



**Senate Committee on Education
Hearing on Clearinghouse Rule 99-030, November 17, 1999**

Statement by:
Sherry Freiberg, President, Wisconsin Educational Media Association (WEMA)
Supervisor for Instructional Technology and Information Management
Fond du Lac School District

The Wisconsin Educational Media Association has carefully followed the development of the new rules for teacher licensing over the past five years. The national movement to create standards for schools and greater accountability for teachers and students to demonstrate "what they know and are able to do" created the impetus for a closer look at Wisconsin's rules. We understand that the national movement was one of the primary forces behind the creation of the new Chapter PI 34, Wisconsin Administrative Code, and support the concepts pertaining to the library media field in these rules.

We are pleased to see that to qualify as an Instructional Library Media Specialist, an applicant must complete a program that incorporates Wisconsin's model academic standards for library media, including strands in:

1. Media and technology
2. Information and inquiry
3. Independent learning
4. The learning community

As Library Media Specialists are teachers before all else, we are pleased that the state has maintained the mandate that all school media professionals must be certified teachers. We support the concept of Initial, Professional and Master Educator stages of licensure. However, we would like to point out the fact that it may be difficult to find peer groups to serve on professional development councils to monitor and verify the experiences of library media professionals. In many small Wisconsin districts, there is no peer group of library media specialists...one or two professionals serve the entire district. There is also a shortage of higher education personnel in the state who are qualified to serve on library media professional development councils.

WEMA also supports the Teacher Standards in PI 34.02. Demonstrating proficiency in the knowledge, skills and dispositions described in the ten standards of this section will ensure a sound educational experience for all Wisconsin students. Of these standards, number four, "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," and number six, "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," are especially descriptive of our role in the schools.

As licenses affecting school library media professionals were in the development stage, WEMA appointed an Ad Hoc committee to study their progress and make recommendations to the Department of Public Instruction. Many of the suggestions were incorporated, and we feel confident in also supporting the requirements for Instructional Library Media Supervisor, "any person who is responsible for supervising and evaluating professional staff in addition to directing the district library media program," and Instructional Technology Coordinator, "any person who is responsible for the direction and administration of the instructional computing and other instructional technology at the district level."

On behalf of the 1200 educators represented by the Wisconsin Educational Media Association, we would like to thank you for this opportunity to provide testimony.

Wisconsin PTA

4797 Hayes Road, Suite 2, Madison, WI 53704-3256 (608) 244-1455

TO: Senate Education Committee

FROM: Winnie Doxsie, Wisconsin PTA President

DATE: November 17, 1999

RE: Wisconsin PTA position on proposed Teacher Licensing and Rectification Rules

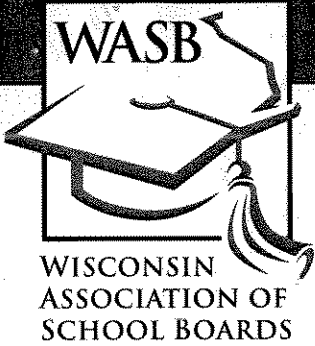
Wisconsin PTA supports rule changes that will work to ensure that the teachers of all students are skilled not only in the subject area but also in the art of teaching.

To quote from a resolution *Teacher Certification* passed by the delegate members of Wisconsin PTA:

Resolved, That the Wisconsin Congress of Parents and Teachers (WCPT) advocate for the maintenance of high quality teacher education and certification requirements that include, subject matter, preparation, design of instruction, the art of teaching and teacher training in Parent Involvement Skills....

While Wisconsin PTA does not pretend to be the expert on all aspects of the rule changes, we would expect that we would be at the table when and if a task force or interpretive committee is formed to work on final implementation.





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KEN COLE, EXECUTIVE DIRECTOR

To: Members of the Senate Committee on Education
From: Annette M. Talis, Legislative Services Coordinator
Re: Teacher Licensure
Date: Nov. 17, 1999

The Department of Public Instruction on Monday, Nov. 1 submitted to the Legislature a 68-page proposal to create Chapter PI 34, relating to teacher education program approval and educator licenses. The new chapter would recreate Chapters PI 3 and PI 4. The WASB supports the Nov. 1 draft of PI 34, notwithstanding continuing concerns about narrow special education licenses and applicability. Based on the WASB's advocacy, the DPI has included significant changes in the certification proposal that recognize the role of school boards as educational leaders in setting a clear vision of student achievement and school performance that is focused on children in the classroom. These rules provide opportunities for local flexibility that will allow school boards to be educational leaders in uniting administrators, teaching staff, students and parents in a single-minded focus on student achievement.

With the addition of language advocated by the WASB, the rules now support a WASB legislative priority for the 1999-2000 Legislative Session, which was adopted by the WASB Board of Directors in January. The WASB board resolved to "Strengthen teaching and student achievement." The board statement further indicated that "strategies to strengthen teaching are to improve student achievement." The Nov. 1 draft of the rules moves certification in that direction.

The WASB opposed the initial drafts of Chapter PI 34, which were introduced at the beginning of the year, because the proposals did not support the WASB legislative priorities and were in conflict with many of the official positions of our association as outlined in the *1999 WASB Resolutions* publication. Among the concerns expressed about the rules were that they did not focus on student achievement, did not recognize school districts as stakeholders in the training and certification process, did not offer alternative training routes, did not offer flexibility to school districts, and created conflicts with collective bargaining agreements, local mentoring programs and staff evaluation procedures. The WASB was also concerned about the cost of the plan in light of the overly prescriptive mandates outlined in the rules at that time.

In September, State Superintendent John Benson took up WASB's challenge to recognize the interests of local policymakers and invited WASB staff to meet with DPI licensure staff to discuss the association's specific problems with the rules. Those meetings were expanded to include other stakeholders with an interest in certification, specifically the Wisconsin Education Association Council. Over the course of several weeks of dialogue about the public policy direction of the rules and discussion of more than 150 specific areas of the rules draft that were in conflict with the policies of the school boards association, modifications were made to the rules draft in the interests of improving public education.

On Oct. 27, the DPI presented the WASB a revised draft of the rules that included many, but not all, of the changes advocated by the association. The WASB agreed to support the Oct. 27 compromise draft based on the DPI's efforts to make changes on behalf of employing school boards. The Nov. 1, 1999 rules proposal, which was submitted to the Legislature, includes provisions advocated by the WASB and supported by WEAC officials.

The following key changes were advanced by the WASB and are included in the Nov. 1 draft of the rules. These changes reflect the official positions of the association as noted:

- **Definitions**

Definitional changes in the rules advocated by the WASB recognize the philosophy of the 1995 Task Force, which called for teacher performance to be assessed in terms of their work in the classroom and their affect on student learning. As an example, the definition of "performance" now includes significant changes relating to student learning. The definition formerly stated: "Performances means evidence that an individual has mastered a technique or concept derived from the standards of teaching." The former definition of performance presumed that the techniques and standards outlined in the rules were unequivocal and must be enforced through prescriptive state mandates. There is no technique or pedagogical concept that necessarily equates with good teaching unless it results in student learning. The WASB held the position that it is the performance of students in classrooms, relative to their starting point, that should be the measure of good schools not an allegiance to precise classroom techniques or pedagogic mandates. The standards, techniques and methods of the rules should be flexible, while the goal of student learning is unequivocal, not the other way around. The new definition states: "Performances means evidence that an individual can demonstrate techniques that *improve student learning*."

4.60 Performance-Based Preservice—The WASB supports the creation of performance-based preservice teacher training programs which incorporate the skills and abilities for teachers to be successful in the schools of the 21st century.

4.54 Performance-Based Licensure—The WASB supports a DPI licensure program which includes beginning, professional and master teacher certification.

- **School District Requirements/Local Flexibility/School Board Oversight**

Local flexibility, cost savings and efficiency were major themes of the WASB's advocacy. WASB pointed out that in addition to the mandates of the rules, school districts, under s. 121.02 (b) and (q), Wis. Stats., must: 1) annually establish with employees a professional staff development plan, and 2) evaluate, in writing, the performance of all certified staff at the end of their first year and at least every third year thereafter. The WASB pointed out that staff development and performance assessments required under the certification rules should allow districts to meet statutory mandates without duplicating efforts. Furthermore, staff development requirements imposed on local districts should focus on "local missions and goals" in addition to state teacher standards. School boards should have authority to approve administrative and staff assignments related to licensure that will be performed during the workday while employees are under contract with a school district. The Nov. 1 draft of PI 34 includes provisions that would allow school boards and licensed staff to design unique local staff development and mentoring programs as alternatives to the prescriptive mandates of the rules. By local agreement, these plans may also be used to satisfy some or all of the requirements under s. 121.02 (1) (b) (q). These provisions recognize the need for local flexibility and efficiency with regard to certification mandates, staff development mandates and performance evaluation mandates.

4.00 General Policy—The WASB is concerned about and shall promote good personnel policies and practices which serve the best interests of all parties. Consistency of such policies and practices among school districts should be recognized. Personnel policies and

practices should be developed by all school districts which would reflect, whenever possible, the specific concerns of each local school district.

4.01 Management Personnel—The WASB supports and encourages its member school districts to develop local policies and procedures to implement the organization of an effective administrative team, foster communications among all levels of school management, and develop job descriptions and procedures for annual evaluations designed to strengthen and improve the performance of all management personnel.

4.02 Teacher Career Ladder—The WASB supports the concept of a career ladder for schoolteachers as a procedure for role determination and as a factor for salary determination. Such guidelines and procedures are to be implemented and funded with the approval of school boards at the local level.

4.04 Inservice—The WASB and member school boards support inservice and staff development programs for school districts.

4.05 Staff Meeting Scheduling—Meetings and activities of professional staff people should be scheduled so as not to interrupt the regular public school instructional program or schedule.

4.06 Evaluations—The WASB supports efforts of school districts to systematically and periodically evaluate and compensate teachers, administrators and support staff members based on performance.

4.06 Staff Improvement—The WASB urges school boards to support staff training/inservice to ensure that staff improvement is addressed at the local level through effective evaluation and improved supervisory techniques that include coaching or mentoring.

4.67 Professional Growth—The WASB supports proposals providing the continuing proof of growth requirements for licensure.

4.68 Continuing Education—The WASB believes that school boards, through negotiations or policy, should adopt standards for the continuing education and improved performance of all personnel.

- **Competency Exam**

The WASB advocated for uniform pre-licensure teacher competency tests that can be used to assess individual teacher candidate performance and measure training programs.

4.55 Teacher Competency Exam—The WASB supports legislation that would require teachers to pass a state competency exam before they are granted a license to teach in a Wisconsin public school district.

- **Role of the Professional Standards Council**

In 1975, the WASB delegates took a position in opposition to a professional practices board for teacher licensure. Early drafts of PI 34 gave the statutory Professional Standards Council the ability to override the State Superintendent of Public Instruction. The WASB pointed out that the state superintendent has broad responsibility for certification and should not diminish the authority of the office in the rulemaking process. The Professional Standards Council, in accordance with s. 115.425 Wis. Stats., is an advisory committee. The rules now clearly reflect the superintendent's authority and the council's advisory role.

4.50 General Policy—The WASB opposes teacher certification controlled by a professional practices board but will support a plan providing for a statutory advisory committee to the state superintendent, including parents, school board members, and other interested groups, providing for final decisions by the state superintendent.

- **Wisconsin Teacher Standards/Training Requirements**

The teaching standards advocated by the early rules draft included obscure, impractical standards for teachers that did not recognize what is happening in modern classrooms. The rules offered little guidance for training institutions and education professionals in several critical areas. Although many of the standards remain vague, the WASB was able to improve the rules so that they recognize that all teachers should be: 1) trained to use and integrate technology within the curriculum; 2) able to adapt the regular curriculum for children with broad ranges of ability to serve diverse populations of students; 3) able to provide systematic instruction that can be linked to clearly defined standards; 4) knowledgeable about Wisconsin's Model Academic Standards.

4.63 Teacher Training Process—The WASB supports a teacher training process that produces highly motivated teachers prepared to integrate technology into the curriculum, adapt their teaching approach to address the wide variety of children and develop a curriculum in a standards-based system.

4.63 Teacher Training Process—School boards should not have to take funds out of the classroom to retool new teacher graduates.

4.62 Teacher Training—The WASB supports teacher training programs that require a working knowledge of Wisconsin's model academic standards and assessments as well as an ability to integrate the state standards into curriculum and instruction.

3.31 Technology in the Classroom—The WASB supports and encourages the integration of technology into the curriculum.

3.40 General Policy—The WASB supports mainstreaming and/or inclusion of children with disabilities into regular classrooms when it benefits all students.

3.42 Rule Review—The WASB urges the DPI to review and clarify its rules regarding exceptional, special and regular education in order to meet the needs of children in the least restrictive environment. The DPI should communicate this to local school districts so that ordinary developmental problems, particularly in the early grades, may be easily remedied with a minimum of rules, regulations and paperwork.

3.47 At-Risk Students—The WASB supports efforts to determine the causes of at-risk factors at the PK-5 grade levels and to improve educational opportunities for these children.

- **Training Program Approval**

The WASB pointed out that training institutions should be accountable to employing school districts, in addition to national accrediting organizations, for the performance of their graduates and recognize employing school districts as stakeholders in the training process. The rules now require, as a condition of program approval, that institutions show "evidence of systematic, ongoing collaboration with employing schools and school districts."

4.63 Teacher Training Process—The training process must recognize that school districts are stakeholders in the teacher education process and school districts expect to be partners with the universities in ensuring that teacher education institutions are held accountable for quality.

- **Alternative Training**

The WASB advocated for more flexibility in the training programs for teachers while maintaining high standards of performance for all licensed teachers. The rules now allow initial licenses to be issued to applicants who have been trained in alternative programs, including colleges, universities, schools, school districts, CESAs, consortia, technical colleges, private enterprises or agencies. The state would measure alternatively trained candidates under the same standards as institutional training programs and would use uniform state competency tests.

4.53 Alternative Certification—The WASB supports allowing alternative administrative and teacher certification that includes a mentorship/residency and a training program at the direction of the Superintendent of Public Instruction.

- **License Levels/Advancement**

In the spirit of performance-based licensure, consistent with a definitional change relating to "performances," the WASB indicated that evidence and measurements for advancement from one license level to the next should focus on improved student achievement. According to the Nov. 1 draft of PI 34, evidence presented for advancement from the Initial to Professional Educator level may include "evidence of pupil learning." Evidence at the Master Educator level must include measurements of pupil learning. The WASB will be allowed to appoint school board members to a panel of state assessors who will evaluate evidence provided by candidates for the Master Educator license.

4.06 Student Achievement as Performance Criteria—The WASB supports legislation that would allow districts to develop a teacher evaluation instrument that would include all test/assessment results as part of the criteria for evaluating teachers.

1999-2000 WASB Legislative Priorities—Strategies to strengthen teaching are intended to improve student achievement.

Why More Flexible & Responsive Services

- Students can **attend same school** as brothers/sisters.
- **Collaborative teaching structures** can emerge -- special educators can work at particular grade levels, with a manageable number of teachers & better integrate their services with the regular curriculum; these structures take advantage of the **considerable overlap in expertise** among "ED," "CD" and "LD" teachers.
- **Other struggling readers, writers, etc. can benefit** from specialized instruction provided in regular classes.
- Special education staff can more readily **realign services each year** depending on where the students/needs exist in the building.


Some Cautions

- **Many special educators have been prepared & have taught primarily in a "categorical model."** They may not feel qualified to teach a student outside of this category. **Considerable staff input and staff development is needed to ensure that student interests remain at the center of decision-making.**
- **Increased flexibility does not mean "watered-down" services; there are students who have highly specialized needs related to language processing; autism; behavior; communication; and so forth. Strong collaborative models take advantage of staff who have particular expertise in needed areas.**

So, "What's Special about Special Ed?"

Reg. Ed

- * knowing/planning *regular curriculum*
- * structuring meaningful learning experiences for *whole class*
- * understanding how children learn & develop
- * accommodating diverse learners
- * using a variety of instructional strategies
- * creating & sustaining class as *learning community*
- * assessing to ensure continuous progress
- * collaborating with parents, school colleagues
- * being culturally responsive, understanding schools in societal context
- * being a reflective practitioner, child advocate, & life-long learner

Same standards, but greater emphasis on 


Special Ed

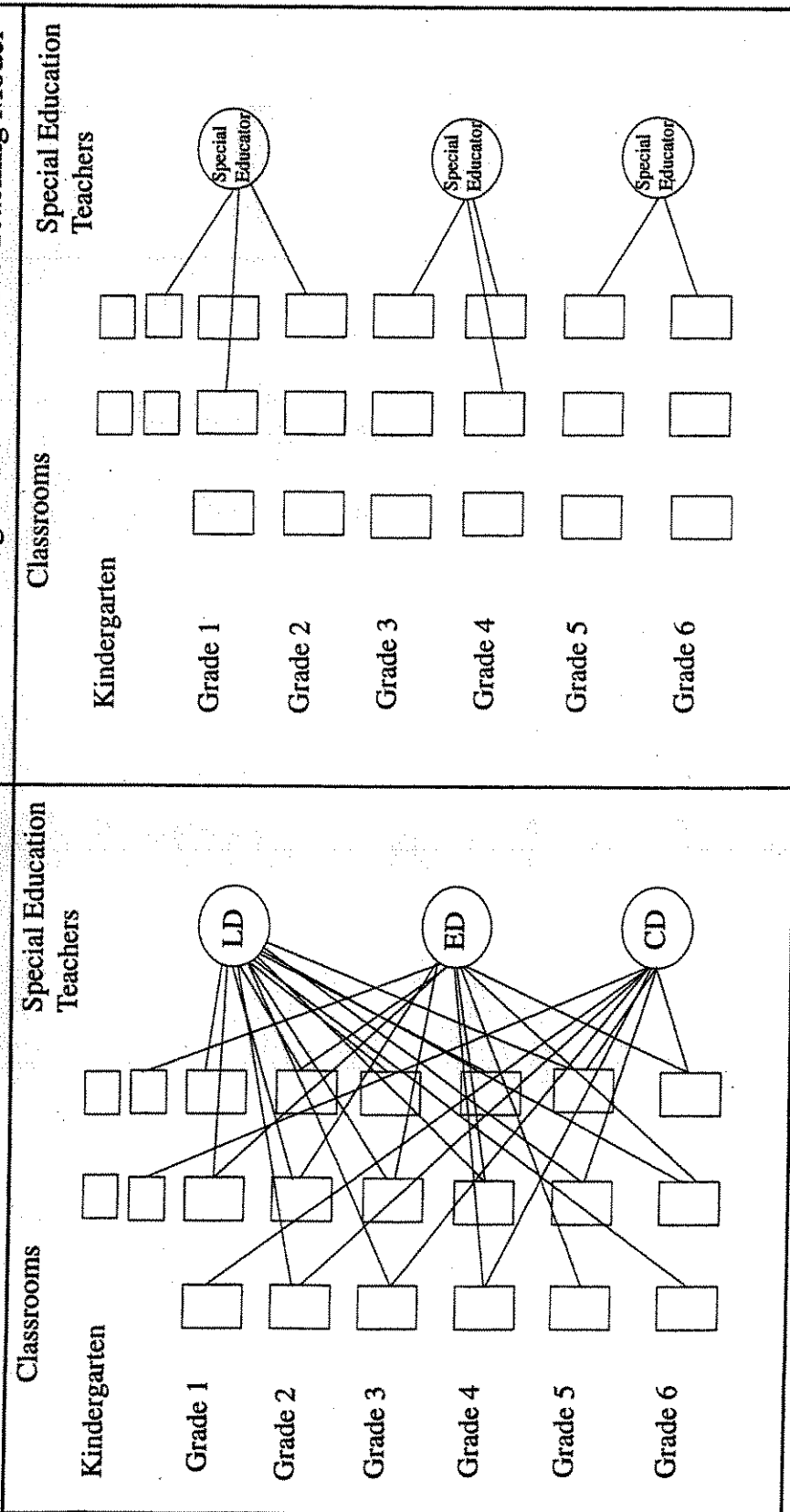
- * individualized & specialized curriculum (reading, writing, math, social, learning strategies, functional, vocational, transition)
- * intensive small group instruction
- * unique learning due to disability
- * strategic and long-term use of accommodations (organizational/learning strategies, assistive technology, communication devices; peer supports)
- * teaching ways that are more direct; "diagnostic-prescriptive;" hands-on
- * behavioral support plans
- * IEP assessment; modifying assessments
- * collaboration extending to agencies, paras, student (self-advocacy)
- * social context, law & policies re people with disabilities

Shifting to a More Manageable and Effective Team Structure

Many schools have gradually shifted from a "categorical" resource model (where special educators work with students assigned to many grade levels and classrooms) to a "cross-categorical" collaborative teaching model (where special educators work with students assigned to a manageable number of grades and classes). Consider the elementary example below and the secondary example on the reverse side.

Elementary Example

From a Categorical Resource Model  To a Cross-Categorical Collaborative Teaching Model



Figures adapted from: York, Kronberg, Medwitz, & Doyle (1993).

Moen, Lisa

From: Bill Hartje [hartje@inwave.com]
Sent: Sunday, November 21, 1999 9:35 PM
To: Sen.Grobschmidt@legis.state.wi.us
Subject: Other initiatives of the Professional Standards Council

Dear Senator Grobschmidt,

Thank you again for your close attention last Wednesday at the hearing on the licensing rules. I have mailed you a copy of my testimony. I hope that we can examine the alternative licensing proposal carefully before approving this package.

You did also ask me to send along the other items that the Professional Standards Council endorsed. They are as follows:

Unanimously approved adding the definition of "educator" to the section on definitions.

Unanimously approved adding "after review and recommendation by the Professional Standards Council" after wording where there is approval asked for from the department.

Unanimously approved to include under "special education program aide" (page 60) the description as outlined by the paraprofessional task force: "Any person employed by a school district as a paraeducator shall hold a license under this subsection. A license as a paraeducator may be issued to an applicant who is at least 18 years of age, has a high school diploma or GED, and has completed 40 hours (or equivalent) of course work or training related to child development or instructional strategies. The 40-hour requirement can be met within nine months of hire through the development of a professional development plan that includes formal coursework or workshops or district sponsored professional development activities" and to keep the title of special education program aide.

None of these recommendations by the Council was included because the "agreement" among educational groups had already been struck. I hope that you would seriously consider these changes now however.

Thank you for your efforts.

Bill Hartje, Chair
Professional Standards Council for Teachers

Moen, Lisa

From: Bill Hartje [hartje@inwave.com]
Sent: Sunday, November 21, 1999 8:06 PM
To: Sen.Grobschmidt@legis.state.wi.us
Subject: Testimony on teacher licensing rules from Bill Hartje

Thank you for this opportunity to react to the teacher preparation and licensure rules package.

My name is Bill Hartje and I am a high school teacher in Evansville, Wisconsin. I am also the chair of the Professional Standards Council for Teachers. When Council members came before this group last April, you expressed your interest in having us carefully examine the new rules proposals. We have done our best.

The council did take positions on some issues in April, then met again to go through the proposed rules in May and June. We literally went page by page, discussing and voting on every concern raised by any member of the council. In July we met with State Superintendent Benson to get his reaction to our recommendations. He agreed to some, which are now incorporated into the proposal you have, and did not agree to others.

At our October meeting just three weeks ago, we were given the copy of the latest proposal that essentially you have before you now. While we did express some reservations at that time, unfortunately those were not addressed in this new document.

One week ago the council met again and this time took a position on the entire proposal. This is consistent with our statutory charge: "The professional standards council for teachers shall... (h) review and make recommendations regarding administrative rules proposed by the department that relate to teacher preparation, licensure and regulation."

At that time, a majority of the council voted to oppose the new rules based on two major concerns. This was a difficult decision for council members because the majority of the group supports 98% of the conceptual positions in the document. Why oppose the package then? Because there are significant concerns of such magnitude that we cannot support the new package.

The first of these is the section on alternative licenses. The council does not oppose the concept of alternative licensure. In fact, provisions for alternative licensure appeared several times in the earlier documents. Institutional programs could be "Experimental and innovative" (page 13, SUBCHAPTER III, PI 34.08.); there were already provisions for a "License based on equivalency" (page 23, SUBCHAPTER V, PI 34.17.), as well as "Emergency licenses and permits" (page 27, SUBCHAPTER V, PI 34.21.) and "Professional teaching permits" (page 57, SUBCHAPTER V, PI 34.34.). The council's concern is that the new language goes so far, however, as to seriously undermine the concept of teacher quality in this state.

In particular I refer to SUBCHAPTER V, PI 34.17. (6) LICENSE BASED ON EQUIVALENCY. Section (c) reads: "An initial educator license may be issued to an applicant who has completed an alternative training program approved by the state superintendent that is provided by, but not limited to, a college or university, school, school district, CESA, consortia, technical college, private enterprise or agency. Each alternative training program shall be based on the standards under subchapter II and shall include assessment of candidate performance as measured against the standards, including any standardized examinations prescribed by the state superintendent for licensure." (page 23) "Equivalency" is actually defined in the rules - it means "the state or condition of being equal or comparable in value, meaning or effect, to given criteria established for courses, course work, programs or

experiences". This new section does not meet that standard. There are eight pages of "Institutional and program standards" (pages 13 - 21, SUBCHAPTER IV) that institutions of higher education need to meet; no standards are spelled out for anyone providing training under Sections b or c. These sections are not equivalent.

Institutions of higher education have four pages of standards for "Program approval and appeals" (pages 10 - 13, SUBCHAPTER III). No such requirements exist under the "equivalency" provisions in b or c. These sections are not equivalent.

Finally, institutions of higher education are now required under these new rules to do follow-ups of their graduates and report their success in later years, but no such requirements exist under the "equivalency" provisions in b or c. These sections are not equivalent.

The justifications for such broad alternative licensing include evidence that is flimsy at best. This is a provision that needs to be backed by a solid body of support, but instead it was simply added because the entire package could be held up otherwise.

What other fields in this state are being pushed to develop "alternative" routes to certification? In the health care field, are doctors, nurses, pharmacists, dentists, dental hygienists, dental assistants, anyone, being pushed in this direction? In the legal profession, are lawyers, paralegals, or anyone else being pushed in this direction? There is no such effort because it would lower the public's confidence in the professional practitioners.

We must not speak of raising the bar of quality in teacher preparation and then allow language like this to remain in the rules.

A second concern of council members is in fact symptomatic again of the where the process for arriving at a final package to be presented to the legislature went awry. In the section on definitions, it is stated that a "'Mentor' means an educator ... who is not to be considered as part of the formal employment evaluation process." Later in the section, however, "Portfolio" is defined as "a collection of documentary evidence to demonstrate proficiency that may include ... supervisor and mentor evaluations of classroom performance...."

The council suggested other language to clarify this potential contradiction, but we were told that nothing further could be considered for the rules because the agreement among educational interest groups was too fragile. How unfortunate that suggestions like these (and we had others) could not even be considered!

The final rules to come out of this entire process must be based on the best interests of children and aimed at preparing the best educators possible for the future. Efforts must be made to include all groups for their input; interest groups, however, must then at least be willing to come forward in a timely manner with specific proposals.

Most of this package would improve educator preparation in the Wisconsin, but we urge you to fix those elements which threaten to significantly undermine the chance to improve quality.

Thank you for this opportunity to share these concerns.

WISCONSIN EDUCATION ASSOCIATION COUNCIL

Affiliated with the National Education Association

**WEAC Statement of Support for
Clearing House Rule 99-030 Relating to Teacher Education Program Appraisal and
Licenses**

By

**Terry Craney, President
Wisconsin Education Association Council**

Testimony

Senate Education Committee

November 29, 1999

Thank you Chairperson Grobschmidt and members of the Senate Education Committee for this opportunity to speak today. I am Terry Craney, President of the Wisconsin Education Association Council. In 1998, the WEAC Board of Directors (the elected representatives of WEAC's 88,000 members), chose to support the licensure rule introduced by the Department of Public Instruction. The rule was also discussed and debated at WEAC's Representative Assembly in April, 1999 by 1,000 elected WEAC leaders. The RA sustained the Board's decision to support the licensure changes making it WEAC's official position. I am here to testify that WEAC remains committed to the final adoption of the proposed rule by your committee.

WEAC's support for the rule is centered on the fact that it creates the opportunity for teachers to assume responsibility for the quality of their profession. It also provides unprecedented opportunities and choices for teachers to direct their own professional development and strengthen the teaching profession through increased accountability.

The new rule will strengthen the teaching profession through a focus on demonstrated skills and increased accountability. For the first time, Wisconsin has clearly defined the characteristics of a good teacher through the 10 standards for teacher development and licensure. The standards will help the public understand what it takes to be a successful teacher.

The ten standards that define quality teaching are based on research that shows these standards promote higher levels of student learning.

The ten standards, contrary to what some say, are not a random collection of disparate skills, knowledge, and behaviors that have nothing to do with improving student achievement. There are ten standards because parents, teachers, school administrators, and school board members know that knowledge of subject area content is a necessary, but not a sole, condition for being a good teacher. This explains why subject area expertise is the first standard listed, followed by nine others.

The proposed rule takes into account the latest research in professional development for teachers. The rules will require teachers to work collaboratively toward improvement, regardless of career stage. Viewing professional development through a growth perspective answers the question of how to challenge teachers to improve throughout their careers.

The state of Wisconsin has the opportunity to ensure that all of the state's schools will be staffed with teachers who are focused on student learning and who practice

Terry Craney, President

Michael A. Butera, Executive Director

interactive professionalism for continuous improvement. This opportunity can be realized if the proposed rule is adopted.

Research used to develop the rule was also based on the Interstate New Teacher Assessment and Support Consortium's (INTASC) recommendations for improving the teaching profession. The INTASC model shifts teacher licensure and teacher education from what a teacher learned in preparatory classes toward what that teacher can actually do in his/her classroom to help students learn. Wisconsin is among 35 states that are members of INTASC.

Finally, in the new system, all teachers will demonstrate knowledge and teaching competencies. Each teacher will become actively involved in improving the profession and his or her own skills and career options, creating more public confidence in the teaching profession.

WEAC realizes that state statutes override the language of administrative rules. We recognize that until the statutes allowing for alternative licensure are changed, that language regarding alternative certification and licensure based on equivalency must exist in the rules. The proposed licensure rule represents a step forward in ensuring that the best-qualified people become licensed to teach in Wisconsin. The new rule clearly dictates that anyone holding a license in this state, regardless of the method used to acquire a license, must demonstrate the same level of knowledge and competencies.

The new licensure rule will promote opportunities that include recruiting and training mentor teachers, selecting and training local professional development councils, and bargaining the financial recognition of licensure and the time needed for professional improvement.

The new system gives teachers the opportunity to design renewal paths appropriate to their students' needs and their own goals for professional development. This new commitment to restructuring is based upon what experience and research tell us: more highly skilled teachers create better learning for students, which is our ultimate goal.

In his State of American Education address earlier this year, United States Secretary of Education Richard Riley proposed that states implement licensure systems that include "initial," "professional," and "advanced" licenses. Wisconsin appears to be on the verge of doing just that--provided the proposed rule is adopted. Adopting the rule would signify to Wisconsin's citizens that the state is committed to enhancing teacher quality and improving student learning.

WEAC strongly supports the proposed rule. Thank you again Chairperson Grobschmidt and members of the Senate Education Committee for this opportunity to speak to you today.



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John T. Benson
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LICENSE BASED ON EQUIVALENCY

Alternative Programs Proposal and Review Process under PI 34.17(6) (c) –

An initial educator license may be issued to an applicant who has completed an alternative training program approved by the state superintendent that is provided by, but not limited to, a college or university, school, school district, CESA, consortia, technical college, private enterprise or agency. Each alternative training program shall be based on the standards under subchapter II and shall include assessment of candidate performance as measured against the standards, including any such standardized examinations prescribed by the state superintendent for licensure.

Requirements and standards applicable:

- All applicants must have a bachelor's degree [118.19 (3) (a)].
- All programs must have the content required by statute [118.19 (6) (8) (9) and (12)]:
 - Consumer cooperatives and conservation of natural resources (for certain licenses)
 - Minority group relations including the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state
 - Conflict resolution
 - Phonics (for elementary licenses)
 - Student teaching practice of a full semester [115.28 (7) (a)]
- All applicants must demonstrate competence in all standards:
 - Mastery of the content
 - Knowledge of child development
 - Understanding of different learning styles
 - Ability to teach
 - Ability to manage a classroom
 - Communication and technology skills
 - Ability to plan lessons
 - Ability to test and assess student progress
 - Ability to self evaluate
 - Willingness to be connected with the entire school community
- Assessment areas:
 - Basic skills (reading, writing, mathematics, speaking, listening, and technology)
 - Content (the state content test including the Model Academic Standards)
 - Pedagogy (such as the CCSSO Test of Teaching Knowledge)

Additional oversight requirements:

- The Professional Standards Council has the authority to "Propose to the state superintendent alternative procedures for the preparation and licensure of teachers" [s. 115.425 (9) Wis. Stats., PI 34.36 (4) (I)].
- The state is required to report "A description of each State's alternative routes to teacher certification, if any, and the percentages of teachers certified through alternative certification routes who pass State teacher certification or licensure assessments" to the federal government [20 USC 1027 Sec. 207 required in PI 34.06 (1) (a) 5].
- All final program approvals are subject to the state superintendent's review and approval and all program completers must take and pass the required assessments.



Preparing Teachers to Improve Children's Learning

Estimated Costs and Available Resources

As with many education initiatives, the revised teacher licensing rules will have associated costs. The department has recognized this fiscal reality from the beginning and is committed to requesting adequate resources to implement this initiative over the next few years. It is also important to recognize what these costs are, when they will occur, and what resources exist or may become available to help support this initiative. We believe that this initiative will not impose an undue financial burden on school districts, educators, teacher education institutions, or the department.

The following information addresses statewide annual costs, resources, and timing concerns:

New Costs – K-12 School Districts (beginning July 1, 2004)

- ★ Initial Educator License: School districts statewide may incur costs associated with providing mentors (\$3 million), professional development teams (\$40,000), and release time for team members (\$40,000).
- ★ Professional Educator License: School districts statewide may incur annual costs of \$370,000 for staff participation on professional development teams.

New Costs – UW System (beginning July 1, 2000)

The UW System has estimated that it will cost between \$3.6 million and \$3.8 million to meet the new rule requirements. The UW System estimates that it will need additional staff to revise its curriculum and assist in three-member teams to help develop educator plans and validate completion of plans.

Current Resources – K-12 School Districts

Resources that directly support the implementation of this initiative include:

- ★ Peer Review and Mentoring - \$500,000 annually
- ★ National Board for Professional Teaching Standards – individual grants of \$2,000
- ★ Federal Teacher Quality Enhancement Grant - \$1.2 million annually over the next 3 years

Other more general resources (for example, Goals 2000, Title I, Title II – Eisenhower, among others) support activities related to teacher quality enhancement and may be available for use to support the purposes of this initiative.

School districts may also have the capacity to reallocate from existing resources to support local costs associated with these changes or may already have elements in place (mentoring programs, for example) which address the rules' provisions. This varies, of course, from district to district, and is clearly limited by the reality of revenue caps and competing budget demands.

DPI believes this initiative will involve additional, but not insurmountable costs, and it is important that we commit to seeking the funding to address these costs. Having said that, it is also important to note that the projected costs represent a small proportion of K-12 spending, permitting at least some districts to consider the reallocation of current resources to support these new purposes.

DPI is committed to partnering with local districts and the University of Wisconsin System to research and develop various models for implementing this initiative and provide alternatives to what may be perceived as "add on, new cost" activities in both the K-12 and university systems.

DPI believes that this initiative will not impose an unwarranted financial burden on education stakeholders, that through a combination of existing and new resources, the costs – which, for the most part, do not begin for K-12 school districts until 2004 – will be manageable. The State of Wisconsin can afford to implement teacher education initiative. **What we cannot afford is to fail to invest in improved teaching and learning. Wisconsin students are worth this investment.**

Statement of support for new licensure rules
Testimony by Mark J. Mueller before the Senate Educational Committee
November ~~30~~₂₉, 1999

Too many people believe that my career has peaked too early. My name is Mark Mueller, and I am a teacher in the Stoughton Area School District. I am 29 years old, and this is my 7th year of teaching. I am also the 1999-2000 Wisconsin Middle School Teacher of the Year, a remarkable achievement for someone my age. I have colleagues who have been teaching longer than I have been alive who have not received similar accolades or recognition. I have not achieved this recognition by saving a choking child's life or by coaching a long shot team to the state championships; I have done it by being dedicated to teaching as a career and a profession. I am the antithesis of the public's misguided general perception of teachers as over-unionized, money-grubbing slackers who focus only on summertime. While I have certainly not become the teacher that I am today without help, the help that I received was piecemeal and limited, offered only by colleagues that were concerned enough to go beyond their ordinary duties and invest themselves as great teachers to develop great teachers and great schools. These teachers, along with all other teachers who support the new licensure changes, believe that they must take responsibility for maintaining the high quality of education in Wisconsin. The new revisions to teacher licensure are smart, professional changes that will have a positive effect on students, teachers, and the state.

One of the proposed changes creates a Master Educator license. As a young teacher, I could have benefited greatly from a colleague who was identified as a master teacher; someone who could be accessible and available for new teachers as well as struggling veteran teachers who wish to be the best that they can be in the classroom. Mentoring and support programs can help keep young teachers in the classroom, instead of losing them to the private sector. Those same programs can be used to support struggling veteran teachers. Both will have a strong, positive effect on children which cannot be supplied through other means.

Wisconsin has long been regarded as an educationally superior state. Chambers of commerce statewide often cite the value of our public schools as a selling point to businesses and private citizens; evidence of a strong and healthy community. These new changes, when linked to nationally recognized teacher education programs like the National Board for Professional Teaching Standards, will continue to guarantee Wisconsin's national reputation as an educational leader.

In order to stay fresh and relevant in the classroom, teachers need to be challenged in their professional development. No one who is bored with their job can perform their job with excellence. Even though I certainly could, I am not resting on my laurels; indeed, I am in the process of voluntarily completing National Teacher Certification through the NBPTS. I want to achieve a higher level of professionalism as a teacher, which will have a real and positive impact on the quality of education in my classroom. I am a very good teacher; I want to be an excellent teacher; a master teacher, whose career has much to offer in the next 20 years. My career has not peaked; it has just begun. My desire to be the best teacher that I can be, both in advocating for my students and in advocating for my colleagues, will continue to insure high quality education for Wisconsin's children. As a teacher, a parent, and a professional, I support the changes in teacher licensure as a vehicle to accomplish my goal.



Mark Mueller, Teacher; River Bluff Middle School
Stoughton Area School District
Wisconsin's Middle School Teacher of the Year 1999-2000
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CURRENT FY2000 BUDGET FOR MENTOR TEACHER PROGRAM
AND PROJECTIONS BASED ON INCREASED NUMBERS OF MENTORS

Nature Of Expenditure	FY2000						
	18 Mentors	1 Mentor	30 Mentors	40 Mentors	50 Mentors	60 Mentors	70 Mentors
SALARIES							
POSITION SALARIES							
Teacher Mentors	991,512	55,084	1,652,520	2,203,360	2,754,200	3,305,040	3,855,880
Secretary I	25,244	1,402	42,073	56,098	70,122	84,147	98,171
TOTAL SALARIES	1,016,756	56,486	1,694,593	2,259,458	2,824,322	3,389,187	3,954,051
					0	0	
Tchr/Sub Pay-Staff Dev	1,700	94	2,833	3,778	4,722	5,667	6,611
Teacher-Sub-Staff Dev	4,800	267	8,000	10,667	13,333	16,000	18,667
PT Cert-Staff Dev	3,500	194	5,833	7,778	9,722	11,667	13,611
Part-Time Clerical	1,900	106	3,167	4,222	5,278	6,333	7,389
Vacancy and Turnover	-25,436	-1,413	-42,393	-56,524	-70,656	-84,787	-98,918
TOTAL SALARIES	1,003,220	55,734	1,672,033	2,229,378	2,786,722	3,344,067	3,901,411
EMPLOYEE BENEFITS							
Employee Benefits	370,188	20,566	616,980	822,640	1,028,300	1,233,960	1,439,620
TOTAL EMPLOYEE BENEFITS	370,188	20,566	616,980	822,640	1,028,300	1,233,960	1,439,620
PURCHASED SERVICES							
Car Allowance	21,000	1,167	35,000	46,667	58,333	70,000	81,667
Dupl/Print-Staff Dev	2,500	139	4,167	5,556	6,944	8,333	9,722
Purch/WHS-Service Charge	1,408	78	2,347	3,129	3,911	4,693	5,476
Other Exp-Staff Dev	2,500	139	4,167	5,556	6,944	8,333	9,722
TOTAL PURCHASED SERVICES	27,408	1,523	45,680	60,907	76,133	91,360	106,587
SUPPLIES							
Office Supplies-Staff Dev	14,400	800	24,000	32,000	40,000	48,000	56,000
Prep Mat-Staff Dev	7,000	389	11,667	15,556	19,444	23,333	27,222
TOTAL SUPPLIES	21,400	1,189	35,667	47,556	59,444	71,333	83,222
EQUIPMENT							
Replacement Equipment	6,500	361	10,833	14,444	18,056	21,667	25,278
Repl Eq-\$5,000 or over							
TOTAL EQUIPMENT	6,500	361	10,833	14,444	18,056	21,667	25,278
TOTAL SEQ. 6000	1,428,716	79,373	2,381,193	3,174,924	3,968,656	4,762,387	5,556,118
MENTOR TEACHER PROGRAM							

MentorBudget.xls
9/28/99

MPS Department of Human Resources

**SUMMARY OF INCREASED FUNDING REQUIRED TO IMPLEMENT
PI 3 TEACHER CERTIFICATION AND PROGRAM APPROVAL REQUIREMENTS**

Currently 18 teacher mentors provided services for 150 new teachers. Each mentor is assigned ten (10) teachers, except in the case of special programs, such as Metropolitan Milwaukee Teacher Education Program (MMTEP), where each of those interns is equivalent to two (2) teachers. The mentors are full-time and work in the schools all day, every day teaming, modeling, observing and consulting with new teachers.

Attached is a spread sheet showing the FY2000 Mentor Teacher Program Budget as well as projected budgets for increased numbers of mentors.

Based on hiring trends, it is anticipated that the Milwaukee Public Schools will hire approximately 450 new teachers over each of the next two years. With that assumption, 54 mentors would be needed to implement the PI 3 Teacher Certification and Program Approval Requirements.

The summary below, includes one-time costs to the district as well as ongoing costs to implement the mentor component and the three-member team:

ITEM	START-UP \$	ONGOING \$
Additional Facilities	TBD	
Additional Workstations/Equipment (36 @ 700/mentor)	25,200	
Labor Relations Staff Time for Impact Bargaining (16 hours @ \$50/hour)	800	
Recruitment and Training for Mentors	2,000	
Budget for 54 mentors		4,286,148
Salary for 450 colleagues to serve on the Three-Person Committee (2 hours @ 20.33/hour after school - Initial Educator License)		182,960
Salary for three colleagues of 450 new teachers to serve on the Three-Person Committee (2 hours @ 20.33/hour after school for 3 colleagues - Professional Educator License)		548,880

ESTIMATED FIRST YEAR TOTAL COST \$4,497,108 (without facilities)

ESTIMATED ONGOING COSTS \$5,017,988

9/28/99 revised

MPS Department of Human Resources

(ITEM 4) REPORT AND POSSIBLE ACTION WITH RESPECT TO THE BOARD'S POSITION ON THE PROPOSED DPI RULES ON TEACHER LICENSING*Attachments, pages 64-67***BACKGROUND**

In May 1997, the DPI "Work Groups on Teacher Assessment, License Stages and License Categories" released its report and recommendations on restructuring teacher education and licensing in Wisconsin. As a result, DPI drafted proposed rules and held statewide public hearings in March 1998. Over the years and recently, DPI has made changes to the proposed rules.

At the Spring hearings, the Wisconsin Association of School Boards opposed the rules for a number of reasons, including its perception that the rules did not move the state to a performance-based system of teacher education and licensure, and that there was not sufficient involvement of school boards and parents in their development.

The Department of Public Instruction responded to WASB in a number of press releases. As of this date, DPI and WASB remain at odds over the proposed rules. The position of the DPI and the proposed rules are available for review on the Internet at www.dpi.state.wi.us/dpi/dlsis/tel/newrules.html. The positions of WASB can be found at www.wasb.org/publications/index.html.

This Fall, the rules will come before the Senate and Assembly Education Committees for public hearing and action. In preparation for the fall hearings, WASB has requested school boards to place this matter on their agendas for discussion. Copies of a communication and proposed resolution from WASB are attached. While the resolution states WASB's position, the letter clearly encourages school boards to draft their own unique resolutions on this matter, basing them on the missions, beliefs, and viewpoints of their own local communities.

ADMINISTRATION'S ANALYSIS

The following table lists a number of major issues surrounding DPI's proposed Administrative Rules and MPS's positions on them:

<u>Issues Surrounding DPI's Proposed Administrative Rules</u>	<u>MPS Position</u>
1. Increased local costs to implement the changes. Local school districts would incur significant costs in implementing the rules. A DPI fact sheet (attached) shows that the state resources proposed fall far short of the local costs incurred.	Oppose
2. Include specific language in the "Institutional and Educational" program areas about minority/diverse student recruitment.	Support
3. Change "Educational Interpreter" license requirements to include both elementary and secondary curriculum content.	Support
4. Include three-member panel discretion when a professional educator obtains a master's degree to become a school psychologist, social worker, counselor, or speech pathologist and obtains "initial licensure" within that specific profession.	Support

- | | |
|--|---------|
| 5. Change "Professional Teaching Permits" to allow journeymen and other skilled workers to teach the subject area "technology education" to accommodate current/future practices at Milwaukee Technical High School and other MPS vocational/technical programs. | Support |
| 6. Connect teacher licensure to classroom performance. | None |
| 7. All charter school teachers must be licensed as "Charter School Instructional Staff" or receive a "Charter School Instructional Permit." | None |
| 8. Flexibility for local implementation of the rules changes. | None |

STRATEGIC PLAN COMPATIBILITY STATEMENT

The form in which the rules will be finally adopted will have a direct impact on the Board's ability to realize its strategic plan for the district.

STATUTES, MPS POLICY OR BOARD RULE IMPLICATION STATEMENT

In the past, the Board ordinarily has not taken a position on administrative rules; however, these proposed rules would result in major changes to district operations, and the issues are significant. It is therefore appropriate for the Board to take a position on them.

FISCAL IMPACT

If the rules are adopted in their present form, the fiscal impact on the district will be significant.

The Superintendent recommended that the Board oppose the proposed rules for teacher education and licensure (PI 34) as presently formulated.

COMMITTEE RECOMMENDATION

Your committee recommends that the Board:

passed

unanimous vote

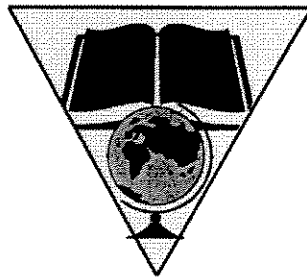
- Oppose the proposed rules for teacher education and licensure (PI 34) as presently formulated;
- Support connecting teacher licensure to classroom performance;
- Oppose provisions that require that all charter school teachers must be licensed as "Charter School Instructional Staff" or receive a "Charter School Instructional Permit";
- Support flexibility for local implementation of the rules changes.

* * * * *



School District of Menomonee Falls

Professional Development Manual



*Jointly written by the Menomonee Falls School Board
and the Menomonee Falls Education Association
September 13, 1999*

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Section I

OVERVIEW of PROFESSIONAL DEVELOPMENT

MISSION STATEMENT

*The School District of Menomonee Falls
cares about our children and,
together with family and community,
will provide the finest educational experience
so each student becomes the best possible citizen.*

OVERVIEW:

The School District of Menomonee Falls and the Menomonee Falls Education Association have been jointly engaged in a system of interest based collaborative bargaining since 1992. The term *joint* is critical in describing these collaborative efforts to improve teaching and learning in the School District of Menomonee Falls. The collaborative bargaining process has focused on education as well as the usual issues of compensation and working conditions. Improved education is a joint effort between teachers and administration. Professional development is the key to improved education. The joint goal of professional development and the centerpiece of improved education is to have an excellent, caring teacher in every classroom in the school district. Learning is a lifetime endeavor for both students and teachers. Since teachers are professionals they must have an equal voice in determining the nature and quality of professional development activities in the school district.

Professional development should not be a top-down activity where administrators and the School Board determine what each teacher must know in order to be successful. Rather, professional development should be based on an active learning model. Such a model asserts that real learning occurs when the learner is actively involved in creating meaning for the learner. Learning is not passive and isolated, but active and social. Learning occurs best in an organizational culture where each professional is expected to learn independently and to assist the learning of fellow professionals.

The Joint Committee for Professional Development (JCPD) requires collaboration between management and teachers to determine the ever-changing goals and activities needed for continuing professional growth. This joint model is a democratic process where individual learners actively participate in determining the goals and activities. Each professional is seen as an important and critical participant in the process of improving education on a K-12 basis throughout the entire school district. It is the mission of the school district that each student becomes the best possible citizen. This mission requires maximum engagement in professional development from every staff member in the school district. Professional development organized on a joint basis is seen as the most important element in improving education in the School District of Menomonee Falls.

Joint professional development is based on the following core beliefs.

WE BELIEVE

- all staff will make a commitment to professional development.
- quality professional development will increase student achievement.
- learning is a lifelong process for everyone.
- curriculum is effective when delivered by a well-prepared staff.
- the school district will invest time and resources for professional development.
- planning and implementation of change is an evolving process.
- professional development is a shared responsibility.

Section II

DEFINITION OF PROFESSIONAL DEVELOPMENT in the SCHOOL DISTRICT OF MENOMONEE FALLS

- I. Joint Professional Development** - - broadly defined as activities approved by the Joint Committee for Professional Development that enhance staff competence in improving student learning. Joint professional development activities are designed to reinforce the attainment of organizational and school based performance goals.

Examples:

- ▶ Site courses
- ▶ Conferences or workshops
- ▶ Mentoring
- ▶ Grade level writing assessments
- ▶ Curriculum and Instruction
- ▶ Standards and diagnostic testing
- ▶ Technology

- II. Inservice** - District initiatives and training sessions mandated by the District.

Examples:

- ▶ Opening day and mid-year inservice
- ▶ Ten hours used at building sites
- ▶ Bloodborne pathogens, sexual harassment, etc.

- III. Work Days** - Time devoted for planning and grading (defined by contract.)

- IV. Personal Professional Development** - An individual improvement effort as it relates to personal professional growth.

Examples:

- ▶ Classes/courses
- ▶ District credit/classes
- ▶ CEUs
- ▶ Field research related to teaching assignment
- ▶ Work experience related to teaching assignment

Section III

PROFESSIONAL TEACHING STANDARDS

All professional development activities are meant to improve student learning. All professional development activities are based on mutually developed standards for quality teaching and learning in Menomonee Falls. These standards for professional teaching are:

Standard 1: Teachers are committed to students and their learning.

- Benchmarks:*
- A. Teachers are dedicated to the belief that all students can learn and that knowledge should be accessible to all.
 - B. Teachers treat students equitably by recognizing each one's uniqueness and structuring teaching methods accordingly.
 - C. Teachers foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious, and racial differences.

Standard 2: Teachers know the subjects they teach and how to teach those subjects to students.

- Benchmarks:*
- A. Teachers thoroughly understand the subjects they teach. They know how knowledge in those subjects is created, organized, linked to other disciplines, and applied to real work settings.
 - B. Teachers command specialized knowledge of how students learn those subjects.
 - C. Teachers are adept at teaching students to analyze and solve problems related to those subjects.
 - D. Teacher's instructional repertoire, including technology, allows them to create multiple paths to the subjects they teach.

Standard 3: Teachers are responsible for managing and monitoring student learning.

- Benchmarks:*
- A. Teachers create, enrich, maintain, or alter instructional settings to capture and maintain student interest while using time effectively.
 - B. Teachers know how to engage groups of students, ensure a disciplined environment, and organize instruction to meet the school and district goals.
 - C. Teachers can access and diagnose individual student progress and can clearly describe student performance.
 - D. Teachers know how to help students learn to evaluate their own work and make improvements in how to learn.
 - E. Teachers employ flexible grouping to meet the individual needs of all students.

Standard 4: Teachers think systematically about their practice and learn from experience.

- Benchmarks:*
- A. Teachers are reflective practitioners, systematically recording and constructing the meaning of their teaching experiences.
 - B. Teachers strengthen their teaching by critically examining their practice, deepening their knowledge and adapting to new findings.
 - C. Teachers refine and expand their vision and mission for teaching based on reflections on their practice and their collaborations with colleagues.
 - D. Teachers continuously improve their teaching practices, basing long-term changes on the results demonstrated in their students' learning performance.
 - E. Teachers engage in lifelong learning, which they seek to encourage in their students.

Standard 5: Teachers are members of learning communities.

- Benchmarks:*
- A. Teachers contribute to the effectiveness of their school by learning and collaborating with other professionals to continuously improve teaching, the curriculum, and assessment.
 - B. Teachers help develop a self-renewing school culture with shared decision making and a dedication to continuous improvement.
 - C. Teachers include parents as essential partners in the learning process.
 - D. Teachers know about and can use specialized school and community resources available for all students' benefit.
 - E. Teachers exemplify the virtues they seek to inspire in students, curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences.

Section IV

THE JOINT COMMITTEE FOR PROFESSIONAL DEVELOPMENT

The Joint Committee for Professional Development is the governing body for professional development in the school district. The JCPD is a collaborative effort between the School Board/Administration and the Menomonee Falls Education Association to coordinate professional development. The Joint Committee for Professional Development is advisory to the Menomonee Falls Education Association and the Menomonee Falls School Board.

❖ COMPOSITION:

MFEA

- 4 elementary teachers
- 1 middle school teacher
- 1 Jr. high teacher
- 1 high school teacher
- A UniServ representative

Administrator/School Board representatives:

- 2 principals
- 2 Central Office administrators
- 1 School Board member
- The superintendent

❖ RECOMMENDED PROCEDURES:

1. Training is required for every member of the JCPD. Training is designed and provided by administrators and MFEA leaders. Training and decision making are based on the principles of interest based bargaining.
2. Each group (the School Board/Administration and the MFEA) annually determines representatives for the JCPD.
3. The chairperson for JCPD meetings alternates between the School Board/Administration and the MFEA.
4. Responsibility for taking minutes at JCPD meetings alternates between the School Board/Administration and the MFEA.
5. The clerical support for the JCPD meetings is provided by the office of the assistant superintendent of instruction.
6. Meeting times for the JCPD are determined by mutual agreement outside the regular school day.
7. The JCPD meets monthly until the initial functions are completed. Thereafter quarterly meetings are held.
8. A JCPD meeting will not exceed two hours.
9. Members of the MFEA are compensated for attending JCPD meetings. (salary at the curriculum hourly rate, or district professional development credit).
10. Communication of all recommendations made by the JCPD is by mutual agreement. Joint press releases and written summaries are shared with the public, the School Board, or the members of the MFEA by mutual agreement.
11. Agendas for JCPD meetings are set at the end of each JCPD meeting. The agenda format will be as follows:

AGENDA FORMAT

- A. Review and approval of agenda
- B. Review of the minutes of the previous JCPD meeting
- C. Committee reports
- D. Mutually determined agenda items:
 1. Information Items
 2. Action Items
- E. Meeting evaluation
- F. Next agenda, including agenda items, chairperson, recorder, time and place

-
12. A brief job description should be developed for members of the JCPD. The job description should include the expectations for participation and committee service.
 13. The committee can recommend contractual changes. Such recommendations are strictly advisory to the School Board/Administration and the MFEA.
 14. The JCPD can recommend policy change to the Board of Education. Such recommendations are strictly advisory.

❖ **RESPONSIBILITIES:**

In the role of promoting, coordinating, and facilitating professional development the Joint Committee for Professional Development will:

- Promote professional development for all staff.
- Define professional development in Menomonee Falls
- Recommend professional teaching standards
- Recommend policy for professional development
- Review district and site professional development.
- Coordinate and facilitate a *Professional Development Certificate (PDC)* in Menomonee Falls.
- Facilitate and review the development of a *Personal Professional Development Plan* for individual teachers.
- Facilitate a mentoring program for new teacher mentees and experienced professional teaching mentors.
- Promote research and development regarding curriculum, instruction, and improved teacher and student learning.
- Recommend a budget for professional development in the school district.
- Recommend a compensation plan for professional development.

Section V

PERSONAL PROFESSIONAL DEVELOPMENT PLAN

All professional development activities are based on mutually developed standards for quality teaching and learning in Menomonee Falls.

- This annual plan is designed for all certified staff to achieve professional growth. The Personal Professional Development Plan (PPDP) cannot be used to evaluate teachers.
- All certified staff members are encouraged to make a Personal Professional Development Plan for each school year.
- The formatting of the PPDP is followed by a conference with the building administrator or her designee by mid November of each school year.
- The list of possible activities of the growth plan is virtually endless. The critical consideration is how a certain activity enables a professional educator to move toward his or her professional goals.
- PPDP options include:
 1. Graduate course work from a college or university
 2. District sponsored classes
 3. Independent study or research which may include but is not limited to:
 - a. observation of and discussion with other professionals known to be skilled in the area identified for focus
 - b. focused reading of books and articles, watching of professional videos
 - c. collection and analysis of student work from one's own teaching
 - d. review of survey results or other achievement measures to determine areas of need for one's students
 4. Mentoring, Cooperating Teacher Certification, National Board Certification
- The plan is intended to be flexible so that areas can be expanded upon or deleted as needed.

**SCHOOL DISTRICT OF MENOMONEE FALLS
PERSONAL PROFESSIONAL DEVELOPMENT PLAN**

Teacher _____

School Year _____

Description of the Goal:

Rationale for the Goal:

Activities/Course Name	Timeline	Resources	Outcome

Long-range Plans and Goals:

Teacher Signature

Date

Administrator Signature

Date

**All professional development activities are based on mutually developed standards
for quality teaching and learning in Menomonee Falls.**

Section VI

PROFESSIONAL DEVELOPMENT CERTIFICATE

The School District of Menomonee Falls recognizes the importance of continuing professional development for all teachers. The concept of a learning community, as well as recent research, emphasizes the importance of teacher learning that is focused on students, and inclusive of parents and community. Professional Development Certification (PDC) is a local district effort to support and promote continuing staff development.

PROFESSIONAL DEVELOPMENT CERTIFICATE (PDC)

Any teacher with five years of District experience and a Master's Degree may earn a Professional Development Certificate from the School District of Menomonee Falls. The Joint Committee for Professional Development may waive the above requirements for teachers who meet one of the following criteria:

- *12 years of teaching experience in the School District of Menomonee Falls*
- *enrollment in a Master degree program.*

Any teacher interested in obtaining a Professional Development Certificate must submit an application for the PDC to the Joint Committee for Professional Development. The application must include evidence that the three credit "Action Research" course has been completed. The PDC requires completion of six additional graduate credits. A total of nine graduate credits is needed to earn a PDC. The application must be based on the mutually developed Professional Teaching Standards in Menomonee Falls. It must include a statement of purpose based on the Professional Teaching Standard(s). The completed application, along with the recommendation of the building principal, should be submitted to the Joint Committee for Professional Development. The JCPD will inform the applicant in writing of acceptance or rejection of the application.

In order to achieve the Professional Development Certificate, the teacher must submit a portfolio to the Joint Committee for Professional Development. The portfolio could include:

- *transcripts*
- *written lesson plans*
- *curriculum work*
- *assessments*
- *reflection on student learning and instructional techniques*
- *self-evaluation*
- *critiques provided by peers, students, or parents*
- *video tape*
- *other evidence of effective curriculum, teaching, or assessments*

The completed portfolio, along with the recommendation of the building principal, will be presented to the Joint Committee for Professional Development for formal approval. The JCPD will inform the applicant in writing of the acceptance or rejection of his/her portfolio. After JCPD approval of the portfolio, the School Board of Menomonee Falls will present the Professional Development Certificate at the next convenient School Board meeting. The PDC is in effect for a five-year period and renewable for teachers with a Master's Degree. No teacher will be eligible to hold two Professional Development Certificates concurrently.

COMPENSATION

Compensation for the attainment of a Professional Development Certificate is a \$1,500 addition to the annual salary as determined by the current contracted salary schedule. The \$1,500 will be paid in a lump sum on November 30 to those teachers whose portfolio has been approved by the Joint Committee for Professional Development before October 15 of the current contract year, or March 15 for those who achieve the PDC before January 31 of the current contract year. This \$1,500 will be earned annually during the five-year period the PDC is

in effect. The \$1,500 is considered part of the teacher's salary and is subject to all District, Federal, and State regulations.

PRINCIPLES AND GUIDELINES

The School District of Menomonee Falls Professional Development Certification is based on the five standards of accomplished teaching as espoused by the National Board for Professional Teaching Standards. The five standards are:

1. **Teachers are committed to students and their learning.**
2. **Teachers know the subject they teach and how to teach those subjects to students.**
3. **Teachers are responsible for managing and monitoring student learning.**
4. **Teachers think systematically about their practice and learn from experience.**
5. **Teachers are members of learning communities.**

Section VII

MENTORING

MISSION STATEMENT FOR MENTORING PROGRAM

The School District of Menomonee Falls cares about our children. Our staff, together with our families and community, will provide the finest educational experience so each student becomes the best possible citizen.

It is the mission of the mentoring program to provide support and encouragement for new staff, so they in turn will become the best teachers. This support will take a variety of forms from scheduled presentations regarding district practice and policy to planned meetings between the mentor and mentee regarding good teaching practices, observations, and informal sessions relative to general school issues.

By working together, our new teachers will become successful in establishing healthy relationships with students, their families, and our community and provide our student body with a successful learning atmosphere.

GOALS FOR MENTORING PROGRAM

All professional development activities are based on mutually developed standards for quality teaching and learning in Menomonee Falls.

1. Build a life-long learning community.
2. Ensure that teachers and staff new to Menomonee Falls will have a successful teaching and learning experience.
3. Improve instructional strategies so teachers meet the needs of all students.
4. Develop collegial relationships.

ROLE OF THE NEW TEACHER

1. Participate in the mentor program with enthusiasm and commitment and to identify areas of needed support and concern and be willing to ask for assistance.
2. Attend ongoing training and support sessions, discuss information and professional teaching standards (see Section III) with your mentor.
3. Work on developing a professional collegial relationship with your mentor.
4. Share goals and concerns. Keep your mentor informed.
5. Identify problems you have; seek solutions. Be proactive rather than reactive.
6. Be willing to take risks, ask questions, and try new ideas.
7. Observe your mentor and other teachers, as well as be observed by your mentor.
8. Consider keeping a journal of activities (seminars, observations, discussions) for personal reflection.
9. Participate in recognition lunches and dinners with your mentor.
10. Reflect on year and offer suggestions to improve the mentor program.

ROLE OF MENTOR

A mentor is a teacher with at least three years of teaching experience and certified as a mentor in the School District of Menomonee Falls.

1. Provide ongoing support, advice, and counsel to the new teacher.
2. Facilitate the understanding of the responsibilities of a professional teacher based upon the professional teaching standards. (See Section III)
3. Work on developing a collegial/professional relationship.
4. Establish a system for ongoing communication.
5. Maintain confidentiality, encourage one another, laugh together.
6. Encourage and arrange for classroom observations, meet with mentee and discuss classroom observation(s).
7. Share resources for professional development opportunities.
8. Attend mentor/mentee in-service and recognition lunches and dinners.
9. Reflect on the year and offer suggestions to improve the mentor program.

ROLE OF THE BUILDING ADMINISTRATOR

1. Orient the mentee to the professional teaching standards (see Section III) and building procedures.
2. Orient the entire building staff regarding the mentor program's mission and purpose.
3. Recruit individuals to serve as mentors for new teachers. Match new faculty with mentors.
4. Provide some common released time or joint planning time to facilitate mentor/new teacher interaction.
5. Schedule time for mentor/new teacher observations. Allow for release time to complete observations.
6. Share resources for professional development opportunities.
7. Reflect on the year and offer suggestions to improve the mentor program.

Section VIII

COMPENSATION

The School District of Menomonee Falls and the Menomonee Falls Education Association agree to support professional development with increased compensation in four specific areas:

- *Jointly Approved Graduate Courses*
- *Mentoring*
- *Professional Development Certificate*
- *National Board Certificate*

All compensation is considered part of the teacher's salary and is subject to all District, Federal and State regulations.

Jointly Approved Graduate Courses

Traditionally teachers have been paid according to a single salary schedule model that provides salary increments according to a teacher's years of experience and number of college/university units and degrees. The School District and the Menomonee Falls Education Association recognize the importance of experience and college/graduate credits in increasing teacher compensation. A single salary schedule model is employed in the School District of Menomonee Falls. Teachers with at least three years of experience can increase compensation on the salary schedule by accumulating graduate credits provided by the District.

In order to encourage enrollment and completion of graduate studies and the attainment of a Master's Degree, the district will provide two graduate level courses at no charge to experienced District teachers. Teachers can use these earned credits toward a Master's Degree or to prepare themselves as mentors or candidates for the Professional Development Certificate (PDC) in Menomonee Falls. The credit will be provided by a local university and will be recognized by the Department of Public Instruction.

Qualified teachers (as defined in Section VI) in the School District of Menomonee Falls can earn three credits in a graduate course entitled "Action Research." This course is designed to assist teachers in developing a personal professional improvement plan to achieve the PDC in the School District of Menomonee Falls. "Action Research" focuses on classroom instruction and assessment. It will assist teachers in goal setting, model instruction, and monitoring student progress. It will help teachers and the school district to reflect on effective instructional practices that result in improved learning for students.

Teachers with at least three years of experience in the School District of Menomonee Falls can earn three credits in a graduate course entitled "Mentoring." Teachers that successfully complete this class are eligible to serve as mentors to new or lesser-experienced staff members as determined by the building principal.

Any of the above requirements may be waived at the discretion of the Joint Committee for Professional Development.

Mentoring

Teachers with at least three years experience that successfully complete the "Mentoring" course are eligible to serve as mentors to new or less experienced staff members. The building principal will determine staff members who serve as mentors. All new staff will be encouraged to participate in the mentoring program. Any eligible mentor can volunteer to participate. Mentors must be assigned by the building principal to be eligible for increased compensation. The mentoring assignment will be one-year long. The mentoring responsibilities are specifically defined in Section VII of this report. The compensation for this year-long mentoring assignment is five percent of the beginning base salary. Compensation is made in two payments, at the end of each semester.

Professional Development Certificate (PDC)

See Section VI.

National Board for Professional Teaching Standards (NBPTS)

The School District and the MFEA encourage all teachers to participate in the National Board for Professional Teaching Standards program. (See Appendix B.) Teachers may receive compensation from the State of Wisconsin in the amount of \$2,000 for successful completion of the NBPTS. This state paid compensation will offset the approximate cost of enrollment and completion of the NBPTS. In addition to the state compensation, the school district will compensate teachers that are certified by the National Board for Professional Teaching Standards with a stipend of \$2,000 for the seven-year term of the National Board Certification. Total district compensation for the attainment of national certification is \$14,000.

Section IX

SUMMARY OF PROFESSIONAL DEVELOPMENT PLAN COMPONENTS

- Commitment that professional development is a collaborative effort between the School District of Menomonee Falls and the Menomonee Falls Education Association
- Clearer contract definitions of professional development, inservice and work days (formerly workshop)
- Professional development based on mutually agreed standards for quality teaching and learning
- Formation of a Joint Committee for Professional Development (JCPD) to govern professional development in the School District
 - ◇ *joint representation of MFEA and Administrator/School Board*
 - ◇ *compensation at the curriculum hourly rate*
- Personal Professional Development Plan (PPDP) -- annual commitment to professional growth by all teachers
- Commitment to review and revise the short-term and long-term goals of the mentoring program (includes certification of mentors and compensation for mentors)
 - ◇ *three credit graduate level certification course provided by the District to teachers with at least three years of Menomonee Falls experience*
 - ◇ *compensation equal to five percent of the beginning base for certified mentors*
- Three credit graduate level "Action Research" course available to teachers with at least five years of Menomonee Falls experience
- Development of renewable Professional Development Certificate (PDC)
 - ◇ *compensation of \$1,500 annually for five years (total of \$7,500)*
- Compensation of additional \$2,000 per year for seven years (total of \$14,000) for teachers certified by the National Board for Professional Teaching Standards (NBPTS)

Appendix A

NATIONAL BOARD CERTIFICATION PROGRAM

Background

The history, mission and a brief description of the National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released *A Nation Prepared: Teachers for the 21st Century*. The report called for the National Board to "establish high standards for what teachers need to know and be able to do, and to certify teachers who meet that standard." The report followed the landmark report, *A Nation at Risk: The Imperative for Educational Reform*, 1983, developed by the President's Commission on Excellence in Education.

A Nation at Risk set off alarms across the country with statements like, "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war." Educators, parents, business executives and legislators awakened to the economic and social consequences of an education system failing to keep pace with a changing American and global society.

The Carnegie task force offered solutions: "The key to success lies in creating a profession equal to the task — a profession of well-educated teachers prepared to assume new powers and responsibilities to redesign schools for the future." The task force urged the teaching profession to set the standards and certify teachers who meet those standards.

Those suggestions helped bring the nation's educational community together to create the National Board for Professional Teaching Standards. The National Board is an independent, nonprofit, nonpartisan and non-governmental organization governed by a 63-member board of directors, a majority of whom are classroom teachers. The other directors include school administrators, school board leaders, governors and state legislators, higher education officials, and business and community leaders.

The National Board's mission is to establish high and rigorous standards for what accomplished teachers

should know and be able to do, to develop and operate a national voluntary system to assess and certify teachers who meet these standards, and to advance related education reforms for the purpose of improving student learning in American schools.

Financial support for the National Board's work comes from grants by the nation's major private foundations and corporations and from federal funds. Once the entire certification system is in place and operating, fees paid by or on behalf of National Board Certification candidates will support the majority of the National Board's work.

The standards grow out of a central policy statement, *What Teachers Should Know and Be Able to Do*. This statement and the vision of teaching it describes are organized around five core propositions: 1) Teachers are committed to students and their learning; 2) Teachers know the subjects they teach, and how to teach those subjects to students; 3) Teachers are responsible for managing and monitoring student learning; 4) Teachers think systematically about their practice and learn from experience; 5) Teachers are members of learning communities.

Based on these propositions, the National Board is setting advanced standards in more than 30 certificate fields. The certificates are structured around student developmental level(s) and the subject(s) taught. Standards are created by committees of classroom teachers, teacher educators and subject experts and are then reviewed nationally and extensively before final approval by the National Board for Professional Teaching Standards board of directors.

Based upon the standards, multi-part assessments are used to identify National Board Certified Teachers. Teachers applying for National Board Certification are expected to demonstrate principled, professional judgment in a variety of situations. Evaluating such complex behavior requires innovative assessment methods. National Board Certification

Backgrounder continued ...

assessments are performance-based exercises and give teachers an opportunity to grow professionally by requiring them to reflect on and describe their practice.

The first part of the two-part assessment asks teachers to develop a school-site portfolio reflecting various facets of teaching. Candidates show evidence of teaching practice through student work, videotapes of classroom interaction and written commentaries that provide a window into what they do and how they think about it. During the second portion of the assessment, teachers attend an assessment center where exercises focus on content knowledge as well as age-appropriate and content-appropriate strategies teachers use. Teachers demonstrate their knowledge and strategies with written responses to prompts or stimulus materials, like journal articles and student work samples.

National Board Certification is a symbol of professional teaching excellence. A National Board certificate will attest that a teacher was judged by his or her peers as one who is accomplished, makes sound professional judgments about students' best interests, and acts effectively on those judgments. Offered on a voluntary basis, National Board Certification complements, but does not replace, state licensing. While state licensing

systems set entry-level standards for novice teachers, National Board Certification establishes advanced standards for experienced teachers.

Many state governments and schools districts are encouraging teachers to apply for National Board Certification by paying the fee and by rewarding National Board Certified Teachers with financial benefits, recognition and new roles in the classroom.

National Board Certification also represents an opportunity for professional growth unlike any other now available to teachers. Teachers across the nation are able to gauge their skills and knowledge against objective, peer-developed standards of advanced practice. And as teachers hone their professional skills, their students reap the greatest rewards.

The National Board has awarded National Board Certification to 912 teachers nationwide. During the 1998-1999 school year, the National Board is offering six certificates: Early Childhood (student ages 3-8)/Generalist, Middle Childhood (ages 7-12)/Generalist, Early Adolescence (ages 11-15)/Generalist, Early Adolescence/English Language Arts, Adolescence and Young Adulthood (ages 14-18+)/Mathematics, Early Adolescence and Young Adulthood (ages 11-18+)/Art, and Adolescence and Young Adulthood/Science.

Several National Board for Professional Teaching Standards publications are available and address topics discussed here in greater detail.

Please see *Resources Summary* for prices and descriptions of each publication.

- 1 What Teachers Should Know and Be Able To Do
- 2 Standards documents (several areas available)
- 3 Portfolio Sampler
- 4 A Guide to National Board Certification
- 5 National Board Faculty Meeting Kit
- 6 *Accomplished Teacher Magazine*
- 7 National Board Certification: Something That Furthers Your Love of Teaching and Learning (videotape)
- 8 Videotaping Teaching and Learning: A Visual Guide (videotape)

National Board
 FOR PROFESSIONAL
TEACHING STANDARDS

26555 Evergreen Road
Suite 400
Southfield, MI 48076
1-800-22TEACH
www.nbpts.org

Fields of National Board Certification

The National Board is setting advanced standards based on its five core propositions in more than 30 certificate fields. The standards and the certificates are, for the most part, structured along two dimensions—the developmental level of students and a subject area or areas. Four overlapping student developmental levels have been identified. Candidates may choose either a generalist or a subject-specific certificate.

A standards committee composed of a majority of classroom teachers is appointed for each certificate field. Other members of the committee may include experts in child development, teacher education and the relevant discipline(s). Standards committees recommend to the National Board the specific standards for each field, and advise those involved in developing the corresponding assessment package.

Copies of standards documents for certificate areas are available for \$15.00. Quantity discounts of 15% are available for orders greater than 100 copies; orders for more than 500 copies receive a 20% discount. Please address requests with payment to:

The National Board for Professional Teaching Standards
26555 Evergreen Road, Suite 400
Southfield, MI 48076
Attention: Communications Fulfillment

or call 1-800-22-TEACH.

In 1998–99, the National Board will offer certificates in these twelve fields:

Early Childhood/Generalist (ages 3 – 8)
Middle Childhood/Generalist (ages 7 – 12)
Early Adolescence/Generalist (ages 11 – 15)
Early Adolescence/English Language Arts (ages 11 – 15)
Early Adolescence/Mathematics (ages 11 – 15)
Early Adolescence/Science (ages 11 – 15)
Early Adolescence/Social Studies-History (ages 11 – 15)
Early Adolescence through Young Adulthood/Art (ages 11 – 18 ⁺)
Adolescence and Young Adulthood/English Language Arts (ages 14 – 18 ⁺)
Adolescence and Young Adulthood/Mathematics (ages 14 – 18 ⁺)
Adolescence and Young Adulthood/Science (ages 14 – 18 ⁺)
Adolescence and Young Adulthood/Social Studies-History (ages 14 – 18 ⁺)

The National Board is developing certificates in the fields described on the chart shown here. Projected availability dates are listed for portfolios through December 2001.

Field	Availability	Availability	Availability	Availability
Generalist	Currently available	Currently available	Currently available	
English Language Arts		No release date determined	Currently available	December 1998
Mathematics		No release date determined	December 1998	Currently available
Science		No release date determined	December 1998	Currently available
Social Studies-History		No release date determined	December 1998	December 1998
Art	December 2001		Currently available	
Foreign Language	December 2001		December 2001	
Guidance Counseling	No release date determined		No release date determined	
Library/Media	December 2001		December 2001	
Music	December 2001		December 2001	
Physical Education	December 2001		December 2001	
Health			No release date determined	
Vocational Education			December 1999*	
English as a New Language	December 1999*		December 1999*	
Exceptional Needs/Generalist	December 1999*		December 1999*	

*Projected availability date

Fees and Incentives for National Board Certification

The assessment fee for National Board Certification is \$2000.00.

If you are a member of the **National Education Association**, you can fund the assessment fee through the NEA Higher Education Loan Program (NEA HELP). See Section III, *Applying for National Board Certification*, in this guide for more information. If you are a member of the **American Federation of Teachers**, you can fund the assessment fee through an AFT loan program (AFT-JOIN). See Section III, *Applying for National Board Certification*, in this guide for more information.

FEE SUPPORTS

STATES

- Alabama
 - Connecticut
 - Delaware
 - Georgia
 - Illinois
 - Iowa
 - Michigan
 - Minnesota
 - Mississippi
 - North Carolina
 - Ohio
 - Oklahoma
 - South Carolina
 - Tennessee
 - Virginia
 - Wyoming
- Bangor, Maine
 - Bloomington, Minn.
 - Boston, Mass.
 - Bowie City, Md.
 - Carbondale, Kan.
 - Chelmsford, Mass.
 - Chicago, Ill.
 - Corpus Christi, Texas
 - Coventry, R.I.
 - Denver, Colo.
 - Dexter, Mich.
 - Douglas Co., Colo.
 - Fairfax County, Va.
 - Farmington, Mich.
 - Florence, S.C.
 - Gallup, N.M.
 - Great Falls, Mont.
 - Greenwood County, S.C.
 - Hampton, S.C.
 - Hattiesburg, Miss.
 - Jericho, N.Y.
 - Knoxville, Tenn.

LOCAL DISTRICTS

- Anchorage, Alaska
- Anderson, Ind.
- Arkansas
- Arlington Hts, Ill.

LICENSE PORTABILITY

STATES

- Alabama
- Arizona
- Arkansas
- Georgia
- Iowa
- Kentucky
- Maryland
- Michigan
- Montana
- New Mexico
- North Carolina
- Oklahoma
- Rhode Island

SALARY SUPPLEMENTS

STATES

- Alabama
 - Delaware
 - Georgia
 - Iowa
 - Kentucky
 - Mississippi
 - North Carolina
 - Ohio
 - Oklahoma
- Lancaster County, S.C.
 - Markle, Ill.
 - Minnetonka, Minn.
 - Moundsview, Minn.
 - Newtown, Conn.
 - Palatine, Ill.
 - Peoria, Ariz.
 - Pocatello, Idaho
 - Rhode Island
 - Robbinsdale, Minn.
 - Rochester, N.Y.
 - Rock Hill, S.C.
 - San Antonio, Texas
 - St. Paul, Minn.
 - Tempe, Ariz.
 - Tolland, Conn.
 - Vancouver, Wash.
 - Ventura, Calif.
 - Washington, Ariz.
 - Walnut, Calif.
 - Waterford, Conn.
 - Wayne County, Mich.
 - West Warwick, R.I.

LOCAL DISTRICTS

- Allegany County, N.Y.
- Broward Co., Fla.
- Chesapeake, Va.
- Cincinnati, Ohio
- Clarke County, Ga.
- Corpus Christi, Texas
- Coventry, R.I.
- Dade County, Fla.

- Dillon, Colo.
- Douglas Co., Colo.
- Farmington, Mich.
- Gallup, N.M.
- Gilcrest, Colo.
- Glendale, Calif.
- Hammond, Indiana
- Hampton, S.C.
- Jericho, N.Y.
- Kings Mountain, N.C.
- Klawock, Alaska
- Lake Havasu City, Ariz.
- Laramie County, Wyo.
- Lincoln County, N.C.
- Los Angeles, Calif.
- Maplewood/North St. Paul/Oakdale, Minn.
- Minneapolis, Minn.
- Moore County, N.C.
- Nash County, N.C.

LICENSURE RENEWAL AND CONTINUING EDUCATION UNITS

STATES

- Arizona
- Colorado
- Georgia
- Illinois
- Iowa
- Maryland
- Massachusetts
- Michigan
- Minnesota
- North Carolina
- Ohio
- Tennessee
- Virginia
- Washington, D.C.

LOCAL DISTRICTS

- Broward Co., Fla.
- Chicago, Ill.
- Coventry, R.I.
- Dade County, Fla.
- Fairfax County, Va.



Memo

TO: Members of the Senate Committee on Education
FROM: Joan Hansen, Director of Tax & Corporate Policy
DATE: November 29, 1999
RE: Teacher Licensure Administrative Rules – CHR 99-030

Wisconsin Manufacturers & Commerce (WMC) is encouraged by the Department of Public Instruction's (DPI) approach in developing the new 3-tier teacher licensing system in Clearing House Rule 99-030. Although the rules are a step in the right direction, they could be written more clearly. WMC also supports the most recent additions that have been made to the rules by DPI.

As you know, the business community has been actively involved in (by providing monetary resources, remedial and skilled education, apprenticeships, and by supporting public schools, choice and charter schools) and extremely concerned with the education of our children. Although Wisconsin students typically range among the top nationwide when it comes to ACT and SAT test scores, we still have huge pockets of students who are falling between the cracks, especially in Milwaukee. Employers for years have been expending significant resources educating, training and in many cases, providing higher education for those entering the workforce directly upon high school graduation.

Because greater private resources are funding educational efforts and because of the increasing demand for skilled and educated workers, we need to ensure that we are getting the most out of our investment in public education. As a result it is important that we strengthen and clarify the requirements for teacher licensure in the future. We must ensure students entering the adult phase of their lives' have attained their highest academic potential to that point. In light of this, WMC is concerned that the rules in some areas are written in an overly bureaucratic and vague manner that could lend way to unclear interpretations in the future.

Additionally, the rules could go much further to promote parental involvement, merit pay and on-going competency testing. WMC supports competency testing for teachers. The rules appear to tie testing to Wisconsin's model academic standards, but only in the beginning stages, upon graduation from college. It is unclear and uncertain whether this is an ongoing requirement and if the results of competency testing will be available to the public. Competency testing should be ongoing and the data should also be available on an ongoing basis so parents can make comparisons and responsible choices for their children.

The rules also seem to promote performance-based learning which is very positive, however, it is unclear how improved pupil learning will be measured or how instructional strategies that use technology or any other teaching techniques will be measured in terms of improved pupil learning. Again, WMC believes it is important to measure both teacher and pupil



achievement continuously and to have the results be made public so that parents can compare and contrast the data.

In terms of overall parental involvement, it is virtually absent in the rules and could and should be incorporated in various chapters of the document. For example, parents could be part of the review panels in the first licensure stage or an assessor in the master educator stage.

With respect to alternative teaching licenses, WMC has strongly promoted the concept of alternative teacher licenses. We believe by adding the alternative teacher licenses (which is already current law) to the administrative rules, DPI has made the requirements more stringent than those currently required. Individuals applying for this license will be held to the same standards as those opting for a traditional license.

In many cases individuals who are interested in pursuing an alternative license are highly educated professionals who later in their careers want to give back to the community in the form of teaching.

Individuals successfully completing the requirements under the alternative teaching license give school districts and parents new opportunities in education for their children by making the connection between the classroom and real life application in the workforce. This is an invaluable tool especially when so many kids ask, "when will I ever use this?" Having a professional from the private sector teaching can make that link.

Finally, the rules grandfather in all current teachers unless they so choose to be licensed under the new rules. Unfortunately, this means it will be years before these will have any practical effect in our school districts. WMC would prefer to see a time frame requirement for all teachers to be licensed under the current rules.

Thank you for considering WMC's comments on the teacher licensure rules.

School District of Menomonee Falls

MENOMONEE FALLS, WISCONSIN 53051



CENTRAL OFFICE
N84 W16579 MENOMONEE AVENUE
(414) 255-8440 FAX (414) 255-8461

DATE: November 29, 1999

TO: Members of the Senate Education Committee

RE: Senate Clearinghouse Rule 99-030

My name is Mary Lou Zuege. I am the Media and Technology Director for the School District of Menomonee Falls, and a member of the board of directors of the Wisconsin Educational Media Association. I will be speaking to proposed changes in PI 3 and 4 which relate to education and licensure of school library media specialists and technology coordinators.

1. The proposed rules create a strong bridge between university library school preparatory programs and K-12 student proficiencies. In order to become certified as a library media specialist, an applicant must complete a program that incorporates Wisconsin's model academic standards for information and technology literacy. This means the preparatory program must include the same strands for which our students are responsible: media and technology, information and inquiry, independent learning, and the learning community.
2. The proposed rules recognize the significance of teacher preparation to success as a library media specialist. They require that school library media specialists be certified teachers, knowledgeable about child development, instructional strategies and curriculum content. In my experience, classroom teaching experience is the single most important determinant in the success of the school's library media program.

The role of school library media specialists is to work collaboratively with classroom and subject area teachers to support and expand on classroom instruction. This relationship is further reinforced in the ten teacher standards [PI 34.02], which require that all teachers demonstrate proficiency "in variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills" [Standard 4] and "effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom [Standard 6]."

3. The proposed concept of Initial, Professional and Master Educator stages of licensure is similar to current practices in licensing library media specialists. The nonrenewable 901 certification and the requirement for specific additional knowledge before acquiring 902 certification has advanced the professionalism of the library media specialist. I am pleased to see this concept expanded and applied to all teachers.
4. The proposal would add a separate licensure for the Technology Coordinator. In a time when hardware and networking have been dominant, this certification would focus on instructional leadership and vision. Often aligned with the Library Media Supervisor administrative licensure, a separate Technology Coordinator certification is long overdue.

One section of the proposal still needs to be better developed: implementation of the professional development councils. The proposed rules would require that peers and university personnel serve on professional development teams to monitor and mentor certified staff. In the case of library media specialists, it may be very difficult to find these peers. In many districts, one or two professionals media specialists serve the entire district. Added to that, there are but a handful of qualified library media personnel on our university faculties (and these are not geographically distributed). I would urge that further consideration be given to these factors before final rules are adopted.

Marlene Ott, English teacher
South Milwaukee High School
414-768-6322

November 29, 1999

Thank you, Senator Grobschmidt and members of the Senate Education Committee for giving us the opportunity to express our views on the proposed rules for new teacher education and licensing.

My name is Marlene Ott and I have been teaching English for 37 years, the last 33 in South Milwaukee High School. I was recently nominated as a member of the Professional Standards Council for Teachers which is working on the development of these rules – although my confirmation has not yet taken place. The proposed plan for new teacher licensing is one of the most exciting and hopeful developments to occur in K-12 education during my entire career. Finally, we will have a licensing process that emphasizes performance in addition to academic preparation. Finally, a process that formalizes mentoring, mentoring which will be more than telling new teachers where to get paperclips and the location of the nearest bathroom. At last, a process that includes feedback from peers and encourages teachers to give time and thought to creating career development plans.

These rules will recognize the work that our best teachers do to prepare for their task of educating the children of our state and clarify the path toward teaching excellence for new educators. I believe these new rules will strengthen the teaching profession and increase public confidence in it. Research clearly shows that improving teacher performance improves student performance.

Implementing these new rules will not be easy; it will cost money and it will take precious time from people who have precious little time now. But the potential for making an already good teaching force even better justifies the effort this is going to require.

My only concern, but it is a significant one, is the lack of specificity in the section on alternative training programs. Recently, our daily paper carried a

-MORE-

Marlene Ott, English teacher
South Milwaukee High School
414-768-6322

-continued-

front page story on a new Kelly Services program designed to train substitute teachers. Does this brief section of the rules open the door for groups like Kelly Services to license teachers? Where are the state guidelines for quality? A fuller development of this portion of the document would strengthen the state's commitment to improvement of the profession.

Despite this problem, I wish to add my enthusiastic endorsement to PI 34 and urge your support.