needs of the learning community.

- The initiative includes a diverse group of participants that is representative of all stakeholders.
- The work of the initiative respects the values, norms, and cultures of the participants while assuring that all stakeholders are highly motivated and are actively engaged in formulating the decisions of the initiative.
- The work of the initiative is collaborative and inclusive, recognizing all stakeholder needs, while finding common ground to meet the initiative's goals.
- The pupil services professional has utilized current, valid research and best practices to identify pupil needs and to design, implement, and evaluate an initiative to address these needs and improve pupil learning for all pupils.

1.2 The pupil services professional plans and develops an initiative that specifically aligns with the identified needs of pupils.

- The pupil services professional develops and implements a written detailed plan designed to reach the goals of the initiative.
- The pupil services professional develops procedures to manage the process by anticipating and effectively dealing with multiple internal and external challenges.

1.3 The pupil services professional effectively facilitates and manages the process.

- The pupil services professional acquires new resources and makes effective use of all available resources needed to meet the goal(s) of the initiative.
- The pupil services professional makes decisions based on the continuous collection and accurate analysis of data to evaluate the work of the initiative.
- The pupil services professional identifies and implements sustained professional development for all key stakeholders to support the process.
- The pupil services professional actively considers, modifies, and implements the initiative based on relevant policies, laws, regulations, and the ethical practices of all stakeholders.
- The pupil services professional recognizes the effect of the change process on all key stakeholders and supports them throughout the initiative.

- The pupil services professional works to assure that all key stakeholders' work is communicated to the wider community in ways that balance individual recognition and teamwork.

1.4 The pupil services professional describes how the initiative was communicated and how pupil services skills were applied to connect the school and the community.
- The pupil services professional has established a collaborative initiative that connects, benefits, and is implemented by both the school and the community.
- The pupil services professional communicates to all stakeholders that the initiative is an integral need of the school/district and is related to the district goals of improving pupil learning.
- The pupil services professional is an active collaborator in all stages of the initiative (needs assessment, data collection, implementations, evaluation, and celebration).

1.5 The pupil services professional is organized and manages resources effectively and efficiently.
- The pupil services professional has developed and communicated a well-organized plan to manage resources in an efficient and effective way.
- The pupil services professional has implemented and improved the plan by effectively utilizing resources and by making modifications as necessary.
- The pupil services professional has a time management plan that they use to effectively and efficiently manage the initiative as well as other pupil service and school responsibilities.

1.6 The pupil services professional analyzes, reflects on, and improves current practices to increase pupil learning.
- The pupil services professional is able to describe his/her advocacy for pupil learning and is able to identify a variety of relevant strengths and weaknesses related to their practice and the initiative.
- Using multiple sources of data, the pupil services professional reflects insightfully on the implications of his/her advocacy for pupil learning and uses the analysis to identify specific steps he/she will take to make relevant changes to their practice and the initiative.
- The pupil services professional uses reflections to guide, inspire and promote the professional development of others.

A complete rubric is available in Appendix A.

Prepare Entry

Your materials for Entry #1 should have a header that includes the words “Entry #1,” your candidate identification number, and the page number (e.g., 1-1, 1-2, 1-3). The entry should begin with the narrative – Description, Analysis or Reflection headings, in that order. All artifacts must also be numbered and organized in the sequence they were discussed in the narrative.

Checklist of Entry Contents

- ❑ Contextual information (2 pages)
- ❑ Narrative of up to 12 pages meeting formatting requirements
- ❑ Description
- ❑ Analysis
- ❑ Reflection
- ❑ The focus of the entry is on a specific pupil services initiative in which you have been instrumental
- ❑ Up to 15 pages of artifacts providing evidence for your narrative. A 10-minute audio or video representation for an artifact replaces one written page of artifacts
- ❑ Your narrative addresses all 6 evaluation components

Formatting Requirement Checklist

Written materials must comply with the following requirements. Submissions that do not comply with the requirements will not be assessed. Materials will be returned to the candidate and may be resubmitted during the following year.

	Checklist Item
	Is each entry based upon a separate and different activity/initiative?
	Is 12-point font used?
	Is Times New Roman, Garamond, Arial, or Helvetica font used?
	Is line spacing 1.5 (1 ½)?
	Is the margin 1 inch on all sides?
	Does every page include a header?
	Does the header include: • Candidate identification number • Entry number • Entry title • Licensure area seeking • Page number • Correct type numbering or lettering for the various sections of each entry?
	Are contextual information pages numbered using i and ii? (see sample)
	Is the contextual information (total of 2 pages) included at the beginning of each entry? The two (2) pages of contextual information are not included in the total number of pages allowed for each entry. Contextual information is required.
	Are sections within each entry labeled as “description,” “analysis,” and “reflection”?
	Are narrative pages numbered in sequence 1, 2, 3…and included on the top right-hand side of the page?
	Are artifact pages lettered and numbered in sequence on the top right-hand side of the page? The first artifact should be A, the second artifact should be B, etc. If there are multiple pages to the artifact they should be lettered and then numbered (e.g., A page 1, A page 2, A page 3 for the first three (3) pages of the first artifact, B for the second artifact).
	Did you ensure the number of pages does not exceed the number required for each entry?
	Have you properly saved your portfolio on four (4) flash drives?
	Are copies of all work, artifacts, and photos legible and readable? 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. Note: You are strongly encouraged to include artifacts in .pdf format.
	Is the required video included in the specified portfolio entry and correctly labeled with your identification number and entry number?
	Have you proofread and edited your portfolio entries?

Entry-1-at-a-Glance

Pupil Services Entry One: *Planning, Organizing, and Delivering Systematic Pupil Service Programs*

In this entry you will clearly communicate the ways in which you have used your knowledge of the Wisconsin Teacher Standards and skills to improve the delivery of pupil services in your school. In your narrative you will identify and define pupil needs as evidenced by data collection, high-level data analysis, and collaborative problem-solving. Your narrative will also include evidence of your professional role in working with other pupil services professionals as you develop and deliver interventions to improve pupil learning. Through the highlighting of a specific initiative, you will demonstrate the planning and organizational skills utilized to refine systematic pupil services in your school. In this entry you have the opportunity to communicate your knowledge and application of skills as a pupil services professional.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Pupil Services Standards1, 2, 3, 5 and 6.

Wisconsin Pupil Services Standard 1 - The pupil services professional understands the teacher standards under s. PI 34.02.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 5 – The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.

Wisconsin Pupil Services Standard 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.

In preparation for this entry, think about ways in which your pupil services are organized and evident in your school and district. What would you point to as evidence of your success in planning, organizing, and delivering systematic pupil services?

You will produce a narrative	How your work will be evaluated
Description (suggested 2 pages) Describe the pupil population in your school/district and their needs. Describe your role in the organizational management of the pupil services program in your school/district. Describe your systematic pupil services model and how you facilitated the planning and delivery of services to pupils. What are the mission, vision, and desired outcomes of the pupil services delivery system? What challenges (logistical, fiscal, etc.) are inherent to your school district, and how do they impact on the pupil services delivery system? Describe the ways in which you have developed the model or an initiative in which you have worked to improve pupil services. Highlight that change in the questions that follow. What stakeholders were involved in the initiative and in organizing and evaluating services to pupils? What resources and data were utilized in the initiative to plan and deliver services to pupils? Describe the evaluation process for continuous improvement of the delivery of pupil services. How is data used to drive decisions? **Analysis (suggested 8 pages)** What evidence is there that your pupil services have a positive impact on pupil learning outcomes in your educational setting? How have you used research and best practices to improve the delivery of pupil services? How is the delivery system adjusted to meet the individual needs of a diverse population? What challenges did the initiative present, and how did you manage these while respecting the perspectives of others? How did you work with and support teachers and/or stakeholders in the improvement of delivery of services to pupils? What feedback was solicited from stakeholders, and how was it used in the management of services to pupils? How were decisions made in obtaining, allocating, or reallocating resources (e.g., time, financial, personnel, and professional development) for the management of this improvement? What opportunities and what challenges were presented by laws, regulations, policies, and your professions code of ethics that affected the improvement initiative, and how did you address these?	**1.1 The pupil services professional will clearly identify and define pupil needs through active research to address the initiative. The initiative will accurately reflect the needs of the learning community.** The initiative includes a diverse group of participants that is representative of all stakeholders. The work of the initiative respects the values, norms, and cultures of the participants while assuring that all stakeholders are highly motivated and are actively engaged in formulating the decisions of the initiative. The work of the initiative is collaborative and inclusive, recognizing all stakeholder needs, while finding common ground to meet the initiative's goals. The pupil services professional has utilized current, valid research and best practices to identify pupil needs and to design, implement, and evaluate an initiative to address these needs and improve pupil learning for all pupils. **1.2 The pupil services professional plans and develops an initiative that specifically aligns with the identified needs of pupils.** The pupil services professional develops and implements a written detailed plan designed to reach the goals of the initiative. The pupil services professional develops procedures to manage the process by anticipating and effectively dealing with multiple internal and external challenges. **1.3 The pupil services professional effectively facilitates and manages the process.** The pupil services professional acquires new resources and makes effective use of all available resources needed to meet the goal(s) of the initiative. The pupil services professional makes decisions based on the continuous collection and accurate analysis of data to evaluate the work of the initiative. The pupil services professional identifies and implements sustained professional development for all key stakeholders to support the process. The pupil services professional actively considers, modifies, and implements the initiative based on relevant policies, laws, regulations, and the ethical practices of all stakeholders. The pupil services professional recognizes the effect of the change process on all key stakeholders and supports them throughout the initiative. The pupil services professional works to assure that all key stakeholders' work is communicated to the wider community in ways that balance individual recognition and team work.

You will produce a narrative	**How your work will be evaluated**
Reflection (suggested 2 pages) How has your vision for pupil services impacted pupil learning? What are the challenges of your pupil services delivery system? What did you learn during this process that helped you further understand and implement effective planning, organizing, and delivery of pupil services? How did the delivery of systematic pupil services positively impact teaching and learning? How have the cultural and enrollment changes in your district affected pupil services planning, organization, and delivery? How will you use what you learned through this initiative to support other educators involved in change in this or future initiatives? How will you continue to show your commitment to your vision? **Supported by Artifacts** You may include up to 15 pages of artifacts that illustrate or provide evidence in support of your written narrative. Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your planning, organizing, and delivering systematic pupil services programs will guide the type of artifacts that you use. For this entry artifacts might include: a written description of data collection process(es), pupil services strategic plan, mission statement and/or delivery model, professional theoretical framework, documentation of program development and coordination, documentation of evaluation process and continuous improvement efforts, and grant writing that supports delivery of pupil services.	**1.4 The pupil services professional describes how the initiative was communicated and how pupil services skills were applied to connect the school and the community.** The pupil services professional has established a collaborative initiative that connects, benefits, and is implemented by both the school and the community. The pupil services professional communicates to all stakeholders that the initiative is an integral need of the school/district and is related to the district goals of improving pupil learning. The pupil services professional is an active collaborator in all stages of the initiative (needs assessment, data collection, implementations, evaluation, and celebration). **1.5 The pupil services professional is organized and manages resources effectively and efficiently.** The pupil services professional has developed and communicated a well organized plan to manage resources in an efficient and effective way. The pupil services professional has implemented and improved the plan by effectively utilizing resources and by making modifications as necessary. The pupil services professional has a time management plan that they use to effectively and efficiently manage the initiative as well as other pupil service and school responsibilities. **1.6 The pupil services professional analyzes, reflects on and improves current practices to increase pupil learning.** The pupil services professional is able to describe his/her advocacy for pupil learning and is able to identify a variety of relevant strengths and weaknesses related to their practice and the initiative. Using multiple sources of data, the pupil services professional reflects insightfully on the implications of his/her advocacy for pupil learning and uses the analysis to identify specific steps he/she will take to make relevant changes to their practice and the initiative. The pupil services professional uses reflections to guide, inspire, and promote the professional development of others.

Entry
2

Entry 2 – Collaboration with Families

Overview

In this entry you will provide a detailed narrative of specific interventions and collaborations in which you engaged with families. From your identified broad range of collaborations, you will highlight a specific interaction that documents and demonstrates your skills in collaborating with families. This entry will highlight how you have met the organizational demands required to implement and evaluate interventions that reduced barriers to pupil learning. This entry gives you the opportunity to focus on the collaboration skills you practiced in order for those interventions to be effective.

You will prepare the following materials that comprise Entry 2:

1. A written narrative, not to exceed twelve (12) pages, that includes: a description of the intervention, an analysis of the intervention, and your reflection on the intervention. You may vary the number of pages within each section but the total number of pages may not exceed twelve (12). Remember that contextual information is not part of the 12 pages.

2. A collection of artifacts, not to exceed fifteen (15) pages, that provide illustration and evidentiary support for the statements made in the narrative. Artifacts might be written descriptions of the pupil services strategic plan, mission statement and/or delivery model, research/grant writing, or other documentation that will substantiate the written narrative. Each ten (10) minute visual or audio submission of an artifact equals one written page. All photocopied artifacts must be of original size, i.e., do not shrink written documents. However, larger artifacts, e.g., posters, may be photographed and the photo submitted.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Pupil Services Standards 2, 3, 6, and 7.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 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.

In preparation for this entry, think about the ways you have collaborated in support of families. What would you point to as evidence of your success in identifying and connecting with stakeholders? Once you have identified the context and the focus, you can begin to write the narrative and assemble the supporting evidence described in the next section.

The Narrative and Supporting Evidence

You will begin by writing a three-part narrative (not to exceed 12 pages) that includes descriptive, analytic, and reflective sections and responds to the questions that follow. The narrative may be supported by up to fifteen (15) pages of artifacts.

Description (suggested 2 pages)

- What are the specific interventions and collaborations that you have cultivated with families?
- What was your role in the development, implementation, and evaluation of the collaboration/services?
- How were the stakeholders involved in the development, implementation, and evaluation of services through these collaborations?
- How did you work collaboratively to provide necessary services?
- Describe the barriers to the collaboration/intervention and how they were addressed.
- How is the collaboration/service supported by research/best practice?
- What data was used to address the barriers to pupil learning?

Analysis (suggested 8 pages)

- What effect did the collaboration have on pupil learning outcomes?
- What data supported the need for this collaboration, and why was that specific data used?
- What data were collected, and how were they analyzed and used to inform the collaboration?
- Why were these specific groups involved in this collaboration?
- How have you developed relationships with families during this collaboration?

- What effect did various stakeholders have in the development, implementation, and ongoing work?
- What challenges do the different perspectives and varying views of these stakeholders present in the collaboration, and how do you address these differences?
- How has collaboration with families been adjusted to meet diverse pupil needs?
- How were the diverse needs of stakeholders considered in your communications and collaboration?
- How will you maintain and continually improve the delivery of services to families?
- In what ways have you communicated the importance of this and other pupil services – family collaboration?

Reflections (suggested 2 pages)

- What worked well with the process? What did not work? How do you know?
- What challenges were overcome? What challenges still need to be overcome?
- What might you do differently and what are your next steps?
- How did collaboration with families impact pupil learning?
- How do you plan to sustain and continually evaluate this collaboration?
- In what ways did the intervention or collaboration with families meet with your expectations?
- How will you use what you have learned through the intervention or collaboration to support other educators in this or future interventions?

Artifacts (up to 15 pages)

Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your collaboration with families will guide the type of artifacts that you use. For this entry artifacts might include: communications such as letters, brochures, surveys, interview instruments, awards and certificates, pre-test and post-test data, leadership in school and family partnerships, and programs/services/advocacy initiatives that provide support to families and reduce barriers to learning.

Artifacts should be titled with A, B, C, etc. Each page of the artifact should include your identification number, the entry number, the artifact letter, and the number of the page (e.g., A1, A2, B1, etc.). This information should be typed in the upper right-hand corner of the artifact.

Artifacts may not exceed 15 total pages for each entry. Artifacts that exceed the limit of fifteen (15) pages will not be reviewed. Each unedited segment of a video

recording that is up to 10 minutes in length is considered one page of the total number of artifacts. Up to 3 segments (a total of 30 minutes) of video recording may be used as artifacts of each entry. If you are using three (3) episodes, they may be submitted as separate files but should be clearly labeled.

- Any unedited video recording identified as a **single artifact** will be reviewed for the first ten (10) minutes (e.g., A1).

- Any unedited video recording identified as **two artifacts** will be reviewed for the first twenty (20) minutes (e.g., A1 & A2).

- Any unedited video recording identified as **three artifacts** will be reviewed for the first thirty (30) minutes (e.g., A1, A2 & A3).

Note: Multiple documents cannot be video recorded and submitted as a single artifact.

The Evaluation of Entry Two

The evaluation of your performance will address the following five indicators:

2.1 The pupil services professional demonstrates knowledge of learning principles and an application of research/best practices that supports and impacts pupil learning.

- The pupil services professional demonstrates a thorough and detailed knowledge of pupil learning principles including how pupils learn; barriers to learning; and knowledge of school, community, and family influences that impact learning.
- The pupil services professional identifies and has a plan to address the needs of diverse learners based on research and data that is collected.
- The pupil services professional is responsive to interests, needs, and barriers to pupil learning and works with others to improve the performance of targeted pupils.
- The pupil services professional employs ethical research practices. Data is collected regarding targeted pupils and is a reflection of the learning community.
- The pupil services professional connects the intervention directly to pupil learning outcomes. Program changes are reflective of accurate research and data analysis.

2.2 The pupil services professional maintains and continually improves the delivery of services within a school/district to enhance pupil learning and to promote pupil well being.

- The pupil services professional demonstrates a thorough and detailed knowledge of effective, research-based pupil service delivery systems and best practices.
- The pupil services professional disaggregates data to effectively evaluate the service delivery system.
- The pupil services professional identifies and institutes individual or programmatic changes based on data and diverse needs of individual learners.
- The pupil services professional provides ongoing evaluation of services delivered.

2.3 The pupil services professional promotes a climate that is conducive to providing inclusive services which respect and honor cultural diversity and individual differences.

- The pupil services professional demonstrates ability to promote a positive learning and teaching climate.
- The pupil services professional actively seeks out resources to address all concerns or needs of individual pupils representing the diversity of the community.
- The pupil services professional actively works to develop a community of learners who provide inclusive services that embrace and celebrate cultural diversity, family and community.
- The pupil services professional actively involves all stakeholders in collaborations.

2.4 The pupil services professional builds effective relationships to support change.

- The pupil services professional's initiative includes a diverse group of participants that is representative of all stakeholders.
- The work of the initiative respects the diversity of the participants and the systems they represent. The participants are actively engaged in formulating the decisions of the initiative.
- The pupil services professional supports the stakeholders throughout the initiative, communicates their work to the wider community in ways that balance individual recognition and team work, and honors and celebrates the work of all stakeholders.

2.5 The pupil services professional reflects on practice and uses the analysis to improve future practice/contributions to the profession.

- The pupil services professional is able to describe his/her advocacy for pupil learning and is able to identify a variety of relevant strengths and weaknesses related to their practice and the initiative.
- Using multiple sources of data, the pupil services professional reflects insightfully on the implications of his/her advocacy for pupil learning and identifies specific steps he/she will take to make relevant changes to their practice and the initiative.
- The pupil services professional is able to use the reflections and lessons learned to make meaningful contributions to their profession that reach across disciplines and outside the school district.

A complete rubric is available in Appendix A.

Prepare Entry

Your materials for Entry Two should have a header that includes the words “Entry Two,” your candidate identification number, and the page number (e.g., 2-1, 2-2, 2-3). The entry should begin with the narrative – Description, Analysis and Reflection headings, in that order. All artifacts must also be numbered and organized in the sequence they were discussed in the narrative.

Checklist of Entry Contents

- ❑ Contextual information (2 pages)
- ❑ Narrative of up to 12 pages meeting formatting requirements
- ❑ Description
- ❑ Analysis
- ❑ Reflection
- ❑ The focus of the entry is on a specific pupil services initiative with families documenting your collaboration skills
- ❑ Up to 15 pages of artifacts providing evidence for your narrative. A 10-minute audio or video representation for an artifact replaces one written page of artifacts.
- ❑ Your narrative addresses all 5 evaluation components

Formatting Requirement Checklist

Written materials must comply with the following requirements. Submissions that do not comply with the requirements will not be assessed. Materials will be returned to the candidate and may be resubmitted during the following year.

	Checklist Item
	Is each entry based upon a separate and different activity/initiative?
	Is 12-point font used?
	Is Times New Roman, Garamond, Arial, or Helvetica font used?
	Is line spacing 1.5 (1 ½)?
	Is the margin 1 inch on all sides?
	Does every page include a header on the top right-hand side of the page?
	Does the header include: • Candidate identification number • Entry number • Entry title • Licensure area seeking • Page number • Correct type numbering or lettering for the various sections of each entry?
	Are contextual information pages numbered using i and ii? (see sample)
	Is the contextual information (total of 2 pages) included at the beginning of each entry? The two (2) pages of contextual information are not included in the total number of pages allowed for each entry. Contextual information is required.
	Are sections within each entry labeled as “description,” “analysis,” and “reflection”?
	Are narrative pages numbered in sequence 1, 2, 3…and included on the top right-hand side of the page?
	Are artifact pages lettered and numbered in sequence on the top right-hand side of the page? The first artifact should be A, the second artifact should be B, etc. If there are multiple pages to the artifact they should be lettered and then numbered (e.g., A page 1, A page 2, A page 3 for the first three (3) pages of the first artifact, B for the second artifact).
	Did you ensure the number of pages does not exceed the number required for each entry?
	Have you properly saved your portfolio on four (4) flash drives?
	Are copies of all work, artifacts, and photos legible and readable? 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. Note: You are strongly encouraged to include artifacts in .pdf format.
	Is the required video included in the specified portfolio entry and correctly labeled with your identification number and entry number?
	Have you proofread and edited your portfolio entries?

Entry-2-at-a-Glance

Pupil Services Entry Two: *Collaboration with Families*

In this entry you will provide a detailed narrative of specific interventions and collaborations in which you engaged with families. From your identified broad range of collaborations, you will highlight a specific interaction that documents and demonstrates your skills in collaborating with families. This entry will highlight how you've met the organizational demands required to implement and evaluate interventions that reduced barriers to pupil learning. This entry gives you the opportunity to focus on the collaboration skills you practiced in order for those interventions to be effective.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Pupil Services Standards 2, 3, 6, and 7.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 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.

In preparation for this entry, think about the ways you have collaborated in support of families. What would you point to as evidence of your success in identifying and connecting with stakeholders?

You will produce a narrative	How your work will be evaluated
Description (suggested 2 pages) What are the specific interventions and collaborations that you have cultivated with families? What was your role in the development, implementation, and evaluation of the collaboration/services? How were the stakeholders involved in the development, implementation, and evaluation of services through these collaborations? How did you work collaboratively to provide necessary services? Describe the barriers to the collaboration/intervention and how they were addressed. How is the collaboration/service supported by research/best practice? What data was used to address the barriers to pupil learning? **<u>Analysis (suggested 8 pages)</u>** What effect did the collaboration have on pupil learning outcomes? What data supported the need for this collaboration, and why was that specific data used? What data were collected, and how were they analyzed and used to inform the collaboration? Why were these specific groups involved in this collaboration? How have you developed relationships with families during this collaboration? What effect did various stakeholders have in the development, implementation, and ongoing work? What challenges do the different perspectives and varying views of these stakeholders present in the collaboration, and how do you address these differences? How has collaboration with families been adjusted to meet diverse pupil needs? How were the diverse needs of stakeholders considered in your communications and collaboration? How will you maintain and continually improve the delivery of services to families? In what ways have you communicated the importance of this and other pupil services – family collaboration?	**2.1 The pupil services professional demonstrates knowledge of learning principles and an application of research/best practices that supports and impacts pupil learning.** The pupil services professional demonstrates a thorough and detailed knowledge of pupil learning principles including how pupils learn; barriers to learning; and knowledge of school, community, and family influences that impact learning. The pupil services professional identifies and has a plan to address the needs of diverse learners based on research and data that is collected. The pupil services professional is responsive to interests, needs, and barriers to pupil learning and works with others to improve the performance of targeted pupils. The pupil services professional employs ethical research practices. Data is collected regarding targeted pupils and is a reflection of the learning community. The pupil services professional connects the intervention directly to pupil learning outcomes. Program changes are reflective of accurate research and data analysis. **2.2 The pupil services professional maintains and continually improves the delivery of services *within a school/district to enhance pupil learning and to promote pupil well being.*** The pupil services professional demonstrates a thorough and detailed knowledge of effective, research-based pupil service delivery systems and best practices. The pupil services professional disaggregates data to effectively evaluate the service delivery system. The pupil services professional identifies and institutes individual or programmatic changes based on data and diverse needs of individual learners. The pupil services professional provides ongoing evaluation of services delivered. **2.3 The pupil services professional promotes a climate that is conducive to providing inclusive services which respect and honor cultural diversity and individual differences.** The pupil services professional demonstrates ability to promote a positive learning and teaching climate. The pupil services professional actively seeks out resources to address all concerns or needs of individual pupils representing the diversity of the community. The pupil services professional actively works to develop a community of learners who provide inclusive services that embrace and celebrate cultural diversity, family and community. The pupil services professional actively involves all stakeholders in collaborations.

You will produce a narrative	How your work will be evaluated
<u>Reflections (suggested 2 pages)</u> What worked well with the process? What did not work? How do you know? What challenges were overcome? What challenges still need to be overcome? What might you do differently and what are your next steps? How did collaboration with families impact pupil learning? How do you plan to sustain and continually evaluate this collaboration? In what ways did the intervention or collaboration with families meet with your expectations? How will you use what you have learned through the intervention or collaboration to support other educators in this or future interventions? **<u>Supported by Artifacts</u>** You may include up to 15 pages of artifacts that illustrate or provide evidence in support of your written narrative. Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your collaboration with families will guide the type of artifacts that you use. For this entry artifacts might include: communications such as letters, brochures, surveys, interview instruments, awards and certificates, pre-test and post-test data, leadership in school and family partnerships, and programs/services/advocacy initiatives that provide support to families and reduce barriers to learning.	**2.4 The pupil services professional builds effective relationships to support change.** The pupil services professional's initiative includes a diverse group of participants that is representative of all stakeholders. The work of the initiative respects the diversity of the participants and the systems they represent. The participants are actively engaged in formulating the decisions of the initiative. The pupil services professional supports the stakeholders throughout the initiative, communicates their work to the wider community in ways that balance individual recognition and team work, and honors and celebrates the work of all stakeholders. **2.5 The pupil services professional reflects on practice and uses the analysis to improve future practice/contributions to the profession.** The pupil services professional is able to describe his/her advocacy for pupil learning and is able to identify a variety of relevant strengths and weaknesses related to their practice and the initiative. Using multiple sources of data, the pupil services professional reflects insightfully on the implications of his/her advocacy for pupil learning and identifies specific steps he/she will take to make relevant changes to their practice and the initiative. The pupil services professional is able to use the reflections and lessons learned to make meaningful contributions to their profession that reach across disciplines and outside the school district.

Entry
3

Entry 3 – Partnerships with the Community

Overview

In this entry you will have the opportunity to communicate your various roles as a pupil services professional. Using a variety of artifacts, your narrative needs to clearly identify how you have established and/or nurtured and expanded ethical, professional collaborations with agencies, organizations, and individuals outside of the school system to improve student learning. Partnerships may be formal or informal, but they must show evidence of deliberate design, purpose, and cultural sensitivity. In this entry you have the opportunity to show clear evidence of how services to students and families have improved as a result of your partnership(s).

You will prepare the following materials that comprise Entry 3:

1) A written narrative, not to exceed twelve (12) pages, that includes: a description of the intervention, an analysis of the intervention, and your reflection on the intervention. You may vary the number of pages within each section, but the total number of pages may not exceed twelve (12). Remember that contextual information is not part of the 12 pages.

2) A collection of artifacts, not to exceed fifteen (15) pages, that provides illustration and evidentiary support for the statements made in the narrative. Artifacts might be written descriptions of the pupil services strategic plan, mission statement and/or delivery model, or research/grant writing or other documentation that will substantiate the written narrative. Each ten (10) minute visual or audio submission of an artifact equals one written page. All photocopied artifacts must be of original size, i.e., do not shrink written documents. However, larger artifacts, e.g., posters, may be photographed and the photo submitted.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Pupil Services Standards 4, 5, and 7.

Wisconsin Pupil Services Standard 4 – The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.

Wisconsin Pupil Services Standard 5 – The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.

Wisconsin Pupil Services Standard 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.

In preparation for this entry, think about the ways in which you have demonstrated leadership within the community through a community partnership with business, industry, parents, organizations, and/or other stakeholders. What would you point to as evidence of your success in using partnerships to work collaboratively with members of the community? Once you have identified the context and the focus, you can begin to write the narrative and assemble the supporting evidence described in the next section.

The Narrative and Supporting Evidence

You will begin by writing a three-part narrative (not to exceed 12 pages) that includes descriptive, analytic, and reflective sections and responds to the questions that follow. The narrative may be supported by up to 15 pages of artifacts.

Description (suggested 2 pages)

- What specific community partnership(s) have you cultivated (e.g., faith community, police department, local hospital, mental health community, health maintenance organization)?
- What was your role in the development, implementation, and continued support of the partnership(s)?
- How did you work collaboratively with others on the partnership(s)?
- How do these partnerships improve services to pupils and families and improve pupil learning?
- How did you model ethical behavior in the partnership?

Analysis (suggested 8 pages)

- What data supported the need for this partnership(s), and why was that specific data used?
- What data were collected, and how were they analyzed and used to inform the work of the partnership?
- What evidence can you show that this partnership(s) improves services to pupils and families and pupil learning?
- How have you developed relationships with stakeholders during this partnership?

- What effect did various stakeholders have in the development, implementation, and ongoing work of the partnership?
- What challenges do the different perspectives and varying views of these stakeholders/partners present in the work of the partnership, and how do you address these differences?
- How was feedback used in the enhancement and continuation of the partnership(s)?
- What evidence is there that the needs of families and the community were kept at the forefront of the partnership(s)?
- How were decisions made in obtaining, allocating, or reallocating resources for the management of the partnership?
- How were professional ethics, best practice, social behaviors, and cultural sensitivity evidenced in your partnership(s)?
- In what ways have you assured that the leadership and ongoing work of the partnership is a shared responsibility?
- In what ways have you communicated the importance of this and other pupil services – community partnerships?

Reflection (suggested 2 pages)

- What worked well? What did not work well? How do you know?
- What did you learn that will refine your practice?
- In what ways did your partnership's (s') effects on pupil learning meet your expectations?
- What would you do differently, and what is your next step?
- How will you use what you have learned through the partnership to support other educators in this or future partnerships?

Artifacts (up to 15 pages)

Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your partnership(s) with community will guide the type of artifacts that you use. For this entry artifacts might include a list of all partnerships and stakeholders, media documents, awards/external recognition, program evaluation documents, presentations, and related materials.

Artifacts should be titled with A, B, C, etc. Each page of the artifact should include your identification number, the entry number, the artifact letter, and the number of the page (e.g., A1, A2, B1, etc.). This information should be typed in the upper right-hand corner of the artifact.

Artifacts may not exceed fifteen (15) total pages for each entry. Artifacts that exceed the limit of 15 pages will not be reviewed. Each unedited segment of a video recording that is up to 10 minutes in length is considered one page of the total number of artifacts. Up to 3 segments (a total of 30 minutes) of video recording may be used as artifacts of each entry. If you are using three (3) episodes, they may be submitted as separate files but should be clearly labeled.

- Any unedited video recording identified as a **single artifact** will be reviewed for the first ten (10) minutes (e.g., A1).
- Any unedited video recording identified as **two artifacts** will be reviewed for the first twenty (20) minutes (e.g., A1 & A2).
- Any unedited video recording identified as **three artifacts** will be reviewed for the first thirty (30) minutes (e.g., A1, A2 & A3).

Note: Multiple documents cannot be video recorded and submitted as a single artifact.

The Evaluation of Entry 3

The evaluation of your performance will address the following five indicators:

3.1 The pupil services professional understands and follows their professional code of ethics and best practices of their professional code of ethics and best practices of their profession when advocating for pupils and services to assist pupils and reduce barriers to learning.

- The pupil services professional is able to describe his/her advocacy for pupil learning accurately and in detail. Their advocacy is based on current research and data collected from multiple reliable, valid sources relevant to the community partnership.
- The pupil services professional routinely reviews and keeps current with the literature of their profession. This information is used to help identity specific improvements that will be made in present and future partnerships.
- The pupil services professional facilitates the partnership and practices in a manner that exemplifies the behaviors reflected in their profession's code of ethics.

3.2 The pupil services professional effectively manages resources.

- The pupil services professional has developed and communicated a well-organized plan to manage resources in an efficient and effective way.
- The pupil services professional has implemented and improved the plan by effectively utilizing resources and by making modifications as necessary.
- The pupil services professional has a time management plan that they use to effectively and efficiently manage the initiative as well as other pupil service and school responsibilities.

3.3 The pupil services professional's vision includes a commitment to school-community partnerships.

- The pupil services professional has established a partnership that connects the school and the community, reflects the culture and values of both the school and the community, and equitably benefits the school and the community.
- As an ongoing contributor to the school-community partnership, the pupil services professional communicates and elicits feedback from all stakeholders to improve the partnership that supports pupils.
- The pupil services professional develops procedures to manage the work of the partnership that anticipates internal and external challenges and the competing interests of the stakeholders.

3.4 The partnership involves broad representation from the community and engages the members of the partnership in critical aspects of the partnership's work.

- The partnership includes a diverse group of stakeholders that are representative of the community.
- The work of the partnership is communicated using multiple formats in ways that balance individual recognition and teamwork and that honors and celebrates the work of the partnership.

- The need for the partnership is supported and clearly documented through the collection and analysis of valid data from multiple sources.
- The partnership implements an ongoing data collection process that involves multiple measures from multiple sources and that accurately analyzes data to make informed decisions and evaluate the work of the partnership.

3.5 The pupil services professional analyzes, reflects on, and improves current and future practices to increase pupil learning.

- The pupil services professional is able to describe his/her advocacy for pupil learning and is able to identify a variety of relevant strengths and weaknesses related to their practice and the initiative.
- Using multiple sources of data, the pupil services professional reflects insightfully on the implications of his/her advocacy for pupil learning and uses the analysis to identify specific steps he/she will take to make relevant changes to the in his/her practice and the initiative.
- The pupil services professional uses reflections to guide, inspire, and promote the professional development of others.

A complete rubric is available in Appendix A.

Prepare Entry

Your materials for Entry #3 should have a header that includes the words “Entry #3,” your candidate identification number, and the page number (e.g., 3-1, 3-2, 3-3). The entry should begin with the narrative – Description, Analysis, or Reflection headings, in that order. All artifacts must also be numbered and organized in the sequence they were discussed in the narrative.

Checklist of Entry Contents

- ❑ Contextual information (2 pages)
- ❑ Narrative of up to 12 pages meeting formatting requirements
- ❑ Description
- ❑ Analysis
- ❑ Reflection
- ❑ The focus of the entry is cultivating partnerships with the community
- ❑ Up to 15 pages of artifacts providing evidence for your narrative. A 10-minute audio or video representation for an artifact replaces one written page of artifacts.
- ❑ Your narrative addresses all 5 evaluation components

Formatting Requirement Checklist

Written materials must comply with the following requirements. Submissions that do not comply with the requirements will not be assessed. Materials will be returned to the candidate and may be resubmitted during the following year.

Yes	Checklist Item
	Is each entry based upon a separate and different activity/initiative?
	Is 12-point font used?
	Is Times New Roman, Garamond, Arial, or Helvetica font used?
	Is line spacing 1.5 (1 ½)?
	Is the margin 1 inch on all sides?
	Does every page include a header on the top right-hand side of the page?
	Does the header include: • Candidate identification number • Entry number • Entry title • Licensure area seeking • Page number • Correct type numbering or lettering for the various sections of each entry?
	Are contextual information pages numbered using i and ii? (see sample)
	Is the contextual information (total of 2 pages) included at the beginning of each entry? The two (2) pages of contextual information are not included in the total number of pages allowed for each entry. Contextual information is required.
	Are sections within each entry labeled as “description,” “analysis,” and “reflection”?
	Are narrative pages numbered in sequence 1, 2, 3…and included on the top right-hand side of the page?
	Are artifact pages lettered and numbered in sequence on the top right-hand side of the page? The first artifact should be A, the second artifact should be B, etc. If there are multiple pages to the artifact they should be lettered and then numbered (e.g., A page 1, A page 2, A page 3 for the first three (3) pages of the first artifact, B for the second artifact).
	Did you ensure the number of pages does not exceed the number required for each entry?
	Have you properly saved your portfolio on four (4) flash drives?
	Are copies of all work, artifacts, and photos legible and readable? 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. Note: You are strongly encouraged to include artifacts in .pdf format.
	Is the required video included in the specified portfolio entry and correctly labeled with your identification number and entry number?
	Have you proofread and edited your portfolio entries?

Entry-3-at-a-Glance

Pupil Services Entry Three: *Partnerships with the Community*

In this entry you will have the opportunity to communicate your various roles as a pupil services professional. Using a variety of artifacts, your narrative needs to clearly identify how you have established and/or nurtured and expanded ethical, professional collaborations with agencies, organizations, and individuals outside of the school system to improve pupil learning. Partnerships may be formal or informal, but they must show evidence of deliberate design, purpose, and cultural sensitivity. In this entry you have the opportunity to show clear evidence of how services to pupils and families have improved as a result of your partnership(s).

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Pupil Services Standards 4, 5, and 7.

Wisconsin Pupil Services Standard 4 – The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.

Wisconsin Pupil Services Standard 5 – The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.

Wisconsin Pupil Services Standard 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.

In preparation for this entry, think about the ways in which you have demonstrated leadership within the community through a community partnership with business, industry, parents, organizations, and/or other stakeholders. What would you point to as evidence of your success in using partnerships to work collaboratively with members of the community?

You will produce a narrative	How your work will be evaluated
Description (suggested 2 pages) What specific community partnership(s) have you cultivated (e.g., faith community, police department, local hospital, mental health community, health maintenance organization)? What was your role in the development, implementation, and continued support of the partnership(s)? How did you work collaboratively with others on the partnership(s)? How do these partnerships improve services to pupils and families and improve pupil learning? How did you model ethical behavior in the partnership? **Analysis (suggested 8 pages)** What data supported the need for this partnership(s), and why was that specific data used? What data were collected, and how were they analyzed and used to inform the work of the partnership? What evidence can you show that this partnership(s) improves services to pupils and families and pupil learning? How have you developed relationships with stakeholders during this partnership? What effect did various stakeholders have in the development, implementation, and ongoing work of the partnership? What challenges do the different perspectives and varying views of these stakeholders/partners present in the work of the partnership, and how do you address these differences? How was feedback used in the enhancement and continuation of the partnership(s)? What evidence is there that the needs of families and the community were kept at the forefront of the partnership(s)? How were decisions made in obtaining, allocating, or reallocating resources for the management of the partnership? How were professional ethics, best practice, social behaviors, and cultural sensitivity evidenced in your partnership(s)? In what ways have you assured that the leadership and ongoing work of the partnership is a shared responsibility? In what ways have you communicated the importance of this and other pupil services – community partnerships?	**3.1 The pupil services professional understands and follows their professional code of ethics and best practices of their profession when advocating for pupils and services to assist pupils and reduce barriers to learning.** The pupil services professional is able to describe his/her advocacy for pupil learning accurately and in detail. Their advocacy is based on current research and data collected from multiple reliable, valid sources relevant to the community partnership. The pupil services professional routinely reviews and keeps current with the literature of their profession. This information is used to help identify specific improvements that will be made in present and future partnerships. The pupil services professional facilitates the partnership and practices in a manner that exemplifies the behaviors reflected in their profession's code of ethics. **3.2 The pupil services professional effectively manages resources.** The pupil services professional has developed and communicated a well-organized plan to manage resources in an efficient and effective way. The pupil services professional has implemented and improved the plan by effectively utilizing resources and by making modifications as necessary. The pupil services professional has a time management plan that they use to effectively and efficiently manage the initiative as well as other pupil service and school responsibilities. **3.3 The pupil services professional's vision includes a commitment to school-community partnerships.** The pupil services professional has established a partnership that connects the school and the community, reflects the culture and values of both the school and the community, and equitably benefits the school and the community. As an ongoing contributor to the school-community partnership, the pupil services professional communicates and elicits feedback from all stakeholders to improve the partnership that supports pupils. The pupil services professional develops procedures to manage the work of the partnership that anticipate internal and external challenges and the competing interests of the stakeholders.

You will produce a narrative	How your work will be evaluated
Reflection (suggested 2 pages) What worked well? What did not work well? How do you know? What did you learn that will refine your practice? In what ways did your partnership's (s') effects on pupil learning meet your expectations? What would you do differently and what is your next step? How will you use what you have learned through the partnership to support other educators in this or future partnerships? **Supported by Artifacts** You may include up to 15 pages of artifacts that illustrate or provide evidence in support of your written narrative. Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your partnership(s) with community will guide the type of artifacts that you use. For this entry artifacts might include: a list of all partnerships and stakeholders, media documents, awards/external recognition, program evaluation documents, presentations, and related materials.	**3.4 The partnership involves broad representation from the community and engages the members of the partnership in critical aspects of the partnership's work.** The partnership includes a diverse group of stakeholders that are representative of the community. The work of the partnership is communicated using multiple formats in ways that balance individual recognition and teamwork and that honors and celebrates the work of the partnership. The need for the partnership is supported and clearly documented through the collection and analysis of valid data from multiple resources. The partnership implements an ongoing data collection process that involves multiple measures from multiple sources and that accurately analyzes the data to make informed decisions and evaluate the work of the partnership. **3.5 The pupil services professional analyzes, reflects on and improves current and future practices to increase pupil learning.** The pupil services professional is able to describe his/her advocacy for pupil learning and is able to identify a variety of relevant strengths and weaknesses related to their practice and the initiative. Using multiple sources of data, the pupil services professional reflects insightfully on the implications of his/her advocacy for pupil learning and uses the analysis to identify specific steps he/she will take to make relevant changes to his/her practice and the initiative. The pupil services professional uses reflections to guide, inspire, and promote the professional development of others.

Entry
4

Entry 4 – Leadership, Collaboration, and Contributions to the Profession

Overview

In this entry you will communicate your leadership and collaboration skills that support pupil learning, positive school climate, and age-appropriate developmental practices within your school/district and your profession. The primary focus of this entry will be on a specific intervention that you implemented to reduce barriers to pupil learning. Your narrative will clearly demonstrate your role in cultivating partnerships, collaborating with stakeholders, and communicating intervention goals and outcomes with others in your school/district and profession. Your narrative will illustrate how the intervention was supported by research to improve and refine practices within your school or district. Your narrative will also provide evidence of how you contributed to the profession.

You will prepare the following materials that comprise Entry 4:

1) You must provide a **video** for this entry that supports your narrative and demonstrates your exemplary practice. This required video does not count as one of your fifteen (15) artifacts and can include up to three distinct segments, but the total video cannot exceed 30 minutes. The entries on the video must highlight a single intervention or collaboration. Across the segments of the video, you must demonstrate ways in which you have partnered or worked with a minimum of three (3) of the following seven (7) groups to promote student learning: students, families, community, outside agencies, district staff/pupil services/other educators, administration/leadership/Board of Education, and professional organizations. The video must be more than information sharing on a project or a meeting presentation. It provides evidence of your leadership and collaboration to promote positive change for students. See video recording guidelines.

2) A written narrative, not to exceed twelve (12) pages, that includes: a description of the intervention, an analysis of the intervention, and your reflection on the intervention. You may vary the number of pages within each section, but the total number of pages may not exceed twelve (12). Remember that contextual information is not part of the 12 pages.

3) A collection of artifacts, not to exceed fifteen (15) pages, that provide illustration and evidentiary support for the statements made in the narrative. Artifacts might be written descriptions of the pupil services strategic plan, mission statement and/or delivery model, or research/grant writing or other documentation that will substantiate the written narrative. Each ten (10) minute visual or audio submission of an artifact equals one

written page. All photocopied artifacts must be of original size, i.e., do not shrink written documents. However, larger artifacts, e.g., posters, may be photographed and the photo submitted.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Pupil Services Standards 1, 2, 3, 6 and 7.

Wisconsin Pupil Services Standard 1 - The pupil services professional understands the teacher standards under s. PI 34.02.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 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.

In preparation for this entry, think about ways in which you have worked to reduce the barriers to pupil learning in your district. What would you point to as evidence of your success in improving pupil achievement? What are the products you have used as evidence for these successes? Once you have identified the specific intervention that will provide the context and the focus, you can begin to write the narrative, obtain video footage, and assemble the supporting evidence described in the next section.

The Narrative and Supporting Evidence

You will begin by writing a three-part narrative (not to exceed 12 pages) that includes descriptive, analytic, and reflective sections and responds to the questions that follow. The narrative must be supported by a video of your expertise and may include up to 15 pages of artifacts.

Description (suggested 2 pages)

- What specific intervention was designed to reduce barriers to pupil learning?
- What barriers to pupil success needed to be addressed by the intervention?
- What role did teachers and other educators have in the intervention?
- What specific collaborations did you engage in to implement the intervention? Who was involved?
- What was the structure of the collaboration?
- What was your rationale and procedure for engaging in the intervention?
- What specific strategies did you use to assist teachers to improve learning outcomes?
- How were the strategies or programs grounded in research?
- What evidence is there to document your leadership and contributions to your profession? Describe specific examples.
- What evidence is there that you provide an ethical role model for the profession within your school context and in the broader professional community?

Analysis (suggested 8 pages)

- What evidence is there that your leadership and collaboration has improved pupil learning?
- What evidence is there that you have engaged and motivated others as a leader?
- How did you cultivate and maintain relationships with all stakeholders during this collaboration?
- How did your understanding of the Teacher Standards assist you in accomplishing your goals?
- What was done to honor and celebrate successes and contributions?
- How was the data used in developing, implementing, and evaluating the program/collaboration?
- As you analyze your contributions to the profession, how have they increased your knowledge base and improved practices?
- How were research and best practice linked to your contributions and to pupil learning?
- How did you model integrity and ethical conduct in your contributions to the profession?

Reflection (suggested 2 pages)

- What worked well, what did not work well, and how do you know?
- How did the collaboration impact pupil learning?
- Did you meet your expectations? Why or why not?
- What leadership strategies would you change?
- What did you learn that will inform your practice?
- In what ways did you treat all stakeholders fairly, equitably with dignity and respect?
- What modifications would you recommend to sustain and continually evaluate the collaboration?
- How will you use what you learned through this intervention to support other educators involved in change in this or future interventions?
- As you analyze your contributions to the profession, how have they increased your knowledge base and improved practices?
- How were research and best practice linked to your contributions and to student learning?
- How did you model integrity and ethical conduct in your contributions to the profession?

Artifacts (up to 15 pages)

Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your planning, organizing, and delivering systematic pupil services will guide the type of artifacts that you use. For this entry artifacts might include documentation of assisting teachers to meet the teachers' standards, published works for a variety of diverse audiences, descriptions of specific programs you have designed and implemented, documentation of consultation and/or collaboration outcomes, leadership in school/district wide projects, teams, and committees, successful efforts to secure funding for pupil services initiatives, program goals and outcome data, school climate report card, and documentation of published/presented works. Remember that a video is a required artifact in Entry #4.

Artifacts should be titled with A, B, C, etc. Each page of the artifact should include your identification number, the entry number, the artifact letter, and the number of the page (e.g., A1, A2, B1, etc.). This information should typed in the upper right-hand corner of the artifact.

Artifacts may not exceed 15 total pages for each entry. Artifacts that exceed the limit of 15 pages will not be reviewed. Each unedited segment of a video recording that is up to 10 minutes in length is considered one page of the total number of artifacts. Up to 3 segments (a total of 30 minutes) of video recording

may be used as artifacts of each entry. If you are using three (3) episodes, they may be submitted as separate files but should be clearly labeled.

- Any unedited video recording identified as a **single artifact** will be reviewed for the first ten (10) minutes (e.g., A1).

- Any unedited video recording identified as **two artifacts** will be reviewed for the first twenty (20) minutes (e.g., A1 & A2).

- Any unedited video recording identified as **three artifacts** will be reviewed for the first thirty (30) minutes (e.g., A1, A2 & A3).

Note: Multiple documents cannot be video recorded and submitted as a single artifact.

The Evaluation of Entry 4

The evaluation of your performance will address the following five indicators:

4.1 The pupil services professional builds effective relationships to support change.

- The change initiative includes a diverse group of participants that is representative of all stakeholders.
- The initiative respects the participants while assuring that all stakeholders are actively engaged in the decision-making processes for the initiative as equitable partners.
- The work of the initiative is collaborative and shared equitably among all stakeholders while recognizing the individual strengths and needs of those involved.
- The pupil services professional assures the work of the initiative is communicated to the wider community in ways that balance individual recognition and team work and celebrates the work of the stakeholders.

4.2 The pupil services professional makes effective use of internal and external communication to support change.

- The pupil services professional uses formal and informal methods of communication with all stakeholders at the inception, throughout the development and implementation of the change initiative.
- The pupil services professional elicits different perspectives by continuously seeking information from all stakeholders. Information is analyzed and appropriately used to improve the initiative.
- The pupil services professional effectively varies one and two-way communication methods with all stakeholders to match the audience and purpose of the communication.

4.3 The pupil services professional develops an inclusive school that exhibits a climate that is conducive to learning and respects and honors different cultures and individual differences.

- Prior to and throughout its implementation, the pupil services professional examines the diversity of the recipients and designs and adjusts the initiative based on these observations.
- The pupil services professional develops and utilizes a variety of methods to assess the needs of the intended recipients.
- Prior to and throughout the initiative the pupil services professional insures that flexibility has been built in to the initiative so it can adapt to the individual needs of the recipients.

4.4 The intervention in the school or district is based on data, built on research and best practices, connected to the school district's vision and mission, and impacts pupil learning.

- The need for the initiative is clearly documented as a result of the collection and analysis of valid data from a wide variety of sources.
- The pupil services professional has based the intervention on research and best practices that are clearly communicated to and understood by all stakeholders.
- The intervention is strongly connected to the vision and the mission of the school or district.
- The intervention has a positive, documented impact on pupil learning that is based on multiple sources of valid, accurately analyzed data.

4.5 The pupil services professional reflects on practice and uses the analysis to improve future practice.

- The pupil services professional is able to describe his/her advocacy for pupil learning and is able to identify a variety of relevant strengths and weaknesses related to their practice and the initiative.
- Using multiple sources of data, the pupil services professional reflects insightfully on the implications of his/her advocacy for pupil learning and uses the analysis to identify specific steps he/she will take to make relevant changes to their practice and the initiative.
- The pupil services professional uses reflections to guide, inspire, and promote the professional development of others.

A complete rubric is available in Appendix A.

Prepare Entry

Your materials for Entry #4 should have a header that includes the words “Entry #4,” your candidate identification number, and the page number (e.g., 4-1, 4-2, 4-3). The entry should begin with the narrative – Description, Analysis and Reflection headings, in that order. All artifacts must also be numbered and organized in the sequence they were discussed in the narrative. The video must be labeled with your identification number and Entry number.

Checklist of Entry Contents

- ❑ Contextual information (2 pages)
- ❑ Narrative of up to 12 pages meeting formatting requirements
- ❑ Description
- ❑ Analysis
- ❑ Reflection
- ❑ The focus of the entry on a specific intervention to reduce barriers to pupil learning
- ❑ Up to 15 pages of artifacts providing evidence for your narrative. A 10-minute audio or video representation for an artifact replaces one written page of artifacts.
- ❑ A video of up to 30 minutes demonstrating your exemplary practice in reducing barriers
- ❑ Your narrative addresses all 5 evaluation components

Formatting Requirement Checklist

Written materials must comply with the following requirements. Submissions that do not comply with the requirements will not be assessed. Materials will be returned to the candidate and may be resubmitted during the following year.

Yes	Checklist Item
	Is each entry based upon a separate and different activity/initiative?
	Is 12-point font used?
	Is Times New Roman, Garamond, Arial, or Helvetica font used?
	Is line spacing 1.5 (1 ½)?
	Is the margin 1 inch on all sides?
	Does every page include a header?
	Does the header include: • Candidate identification number • Entry number • Entry title • Licensure area seeking • Page number • Correct type numbering or lettering for the various sections of each entry?
	Are contextual information pages numbered using i and ii? (see sample)
	Is the contextual information (total of 2 pages) included at the beginning of each entry? The two (2) pages of contextual information are not included in the total number of pages allowed for each entry. Contextual information is required.
	Are sections within each entry labeled as “description,” “analysis,” and “reflection”?
	Are narrative pages numbered in sequence 1, 2, 3…and included on the top right-hand side of the page?
	Are artifact pages lettered and numbered in sequence on the top right-hand side of the page? The first artifact should be A, the second artifact should be B, etc. If there are multiple pages to the artifact they should be lettered and then numbered (e.g., A page 1, A page 2, A page 3 for the first three (3) pages of the first artifact, B for the second artifact).
	Did you ensure the number of pages does not exceed the number required for each entry?
	Have you properly saved your portfolio on four (4) flash drives?
	Are copies of all work, artifacts, and photos legible and readable? 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. Note: You are strongly encouraged to include artifacts in .pdf format.
	Is the required video included in the specified portfolio entry and correctly labeled with your identification number and entry number?
	Have you proofread and edited your portfolio entries?

Entry-4-at-a-Glance

Pupil Services Entry Four: *Leadership and Collaboration within the School/District*

In this entry you will communicate your leadership and collaboration skills that support pupil learning, positive school climate, and age-appropriate developmental practices within your school/district and your profession. The primary focus of this entry will be on a specific intervention that you implemented to reduce barriers to student learning. Your narrative will clearly demonstrate your role in cultivating partnerships, collaborating with stakeholders and communicating intervention goals and outcomes with others in your school/district and profession. Your narrative will illustrate how the intervention was supported by research to improve and refine practices within your school or district. Your narrative will also provide evidence of how you contributed to the profession.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Pupil Services Standards 1, 2, 3, 6 and 7.

Wisconsin Pupil Services Standard 1 - The pupil services professional understands the teacher standards under s. PI 34.02.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 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.

Wisconsin Pupil Services Standard 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.

In preparation for this entry, think about ways in which you have worked to reduce the barriers to student learning in your district. What would you point to as evidence of your success in improving student achievement? What are the products you have used as evidence for these successes?

You will produce a narrative	How your work will be evaluated
Description (suggested 2 pages) What specific intervention was designed to reduce barriers to pupil learning? What barriers to pupil success needed to be addressed by the intervention? What role did teachers and other educators have in the intervention? What specific collaborations did you engage in to implement the intervention? Who was involved? What was the structure of the collaboration? What was your rationale and procedure for engaging in the intervention? What specific strategies did you use to assist teachers to improve learning outcomes? How were the strategies or programs grounded in research? What evidence is there to document your leadership and contributions to your profession? Describe specific examples. What evidence is there that you provide an ethical role model for the profession within your school context and in the broader professional community? **<u>Analysis (suggested 8 pages)</u>** What evidence is there that your leadership and collaboration has improved pupil learning? What evidence is there that you have engaged and motivated others as a leader? How did you cultivate and maintain relationships with all stakeholders during this collaboration? How did your understanding of the Teacher Standards assist you in accomplishing your goals? What was done to honor and celebrate successes and contributions? How was the data used in developing, implementing, and evaluating the program/collaboration? As you analyze your contributions to the profession, how have they increased your knowledge base and improved practices? How were research and best practice linked to your contributions and to pupil learning? How did you model integrity and ethical conduct in your contributions to the profession?	**4.1 The pupil services professional builds effective relationships to support change.** The change initiative includes a diverse group of participants that is representative of all stakeholders. The initiative respects the participants while assuring that all stakeholders are actively engaged in the decision-making processes for the initiative as equitable partners. The work of the initiative is collaborative and shared equitably among all stakeholders while recognizing the individual strengths and needs of those involved. The pupil services professional assures the work of the initiative is communicated to the wider community in ways that balance individual recognition and team work and celebrates the work of the stakeholders. **4.2 The pupil services professional makes effective use of internal and external communication to support change.** The pupil services professional uses formal and informal methods of communication with all stakeholders at the inception, throughout the development and implementation of the change initiative. The pupil services professional elicits different perspectives by continuously seeking information from all stakeholders. Information is analyzed and appropriately used to improve the initiative. The pupil services professional effectively varies one and two-way communication methods with all stakeholders to match the audience and purpose of the communication. **4.3 The pupil services professional develops an inclusive school that exhibits a climate that is conducive to learning and respects and honors different cultures and individual differences.** Prior to and throughout its implementation, the pupil services professional examines the diversity of the recipients and designs and adjusts the initiative based on these observations. The pupil services professional develops and utilizes a variety of methods to assess the needs of the intended recipients. Prior to and throughout the initiative, the pupil services professional insures that flexibility has been built in to the initiative so it can adapt to the individual needs of the recipients.

You will produce a narrative	How your work will be evaluated
Reflection (suggested 2 pages) What worked well, what did not work well, and how do you know? How did the collaboration impact pupil learning? Did you meet your expectations? Why or why not? What leadership strategies would you change? What did you learn that will inform your practice? In what ways did you treat all stakeholders fairly, equitably with dignity and respect? What modifications would you recommend to sustain and continually evaluate the collaboration? How will you use what you learned through this intervention to support other educators involved in change in this or future interventions? As you analyze your contributions to the profession, how have they increased your knowledge base and improved practices? How were research and best practice linked to your contributions and to pupil learning? How did you model integrity and ethical conduct in your contributions to the profession? **Supported by Artifacts** You may include up to 15 pages of artifacts and must include a video that illustrate or provide evidence in support of your written narrative. Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your planning, organizing, and delivering systematic pupil service programs will guide the type of artifacts that you use. For this entry artifacts might include: documentation of assisting teachers to meet the teachers' standards; published works for a variety of diverse audiences; descriptions of specific programs you have designed and implemented; documentation of consultation and/or collaboration outcomes; leadership in school/district wide projects, teams, and committees; successful efforts to secure funding for pupil services initiatives; program goals and outcome data; school climate report card; and documentation of published/presented works.	**4.4 The intervention in the school or district is based on data, built on research and best practices, connected to the school district's vision and mission, and impacts pupil learning.** The need for the initiative is clearly documented as a result of the collection and analysis of valid data from a wide variety of sources. The pupil services professional has based the intervention on research and best practices that are clearly communicated to and understood by all stakeholders. The intervention is strongly connected to the vision and the mission of the school or district. The intervention has a positive, documented impact on pupil learning that is based on multiple sources of valid, accurately analyzed data. **4.5 The pupil services provider reflects on practice and uses the analysis to improve future practice.** The pupil services professional is able to describe his/her advocacy for pupil learning and is able to identify a variety of relevant strengths and weaknesses related to their practice and the initiative. Using multiple sources of data, the pupil services professional reflects insightfully on the implications of his/her advocacy for pupil learning and uses the analysis to identify specific steps he/she will take to make relevant changes to their practice and the initiative. The pupil services professional uses reflections to guide, inspire, and promote the professional development of others.

Appendix A – Master Educator Rubrics for Pupil Services

Entry 1 – Planning, Organizing, and Delivering Systematic Pupil Service Programs

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 1.1 The pupil services professional will clearly identify and define pupil needs through active research to address the initiative. The initiative will accurately reflect the needs of the learning community.	a. The initiative includes a diverse group of participants that is representative of all stakeholders.	The initiative includes many participants who represent key stakeholder groups.	The initiative includes many participants; however, some key stakeholders are not included.	The initiative includes only a few participants and/or many appropriate key stakeholders are not included.
	b. The work of the initiative respects the values, norms, and cultures of the participants while assuring that all stakeholders are highly motivated and are actively engaged in formulating the decisions of the initiative.	The work of the initiative engages stakeholders in all activities of the change process and values them as equal partners.	The work of the initiative provides opportunities for stakeholders to influence decisions, but the actual decision-making authority rests primarily with one or two individuals. There may be processes or decisions that inadvertently shut down the efforts of important stakeholders.	The initiative provides limited opportunities for stakeholders to be involved in decision-making. Some stakeholders may disengage from the process because the process does not respect their values or culture.
	c. The work of the initiative is collaborative and inclusive, recognizing all stakeholder needs, while finding common ground to meet the initiative's goals.	The work of the initiative is primarily collaborative and inclusive. The core actions from the initiative represent the common ground of several key stakeholders.	The work of the initiative is somewhat collaborative; however, individuals or subgroups may exert a disproportionate influence on decision making effectively excluding others and their ideas.	The initiative is primarily a directive rather than a collaborative change effort. Participants are charged with implementing, not designing, the change.
	d. The pupil services professional has utilized current, valid research and best practices to identify student needs and to design, implement, and evaluate an initiative to address these needs and improve pupil learning for all pupils.	The pupil services professional has utilized research and best practices to identify pupil needs and to design, implement, and evaluate an initiative to address some of the needs and improve pupil learning for most pupils.	The pupil services professional has identified some pupil needs, has an initiative to address these needs, and has some research to support the initiative.	The pupil services professional's initiative is designed to address some pupil needs, but the plan is not based on a needs assessment.

Entry 1 – Planning, Organizing, and Delivering Systematic Pupil Service Programs

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 1.2 The pupil services professional plans and develops an initiative that specifically aligns with the identified needs of pupils.	a. The pupil services professional develops and implements a written, detailed plan designed to reach the goals of the initiative.	The pupil services professional develops an informal plan that works toward the intended goal(s).	The pupil services professional develops an informal plan; however, the plan is general and may omit key steps or decisions.	There is little or no evidence of a plan for the change process. Discrete tasks occur, but there is no coherent plan.
	b. The pupil services professional develops procedures to manage the process by anticipating and effectively dealing with multiple internal and external challenges.	The pupil services professional develops procedures to manage the process by effectively dealing with internal and external challenges.	The pupil services professional implements some procedures to address challenges but with limited effectiveness.	The pupil services professional shows little or no recognition of possible challenges and does not effectively implement procedures to address them.
Entry 1.3 The pupil services professional effectively facilitates and manages the process.	a. The pupil services professional acquires new resources, and makes effective use of all available resources needed to meet the goal(s) of the initiative.	The pupil services professional makes effective use of available resources needed to meet the goal(s) of the initiative.	The pupil services professional is unable to obtain many of the resources needed to meet the goal(s) of the initiative.	The initiative lacks adequate resources to meet its goals or resource are available but not used effectively.
	b. The pupil services professional makes decisions based on the continuous collection and accurate analysis of data to evaluate the work of the initiative.	The pupil services professional makes decisions based on the accurate analysis of data to evaluate the work of the initiative.	The pupil services professional makes decisions based upon a narrow data set.	The pupil services professional makes decisions based upon opinion or group deliberation without being supported by data.
	c. The pupil services professional identifies and implements sustained professional development for all key stakeholders to support the process.	The pupil services professional identifies and implements professional development for several stakeholders to support the process.	The pupil services professional identifies some areas of professional development; however it may not be targeted towards the initiative or may address only a few stakeholders.	The pupil services professional provides little or no evidence of ways in which professional development will be provided to support the initiative.
	d. The pupil services professional actively considers, modifies, and implements the initiative based on relevant policies, laws, regulations, and the ethical practices of all stakeholders.	The pupil services professional implements the process in an ethical way that follows the letter of applicable policies, laws, and regulations.	The pupil services professional follows the letter of applicable policies, laws, and regulations.	The description of the initiative suggests that some policies, laws, or regulations may have been ignored in the interest of expedient implementation of process.

Entry 1 – Planning, Organizing, and Delivering Systematic Pupil Service Programs

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 1.3 (CONTINUED) The pupil services professional effectively facilitates and manages the process.	e. The pupil services professional recognizes the effect of the change process on all key stakeholders and supports them throughout the initiative.	The pupil services professional recognizes the effect of the change process on some stakeholders and supports them throughout the initiative.	The pupil services professional recognizes the need for support but may not provide this support in an effective manner throughout the initiative.	The pupil services professional provides little or no support to stakeholders as they work to design and effect change.
	f. The pupil services professional works to assure that all key stakeholders' work is communicated to the wider community in ways that balance individual recognition and team work.	The pupil services professional assures that the work of some stakeholders is communicated to the wider community in ways that balance individual recognition and team work.	The work of stakeholders is recorded and is shared with other groups, however not necessarily in ways that recognize the work of stakeholders or the group's achievements.	The communication is primarily record-keeping that documents the activities of the initiative. Little or no recognition of efforts is provided.
Entry 1.4 The pupil services professional describes how the initiative was communicated and how pupil services skills were applied to connect the school and community.	a. The pupil services professional has established a collaborative initiative that connects, benefits, and is implemented by both the school and the community.	The pupil services professional has established a collaborative initiative that is implemented by either the school or the community.	The pupil services professional has established an initiative; however, the initiative is not collaborative in nature.	The pupil services professional establishes an initiative in name only.
	b. The pupil services professional communicates to all stakeholders that the initiative is an integral need of the school/district and is related to the district goals of improving pupil learning.	The pupil services professional communicates with key stakeholders that the initiative is an integral need of the school/district and is related to the district goals of improving pupil learning	The pupil services professional communicates with some stakeholders that the initiative is important to the district and pupils.	The pupil services professional shares information with others that the initiative is related to the school/districts goals of improving pupil learning.
	c. The pupil services professional is an active collaborator in all stages of the initiative (needs assessment, data collection, implementation, evaluation, and celebration).	The pupil services professional is an active collaborator in several stages of the initiative. Data provided is essential to the initiative and decisions about it.	The pupil services professional contributes data to the initiative at several stages of the process. Data is helpful but not essential to the decision-making process.	The pupil services professional provides some data at some stages of the initiative. Data is to support decisions rather than guide the decision-making process.

Entry 1 – Planning, Organizing, and Delivering Systematic Pupil Service Programs

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 1.5 The pupil services professional is organized and manages resources effectively and efficiently.	a. The pupil services professional has developed and communicated a well-organized plan to manage resources in an efficient and effective way.	The pupil services professional is organized and has a plan to manage many resources in an efficient and effective way.	The pupil services professional may have a plan to organize resources, but the plan is underdeveloped or there is limited evidence that resources will be used effectively.	There is little or no evidence that the pupil services professional has a plan to organize and use resources.
	b. The pupil services professional has implemented and improved the plan by effectively utilizing resources and by making modifications as necessary.	The pupil services professional has implemented the plan and has utilized resources in an effective and efficient way.	There is limited evidence that the resources were used in an effective manner to implement the plan.	There is little or no evidence that the resources were utilized in an effective manner.
	c. The pupil services professional has a time management plan that they use to effectively and efficiently manage the initiative as well as other pupil service and school responsibilities.	The pupil services professional manages their time effectively and efficiently across the responsibilities of the initiative as well as other pupil service and school responsibilities.	The pupil services professional completes the tasks required, however, they may not allow time to review or make adjustments. Or, they may struggle to balance their time with other pupil service responsibilities.	There is little or no evidence that the pupil services professional manages time.
Entry 1.6 The pupil services professional analyzes, reflects on, and improves current practices to increase pupil learning.	a. The pupil services professional is able to describe his/her advocacy for pupil learning and is able to identify a variety of relevant strengths and weaknesses related to their practice and the initiative.	The pupil services professional is able to describe his/her advocacy for pupil learning and is able to identify some relevant strengths and weaknesses related to their practice and the initiative.	The pupil services professional is able to describe his/her advocacy for pupil learning activities; however, they are not able to clearly identify relevant strengths and weaknesses related to the initiative or their own practice.	The pupil services professional gives a general description of their advocacy for pupil learning that is primarily a narrative or appears to include a significantly inaccurate analysis.
	b. Using multiple sources of data, the pupil services professional reflects insightfully on the implications of his/her advocacy for pupil learning and uses the analysis to identify specific steps he/she will take to make relevant changes to their practice and the initiative.	Using data, the pupil services professional reflects accurately on the implications of his/her advocacy for pupil learning and identifies relevant changes that he/she will make to change their practice and the initiative.	The pupil services professional reflects on his/her advocacy and identifies minor changes that he/she will make to change their practice.	The reflection may focus on unimportant aspects of the initiative, or there is little or no connection between lessons learned and future activities and practice.

Entry 1 – Planning, Organizing, and Delivering Systematic Pupil Service Programs

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 1.6 (CONTINUED) The pupil services professional analyzes, reflects on, and improves current practices to increase pupil learning.	c. The pupil services professional uses reflections to guide, inspire, and promote the professional development of others.	The pupil services professional is able to use the reflections and lessons to promote the professional development of others.	The pupil services professional shares the reflections and lessons with others.	There is little or no evidence that the pupil services professional has shared reflections or lessons learned with others.

Entry 2 – Collaboration with Families

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 2.1 The pupil services professional demonstrates knowledge of learning principles and an application of research/best practices that supports and impacts pupil learning.	a. The pupil services professional demonstrates a thorough and detailed knowledge of pupil learning principles including how pupils learn; barriers to learning; and knowledge of school, community, and family influences that impact learning.	The pupil services professional demonstrates knowledge of pupil learning principles, including how pupils learn; barriers to learning; knowledge of school, community and family influences that impact learning.	The pupil services professional demonstrates knowledge of pupil learning principles for some pupils. However, there is limited evidence of how pupils learn, barriers they face, and other influences that can impact the success of their learning.	There is little or no evidence that the pupil services professional has knowledge of pupil learning principles, interests, needs, or barriers to their education.
	b. The pupil services professional identifies and has a plan to address the needs of diverse learners based on research and data that is collected.	The pupil services professional identifies and has a plan to address the needs of many learners based on research and data that is collected.	The pupil services professional identifies the needs of some learners; however, conclusions are based on personal perceptions and staff comments.	The data that is presented by the pupil services professional is descriptive in nature only.
	c. The pupil services professional is responsive to interests, needs, and barriers to pupil learning and works with others to improve the performance of targeted pupils.	The pupil services professional is responsive to interests, needs, and barriers to pupil learning and works to improve the performance of targeted pupils.	The pupil services professional accepts that there are differing needs for learners but makes limited accommodations or modifications to improve pupil performance.	Described interventions show little or no connection to the data or learning outcomes.
	d. The pupil services professional employs ethical research practices. Data is collected regarding targeted pupils and is a reflection of the learning community.	The pupil services professional employs ethical research practices. Data is collected from a sample of targeted pupils and is a reflection of the learning community.	The pupil services professional chooses inappropriate research design or collects data that is not reflective of the entire learning community.	The data that is presented is limited and represents only a few selected individuals.

Entry 2 – Collaboration with Families

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 2.1 The pupil services professional demonstrates knowledge of learning principles and an application of research/best practices that supports and impacts pupil learning.	e. The pupil services professional connects the intervention directly to pupil learning outcomes. Program changes are reflective of accurate research and data analysis.	The pupil services professional identifies a relationship between interventions. Changes in programming are made to promote successful pupil learning.	Interventions or program changes are reflective of some of the data but are not consistent with the overall findings.	There is little or no evidence of a relationship between interventions and pupil learning outcomes.
Entry 2.2 The pupil services professional maintains and continually improves the delivery of services within a school/district to enhance pupil learning and to promote pupil well being.	a. The pupil services professional demonstrates a thorough and detailed knowledge of effective, research-based pupil service delivery systems and best practices.	The pupil services professional demonstrates a detailed knowledge of an effective, research-based pupil service delivery system and best practices.	The pupil services professional demonstrates knowledge of a research-based pupil service system.	There is little or no evidence that the pupil services professional has knowledge of pupil service delivery systems.
	b. The pupil services professional disaggregates data to effectively evaluate the service delivery system.	The pupil services professional disaggregates data to evaluate most sections of the service delivery system.	The pupil services professional evaluates some components of the service delivery system but shows limited evidence of disaggregated data.	Data is descriptive in nature and evaluates very few components of the service delivery system.
	c. The pupil services professional identifies and institutes individual or programmatic changes based on data and diverse needs of individual learners.	The pupil services professional identifies programmatic changes based on data and diverse needs of individual learners and institutes some changes.	The pupil services professional makes changes in the program or in the delivery of services based on data; however, those changes are not based on the needs of pupils.	There is little or no evidence of program changes that are reflective of data or diverse needs of individual learners.
	d. The pupil services professional provides ongoing evaluation of services delivered.	The pupil services professional provides evaluation of services at year-end or other times.	The pupil services professional provides sporadic evaluation of selected services provided to pupils.	There is little or no evidence that the pupil services professional conducted an evaluation of services.

Entry 2 – Collaboration with Families

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 2.3 The pupil services professional promotes a climate that is conducive to providing inclusive services which respect and honor cultural diversity and individual differences.	a. The pupil services professional demonstrates ability to promote a positive learning and teaching climate.	The pupil services professional actively contributes to a safe and orderly learning environment.	The pupil services professional makes some attempts to provide a safe and orderly environment for pupils.	There is little or no evidence that the pupil services professional has made contributions to a safe and orderly environment for pupils.
	b. The pupil services professional actively seeks out resources to address all concerns or needs of individual pupils representing the diversity of the community.	The pupil services professional identifies known resources to address most concerns and needs of individual pupils representing the diversity of the community.	The pupil services professional passively accepts resources to address some concerns and needs of individual pupils.	There is little or no evidence of resources being used to address the needs or concerns of individual pupils.
	c. The pupil services professional actively works to develop a community of learners who provide inclusive services that embrace and celebrate cultural diversity, family, and community.	The pupil services professional actively works to provide inclusive services that embrace and celebrate cultural diversity, family, and community.	The pupil services professional has provided services that meet the needs of some pupils. The diversity of the community is not reflected in these services.	There is little or no evidence that the pupil services professional has recognized the need for inclusive services.
	d. The pupil services professional actively involves all stakeholders in collaborations.	The pupil services professional actively participates in collaborations with key stakeholders from the school and the community.	There is limited involvement with the stakeholders in the school and community.	There is little or no involvement with the stakeholders in the school or community.
Entry 2.4 The pupil services professional builds effective relationships to support change.	a. The pupil services professional's initiative includes a diverse group of participants that is representative of all stakeholders.	The initiative includes many participants who represent the key stakeholders.	Although the initiative includes many participants, some key stakeholders are not included.	The initiative includes only a few participants and/or many key stakeholders are not included.
	b. The work of the initiative respects the diversity of the participants and the systems they represent. The participants are actively engaged in formulating the decisions of the initiative.	The work of the initiative engages stakeholders in all activities of the process and values them as equal partners.	The work of the initiative provides opportunities for stakeholders to influence decisions, but the actual decision-making authority rests primarily with one or two stakeholders.	The initiative provides limited opportunities for stakeholders to be involved in the decision-making process.

Entry 2 – Collaboration with Families

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 2.4 (CONTINUED) The pupil services professional builds effective relationships to support change.	c. The pupil services professional supports the stakeholders throughout the initiative and communicates their work to the wider community in ways that balance individual recognition and team work and honors and celebrates the work of all stakeholders.	The pupil services professional supports key stakeholders throughout the initiative and communicates their work to the wider community in ways that recognize key stakeholders.	The pupil services professional provides limed support to stakeholders. The work of the stakeholders is recorded and shared with other groups.	The pupil services professional provides little or no support to stakeholders. The communication is primarily one-way that documents the activities of the initiative.
Entry 2.5 The pupil services professional reflects on practice and uses the analysis to improve future practice/contributions to the profession.	a. The pupil services professional is able to describe his/her advocacy for pupil learning and is able to identify a variety of relevant strengths and weaknesses related to their practice and the initiative.	The pupil services professional is able to describe his/her advocacy for pupil learning and is able to identify some relevant strengths and weaknesses related to their practice and the initiative.	The pupil services professional is able to describe his/her advocacy for pupil learning activities; however, they are not able to clearly identify relevant strengths and weaknesses related to the initiative or their own practice.	The pupil services professional gives a general description of their advocacy for pupil learning that is primarily a narrative or appears to include a significantly inaccurate analysis.
	b. Using multiple sources of data, the pupil services professional reflects insightfully on the implications of his/her advocacy for pupil learning and identifies specific steps he/she will take to make relevant changes to their practice and the initiative.	Using data, the pupil services professional reflects accurately on the implications of his/her advocacy for pupil learning and identifies relevant changes that he/she will make to change their practice and the initiative.	The pupil services professional reflects on his/her advocacy and identifies minor changes that he/she will make to change their practice.	The reflection may focus on unimportant aspects of the initiative, or there is little or no connection between lessons learned and future activities and practice.
	c. The pupil services professional is able to use the reflections and lessons learned to make meaningful contributions to their profession that reach across disciplines and outside the school district.	The pupil services professional is able to use the reflections and lessons learned to make meaningful contributions to their profession.	The pupil services professional shares the reflections and lessons learned with others.	There is little or no evidence that the pupil services professional has shared reflections or lessons learned with others.

Entry 3 – Partnerships with the Community

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 3.1 The pupil services professional understands and follows their professional code of ethics and best practices of their profession when advocating for pupils and services to assist pupils and reduce barriers to learning.	a. The pupil services professional is able to describe his/her advocacy for pupil learning accurately and in detail. Their advocacy is based on current research and data collected from multiple reliable, valid sources relevant to the community partnership.	The pupil services professional is able to describe his/her advocacy for pupil learning accurately and in detail. Their advocacy is based on current research data from reliable and valid sources relevant to the community partnership.	The pupil services professional provides a description of his/her advocacy for pupil learning based on limited research and/or data.	The pupil services professional provides generalized advocacy statements for pupil learning which are primarily descriptive in nature.
	b. The pupil services professional routinely reviews and keeps current with the literature of their profession. This information is used to help identify specific improvements that will be made in present and future partnerships.	The pupil services professional accesses current professional literature to help identify specific improvements that will be made in present and future partnerships.	The pupil services professional recommends changes in the partnership, but changes are not significantly connected to current literature.	There is little or no evidence of use of current literature in the provision of services or recommendations for changes.
	c. The pupil services professional facilitates the partnership and practices in a manner that exemplifies the behaviors reflected in their profession's code of ethics.	The pupil services professional facilitates the partnership and practices in a manner that is consistent with the behaviors reflected in their profession's code of ethics.	The pupil services professional follows the letter of applicable policies, laws, and regulations.	The description of the change suggests that some policies, laws, or regulations may have been ignored in the interest of expedient implementation of change.
Entry 3.2 The pupil services professional effectively manages resources	a. The pupil services professional has developed and communicated a well-organized plan to manage resources in an efficient and effective way.	The pupil services professional is organized and has a plan to manage many resources in an efficient and effective way.	The pupil services professional may have a plan to organize resources, but the plan is underdeveloped or there is limited evidence that resources will be used effectively.	There is little or no evidence that the pupil services professional has a plan to organize and use resources.

Entry 3 – Partnerships with the Community

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 3.2 (CONTINUED) The pupil services professional effectively manages resources	b. The pupil services professional has implemented and improved the plan by effectively utilizing resources and by making modifications as necessary.	The pupil services professional has implemented the plan and has utilized resources in an effective and efficient way.	There is limited evidence that the resources were used in an effective manner to implement the plan.	There is little or no evidence that the resources were utilized in an effective manner.
	c. The pupil services professional has a time management plan that they use to effectively and efficiently manage the initiative as well as other pupil service and school responsibilities.	The pupil services professional manages their time effectively and efficiently across the responsibilities of the initiative as well as other pupil service and school responsibilities.	The pupil services professional completes the tasks required; however, they may not allow time to review or make adjustments. Or, they may struggle to balance their time with other pupil service responsibilities.	There is little or no evidence that the pupil services professional manages time.
Entry 3.3 The pupil services professional's vision includes a commitment to school-community partnerships.	a. The pupil services professional has established a partnership that connects the school and the community, reflects the culture and values of both the school and the community, and equitably benefits the school and the community.	The pupil services professional has established a partnership that connects the school and sections of the community, reflects the culture and values of both the school and the community, and benefits key stakeholders.	The pupil services professional has established a partnership that primarily benefits and reflects the culture and values of the school.	The pupil services professional has included few, if any, community members in a project that is primarily school-based and reflects the culture and values of the school staff with little consideration of the differences which may exist in the community.
	b. As an active, ongoing contributor to the school-community partnership, the pupil services professional communicates and elicits feedback from all stakeholders to improve the partnership that supports pupils.	As an active contributor to the school-community partnership, the pupil services professional communicates and elicits feedback from key stakeholders to improve the partnership that supports pupils.	The pupil services professional participates in the school-community partnership and communicates with several stakeholders about maintaining the partnership.	There is little or no evidence that the pupil services professional supports or maintains the present partnership.

Entry 3 – Partnerships with the Community

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 3.3 (CONTINUED) The pupil services professional's vision includes a commitment to school-community partnerships.	c. The pupil services professional develops procedures to manage the work of the partnership that anticipate internal and external challenges and the competing interests of the stakeholders.	The pupil services professional develops procedures to manage the work of the partnership that anticipates most challenges and acknowledges competing interests of stakeholders.	The pupil services professional develops procedures to manage the work of the partnership but did not anticipate significant challenges or conflicts that may surface due to competing interests.	There is little or no evidence that the pupil services professional has developed procedures to anticipate challenges.
Entry 3.4 The partnership involves broad representation from the community and engages the members of the partnership in critical aspects of the partnership's work.	a. The partnership includes a diverse group of stakeholders that are representative of the community.	The partnership includes key stakeholders who represent several diverse groups within the community.	The partnership includes many stakeholders who represent diverse groups within the community.	The partnership includes only a few stakeholders who represent some sections of the community.
	b. The work of the partnership is communicated using multiple formats in ways that balance individual recognition and teamwork and that honors and celebrates the work of the partnership.	The work of the partnership is communicated to the wider community in ways that balance individual recognition and team work and that honors and celebrates the work of the partnership.	The work of partnership is communicated to the wider community in ways that recognizes some partners.	The work of the partnership is recorded and shared with other groups but not in ways that recognize the work of partners.
	c. The need for the partnership is supported and clearly documented through the collection and analysis of valid data from multiple sources.	The need for the partnership is supported and documented through the collection and analysis of valid data.	There is limited data to support the need for the partnership, or the data was gathered to support the recommendation to create the specific partnership.	There is little or no evidence to support the creation or the continued existence of the partnership.
	d. The partnership implements an ongoing data-collection process that involves multiple measures from multiple sources and that accurately analyzes the data to make informed decisions and evaluate the work of the partnership.	The partnership systematically collects data periodically from multiple sources and accurately analyzes data to make informed decisions and evaluate the work of the partnership.	The partnership collects data from limited sources and uses some of the information obtained from the data to support decisions about the partnership.	There is little or no evidence of data collection or use of data to make informed decisions.

Entry 3 – Partnerships with the Community

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 3.5 The pupil services professional analyzes, reflects on and improves current and future practices to increase pupil learning.	a. The pupil services professional is able to describe his/her advocacy for pupil learning and is able to identify a variety of relevant strengths and weaknesses related to their practice and the initiative.	The pupil services professional is able to describe his/her advocacy for pupil learning and is able to identify some relevant strengths and weaknesses related to their practice and the initiative.	The pupil services professional is able to describe his/her advocacy for pupil learning activities; however, they are not able to clearly identify relevant strengths and weaknesses related to the initiative or their own practice.	The pupil services professional gives a general description of their advocacy for pupil learning that is primarily a narrative or appears to include a significantly inaccurate analysis.
	b. Using multiple sources of data, the pupil services professional reflects insightfully on the implications of his/her advocacy for pupil learning and uses the analysis to identify specific steps he/she will take to make relevant changes to his/her practice and the initiative.	Using data, the pupil services professional reflects accurately on the implications of his/her advocacy for pupil learning and identifies relevant changes that he/she will make to change their practice and the initiative.	The pupil services professional reflects on his/her advocacy and identifies minor changes that he/she will make to change their practice.	The reflection may focus on unimportant aspects of the initiative, or there is little or no connection between lessons learned and future activities and practice.
	c. The pupil services professional uses reflections to guide, inspire, and promote the professional development of others.	The pupil services professional is able to use the reflections and lessons to promote the professional development of others.	The pupil services professional shares the reflections and lessons with others.	There is little or no evidence that the pupil services professional has shared reflections or lessons learned with others.

Entry 4 – Leadership and Collaboration within the School/District

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 4.1 The pupil services professional builds effective relationships to support change.	a. The change initiative includes a diverse group of participants that is representative of all stakeholders.	The change initiative includes many participants who represent key stakeholders.	The change initiative includes many participants, but some key stakeholders are not included.	The change initiative includes only a few participants or many key stakeholders are not included.
	b. The initiative respects the participants while assuring that all stakeholders are actively engaged in the decision-making processes for the initiative as equitable partners.	The initiative respects the participants and assures key stakeholders are actively engaged in the decision-making processes for the initiative.	The initiative provides opportunities for stakeholders to influence decisions, but the actual decision-making authority rests primarily with one or two individuals.	The initiative provides limited opportunities for stakeholders to be involved in decision making.
	c. The work of the initiative is collaborative and shared equitably among all stakeholders while recognizing the individual strengths and needs of those involved.	The work of the initiative is collaborative and shared among key stakeholders while recognizing the individual strengths and needs of those involved.	Although there is some collaboration from other stakeholders, the majority of the work for the initiative is primarily handled by one or two individuals.	There is little or no evidence of collaborative work.
	d. The pupil services professional assures the work of the initiative is communicated to the wider community in ways that balance individual recognition and team work and celebrates the work of the stakeholders.	The pupil services professional assures that the work of the initiative is communicated to the wider community in ways that recognizes and celebrates the group's achievements.	The pupil services professional records and shares the work of stakeholders with other groups, however not necessarily in ways that recognize the work of stakeholders or that celebrates the group's achievements.	The pupil services professional's communication is primarily record-keeping that documents the activities of the initiative. Little or no recognition or celebration of efforts is provided.
Entry 4.2 The pupil services professional makes effective use of internal and external communication to support change	a. The pupil services professional uses formal and informal methods of communication with all stakeholders at the inception, throughout the development and implementation of the change initiative.	The pupil services professional uses formal and informal methods of communication with key stakeholders during the development and implementation of the change initiative.	The pupil services professional primarily uses informal methods of communication with some stakeholders throughout the initiative.	There is little or no evidence that the pupil services professional effectively communicates with stakeholders.

Entry 4 – Leadership and Collaboration within the School/District

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 4.2 (CONTINUED) The pupil services professional makes effective use of internal and external communication to support change	b. The pupil services professional elicits different perspectives by continuously seeking information from all stakeholders. Information is analyzed and appropriately used to improve the initiative.	The pupil services professional elicits different perspectives by periodically seeking information from key stakeholders. Information is analyzed and appropriately used to improve the initiative.	The pupil services professional creates limited opportunities to receive feedback from some stakeholders in order to improve the initiative.	There is little or no evidence that the pupil services professional seeks out feedback from stakeholders.
	c. The pupil services professional effectively varies one and two-way communication methods with all stakeholders to match the audience and purpose of the communication.	The pupil services professional uses several one and two-way communication methods to communicate with key stakeholders.	The pupil services professional primarily uses one-way communication or only communicates with a limited number of stakeholders.	There is little or no evidence that communication was effectively used to support change.
Entry 4.3 The pupil services professional develops an inclusive school that exhibits a climate that is conducive to learning and the respects and honors different cultures and individual differences.	a. Prior to and throughout its implementation, the pupil services professional examines the diversity of the recipients, and designs and adjusts the initiative based on these observations.	Throughout its implementation, the pupil services professional recognizes the diversity of the recipients, and adjusts the initiative based on these observations.	The pupil services professional adjusts the initiative based upon perceived concerns of individual needs but may not take into consideration the diversity of the recipients.	There is little or no evidence that the pupil services professional has considered the varying needs of the recipients.
	b. The pupil services professional develops and utilizes a variety of methods to assess the needs of the intended recipients.	The pupil services professional utilizes more than one method to assess the needs of the intended recipients.	The pupil services professional becomes aware of the needs of the intended recipients.	There is little or no evidence that the pupil services professional attends to the needs of the intended recipients.
	c. Prior to and throughout the initiative, the pupil services professional insures that flexibility has been built in to the initiative so it can adapt to the individual needs of the recipients.	Throughout the initiative the pupil services professional modifies the initiative to adapt to the individual needs of the recipients.	The pupil services professional provides some modifications to the initiative on a case-by-case basis as concerns arise.	There is little or no evidence that the pupil services professional has adequately modified the initiative.

Entry 4 – Leadership and Collaboration within the School/District

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 4.4 The initiative in the school or district is based on data, built on research and best practices, connected to the school district's vision and mission, and impacts pupil learning.	a. The need for the initiative is clearly documented as a result of the collection and analysis of valid data from a wide variety of sources.	The need for initiative is clearly documented as a result of a perceived concern that was then supported through the collection and analysis of valid data from several sources.	The need for the initiative is documented as a result of a perceived concern that was then supported through the collection of a limited amount of data or data that might not be valid.	There is little or no evidence of the initiative being based on data.
	b. The pupil services professional has based the initiative on research and best practices that are clearly communicated to and understood by all stakeholders.	The pupil services professional has based the initiative on research and best practices that are clearly communicated to and understood by key stakeholders.	The pupil services professional may refer to best practices and/or research but key components of the initiative may have limited connections to this information.	There is little or no evidence of research and/or best practices affecting the initiative.
	c. The initiative is strongly connected to the vision and the mission of the school or district.	The initiative is consistent with the vision and the mission of the school or district.	The initiative may be connected in some ways with aspects of the vision and/or the mission of the school or district, but this connection may be coincidental.	There is little or no evidence that the initiative is connected to the mission of the school or district.
	d. The initiative has a positive, documented impact on pupil learning that is based on multiple sources of valid, accurately-analyzed data.	The initiative has a positive, documented impact on pupil learning that is based on several sources of data.	The initiative has the potential to have a positive impact on pupil learning, but there is limited evidence of this impact.	There is little or no evidence of impact on pupil learning.

Entry 4 – Leadership and Collaboration within the School/District

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
Entry 4.5 The pupil services professional reflects on practice and uses the analysis to improve future practice.	a. The pupil services professional is able to describe his/her advocacy for pupil learning and is able to identify a variety of relevant strengths and weaknesses related to their practice and the initiative.	The pupil services professional is able to describe his/her advocacy for pupil learning and is able to identify some relevant strengths and weaknesses related to their practice and the initiative.	The pupil services professional is able to describe his/her advocacy for pupil learning activities; however, they are not able to clearly identify relevant strengths and weaknesses related to the initiative or their own practice.	The pupil services professional gives a general description of their advocacy for pupil learning that is primarily a narrative or appears to include a significantly inaccurate analysis.
	b. Using multiple sources of data, the pupil services professional reflects insightfully on the implications of his/her advocacy for pupil learning and uses the analysis to identify specific steps he/she will take to make relevant changes to their practice and the initiative.	Using data, the pupil services professional reflects accurately on the implications of his/her advocacy for pupil learning and identifies relevant changes that he/she will make to change their practice and the initiative.	The pupil services professional reflects on his/her advocacy and identifies minor changes that he/she will make to change their practice.	The reflection may focus on unimportant aspects of the initiative, or there is little or no connection between lessons learned and future activities and practice.
	c. The pupil services professional uses reflections to guide, inspire, and promote the professional development of others.	The pupil services professional is able to use the reflections and lessons to promote the professional development of others.	The pupil services professional shares the reflections and lessons with others.	There is little or no evidence that the pupil services professional has shared reflections or lessons learned with others.

Appendix B - Confidentiality

PRIVACY AND CONFIDENTIALITY CONCERNS FOR VIDEOS

Producing the Video

In the production of the video recording, the educator must consider the privacy concerns of others in the video. Before video recording, the educator should get permission to video record from the person(s) being recorded. For example, if the educator is recording a classroom, he/she should follow the school board policy. If the board does not have a policy, the educator should get permission from the appropriate administrator of the building, district or school board. If the educator is recording a public event, she/he should get permission from that entity. If the educator is recording at an institution of higher education, he/she must get permission from the institution.

Sharing the Video with Others

Depending on how the video is produced, who maintains it, and if it individually identifies a pupil, it may be considered a pupil record. If it is a pupil record, then Wis. Stat. §118.125 and FERPA (Family Education Rights and Privacy Act, 34 CFR 99) must be followed. The following information will allow the educator and school district to determine whether the record is a pupil record, and if so, what must be done to release the record. In addition, the educator must consider the school board policies which may provide more confidentiality protections. If there is doubt as to whether it is a pupil record, it is best to err on the side of the pupil and treat the record accordingly.

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.
(3) (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 - Overview of License Stages

It is a function of the state to license educators and to regulate their legal right to practice. The rule that governs educational licensure in Wisconsin, PI 34, Wisconsin Administrative Code, contains three stages. Two of the stages, the Initial Educator license and the Professional Educator license are required to practice as an educator in the public schools in the state and therefore serve as a threshold for entrance to and continued participation in the profession. The third license stage is a Master Educator License. This license is voluntary, not required for practice, and offered to recognize specialized skills, continued professional growth at a challenging level, or advanced practice. The Master Educator license in pupil services, then, is an optional credential that describes and recognizes expert knowledge of the pupil services professions. The Wisconsin performance-based system of professional education and licensing requires the development and demonstration of knowledge, skills, and dispositions associated with strong professional practice.

Initial Educator

An educator who completes a program after August 31, 2004, has a portfolio of evidence that demonstrates proficiency at an entry level in the appropriate Wisconsin standards, and is eligible for a five year non-renewable **Initial** Educator License. An **initial educator** is guided into the profession by a trained, qualified mentor, an initial educator team, and district-provided support seminars. An Initial Educator must complete a professional development plan to obtain the Professional Educator license.

Professional Educator

Once an educator successfully completes the initial educator stage, he/she is eligible for a **professional** license which is a 5-year, renewable license. Educators holding a regular license prior to July, 2004 are considered to be at the professional stage of licensing and may continue to earn college credit for license renewal or complete a professional development plan. The **professional educator** spends time reflecting on her/his practice and creates a professional development plan based on selected standards for professional growth which she/he will work on over the 5-year period.

Master Educator

The third license stage, if an educator chooses to pursue it, is the **master** license stage. A candidate who selects the **Master Educator** option will be demonstrating an advanced level of proficiency on challenging and rigorous standards built on the framework of the Wisconsin Pupil Services Standards. Mastery will be demonstrated through portfolio evidence related to one of the approved pupil services licenses. It is important to understand that the expertise that will be demonstrated in the portfolio requires years of practice to obtain, and the portfolio development itself may require time and resource commitment comparable to obtaining a Master's Degree. The master license is a 10-year renewable license.

The Wisconsin Master Educator Assessment Process as prescribed in rule assures all Wisconsin educators both equity and accessibility to the optional Master Educator license. Specific principles guarantee that the Master Educator License for Pupil Services:

a. will be available to all qualified educators in any approved program area, although initially the process will be for those areas not available through the NBPTS;
b. is aligned with the activities and expectations pertaining to the Wisconsin Standards in Professional Development Plans;
c. is designed to show evidence of mastery of the Wisconsin Standards;
d. is based on a rigorous portfolio development process lasting from one to two years with an additional year to improve identified weaknesses; and
e. is consistent with the goal of promoting continuous growth and life-long learning as expressed in previous licensing stages.

An educator may choose not to renew the Master Educator license. Instead, the educator would be eligible to earn or renew his/her Professional Educator license through a professional development plan. Educators who complete the Wisconsin Master Educator Assessment Process but do not obtain the Master Educator license may renew their professional education licenses at the professional stage on the basis of completing the process.

In addition, any teacher who achieves National Board for Professional Teaching Standards (NBPTS) Certification may be granted a Wisconsin Master Educator license in the area of her/his existing license that corresponds to the NBPTS certificate and in which she/he has completed a state-approved program.

Appendix D – Resubmission of Entries

Resubmission Requirements

- Candidates may submit a maximum of two entries that did not demonstrate mastery from the original portfolio for resubmission.
- If the candidates have three of four entries to resubmit, they must reapply through the Wisconsin Master Educator Assessment Process.
- Candidates must submit only entries that did not demonstrate mastery.
- Candidates may submit an entirely different initiative if they desire, but a different initiative is not required.
- Candidates may submit an initiative that is a continuation or modification of the previous entry if they desire.

Timelines

- ✓ DPI will notify candidates of their Master Educator license status no later than August 1st of the year they submit their portfolio for assessment.
- ✓ DPI will provide candidates with a letter from the Director of Teacher Education, Professional Development and Licensing identifying the entries that did not achieve mastery and may be resubmitted.
- ✓ Resubmitted entries must be submitted to the DPI Educator Licensing Online application system by March 31st of the year following notification of Master Education license status.

Submittal Deadlines – Summary

- August 1st – DPI notification to candidates.
- March 31st – Candidate resubmits entries for assessment.

Glossary

Analysis: "Analysis deals with reasons, motives, and interpretation and is grounded in the concrete evidence provided by the materials you submit. Analytic writing shows assessors the thought processes that you used to arrive at the conclusions you made about a teaching situation. Analysis demonstrates the significance of the evidence you submit." (NBPTS)

Artifacts: provide evidence of your educational mastery and are documents, video recordings, and audio recordings demonstrating your professional education activities. They need to be directly linked to the Wisconsin Standards referenced in the Portfolio Entries. They should represent the work you are most proud of and for which you are passionate.

Assessment Rubrics: authentic scoring guidelines that evaluate performance based on a range of criteria rather than a single numerical score. A rubric is a working guide for candidates and assessors and is shared with candidates to explain the expectations and criteria upon which their portfolios will be judged.

Assessment: The formal or informal process of collecting evidence about progress, analyzing and evaluating progress, communicating about progress, and adjusting educational practice based on reflection.

Class: "A section or group of pupils that you teach during a specified time period (e.g., 4th period English). This is different from a Subject Area (e.g., English). This distinction is important because although you may teach several classes in a subject area, portfolio directions ask you to consider a specific group of pupils in a class, rather than all of the pupils in a particular subject area." (NBPTS)

Content Guidelines: the central concepts, tools of inquiry and structures of a license subject or program area in an educator licensing program. The guidelines are based upon national and state standards. License candidates

are tested on the content standards prior to program completion and the state approves IHEs' programs based upon their student assessments that include the content guidelines. (http://dpi.wi.gov/tepdl/epp/guidelines)

Criteria: standards by which to make judgments

Description: a retelling or explanation of what happened in an intervention/situation. This kind of writing is meant to "set the scene" for assessors. Your description should be logically ordered and detailed enough to allow assessors to have a basic sense of your situation so that they can understand what you are conveying in your Analysis.

Documentation: the act of supplying supporting references or records

Evidence: the data on which a judgment or conclusion may be based

Feedback: the return of information about the result of a process

Formative assessment: the assessment at regular intervals of a pupil's progress with accompanying feedback in order to help to improve the pupil's performance

Inform: give structure or substance to

Instruction: teaching in a particular subject or skill or the facts or skills taught

KSDs: knowledge, skill, and dispositions (i.e., head, hands, heart) under each Pupil Services Standard which each IHE defines as a requirement for student performance within an education program and upon which the students will be assessed

Lesson: material to be taught or studied, a period of time spent teaching or learning a subject

PI 34: Wisconsin Administrative Code which defines state requirements for Teacher Education Program Approval and Licensing

Prompt: "Anything that causes or stimulates pupils to produce responses. A prompt can be formal or informal, and could be anything from a specific assignment to a piece of art, a photograph, or a theory in your field of teaching." (NBPTS)

Pupil – "any person age birth through 21 who is enrolled in a pre-kindergarten through grade 12 school or a school program." (PI 34)

Pupil response: "Any kind of pupil work that result from an assignment by the teacher. This may be a formal writing assignment, a drawing, a journal entry, or any other work a pupil completes under a teacher's guidance."(NBPTS)

Reflection: "A thought process that occurs after a situation. This is the thinking that allows you to make decisions about how you would approach similar situations in the future. You could decide to do something the same way, differently, or not at all. Although reflective thought may occur in many places, the "Reflection" section of your Written Commentary is where you must show assessors how you use what you learn from your experiences to inform and improve your practice in the future." (NBPTS)

Rubric: See "assessment rubric"

Small group: a whole class divided into smaller groups of pupils working cooperatively and independently. A small group generally consists of three to five pupils, although this may vary

Student – "a person enrolled in a professional education program leading to licensure." (PI 34)

Summative assessment: a comprehensive evaluation process which measures the cumulative learning experience at the end of a program

Teaching – "improving pupil learning by planning instruction, diagnosing learning needs, prescribing content delivery through classroom activities, assessing pupil learning, reporting outcomes to administrators and parents and evaluating the effects of instruction." (PI 34)

Technology: Tools, equipment and resources that support pupils' learning

Unit: "A section of an academic course focusing on a selected skill, theme or concept. A unit may also correspond to a chapter in a curriculum text." (NBPTS)

Wisconsin Academic Standards

Wisconsin Academic Standards specify what Wisconsin PK-12 pupils should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. The include content, performance, and proficiency standards.

- Content standards refer to *what* pupils should know and be able to do.
- Performance standards tell *how* pupils will show that they are meeting a standard.
- Proficiency standards indicate *how well* pupils must perform.

http://standards.dpi.wi.gov/

http://www.collaboratingpartners.com/wmels-about.php

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