



GUIDANCE DOCUMENT ON PI-34 Wisconsin's New Teacher Licensing Renewal Structure

**Prepared for member institutions of the
Wisconsin Council of Religious and Independent Schools**

Note: For purposes of compliance with PI-34 by religious and independent schools, the following terms, as utilized within PI-34, will have the meaning provided below:

School District: Shall mean a religious or independent school, a jurisdiction, or a state-wide organization such as the Wisconsin Council of Religious and Independent Schools.

School Board: Shall mean the individuals, group or groups that offer support, guidance and oversight to the religious or independent school.

I. Initial Educator/Administrator/Pupil Services Professional

A. Identify the Initial Educator

1. Under PI 34.01(23), an "Initial educator" means an individual who has successfully completed an approved program and who is licensed by the department for the first time in a particular level or category.

B. Ongoing Orientation

1. Supporting section: PI 34.17 (2)(a)
2. The initial Educator shall receive ongoing orientation from the employing school district.
3. The orientation shall be collaboratively developed and delivered by school boards, administrators, teachers, support staff and parents.

a) Per DPI, not all of the entities/persons identified above need to engage in face to face participation in the design and especially the implementation of the orientation.

4. While there is no set standard for the minimum number of orientation sessions, use of the term “ongoing” orientation implies periodic orientation sessions rather than a single day event.

5. Possible initial orientation topics include:

- a. Contract information
- b. Policy relevant to the opening of school
- c. Orientation to the building that addresses policy and procedures
- d. Initial meeting between educator and mentor
- e. Helpful hints from a panel of recent initial educators
- f. School/district handbook
- g. A tour of the community

6. Possible ongoing orientation topics include:

- a. Grading system and procedures
- b. Parent conferences
- c. Teacher evaluation system
- d. Special needs referrals

7. Possible ongoing evaluation topics include:

- a. Question and answer sessions with initial educators
- b. Review with mentors the questions posed by initial educators
- c. Feedback/response forms addressed to the initial educators

Recommended Action:

No additional information provided. Individual schools/jurisdictions shall assume responsibility for developing and delivering the orientation.

C. Support Seminars

1. Supporting section: PI 34.17 (2)(b)

2. The initial educator shall be provided support seminars by the employing school district.

3. The support seminars shall reflect the standards of subchapter II (Wisconsin teacher standards) and the mission and goals of the school district.

4. Support seminars should be centered on specific needs or concerns of the initial educator, and should include both presentation of materials and open discussion between initial educators and/or educators and mentors.

5. Suggested seminar topics include:

- a. Classroom/time management
- b. Student learning standards and assessments
- c. Student learning styles and motivation
- d. Long range curriculum planning
- e. Diversity in the classroom
- f. introduction of the PDP
- g. Providing evidence in the PDP

Recommended Action:

No additional information provided. Individual schools/jurisdictions shall assume responsibility for developing and delivering the seminars.

D. Mentoring

1. Supporting section: PI 34.17 (2)(c):

2. The initial educator shall be provided with a qualified mentor by the employing school district. A five-year pilot program will be entered into between WCRIS and DPI. The pilot program will allow for an educator who is not licensed by the DPI to serve as a mentor to an initial educator in a religious or independent school. The pilot will set certain parameters regarding the level of experience the non-licensed mentor must have, and will establish methods to track the experience of the mentor and the initial educator.

3. The mentoring period may be for less than five years.

4. The term “Mentor” is defined as: An educator who is trained to provide support and assistance to initial educators and who will have input into the confidential formative assessment of the initial educator and who is not to be considered as part of the formal employment evaluation process.

5. PI 34 does not require any specific procedure for matching mentors to initial educators.

6. The following criteria are to be used when selecting a mentor:

- a. Completes mentor training
- b. Demonstrates knowledge of Wisconsin’s 10 teaching standards and can convey this knowledge to colleagues.
- c. Demonstrates knowledge regarding creation of Professional Development Plans (PDP).

7. The Department of Public Instruction's Handbook for Designing and Implementing a District-Level Initial Educator Support System recommends additional criteria in selecting a mentor, including:

- a. Holds the Professional Educator License
- b. Has at least three years experience
- c. Is selected and assigned through a collaborative committee

8 . Although the DPI Handbook for Designing and Implementing a District-Level Initial Educator Support System does not establish a specific mentor training curriculum, it does suggest points of emphasis that could be used to create such a curriculum. These points include:

- a. The confidentiality of the mentor/mentee relationship
- b. Positive reinforcement skills, not relating "horror stories"
- c. Relationship building
- d. Staying flexible and open to ideas of the initial educator
- e. Organizational skills
- f. Educating the mentor about other resources available to educators
- g. How to reflect on the mentors impact with the initial educator

Recommended Action:

WCRIS will form a committee to provide resources and examples of mentor training programs. The committee will work with DPI to identify financial resources available to schools/jurisdictions.

E. The Professional Development Plan (PDP)

1. Supporting section: 34.17 (4)
2. An initial educator shall design and complete a professional development plan.
3. The educator must demonstrate increased proficiency in at least two of the standards of subchapter II (Wis. Teaching Standards) that have been identified by the Initial Educator Team (IET) for improvement.

4. The PDP shall include:
 - a. Identified activities and objectives related to professional development goals, school or school district goals or performance goals identified by the teacher
 - b. A timeline for achieving the professional development goals
 - c. Evidence of collaboration with professional peers and others
 - d. An assessment plan that specifies indicators of growth
5. The PDP can be completed in three years, but must be completed in five years.
6. Year one is suggested as a time for self-reflection and establishing goals for the PDP.
7. By October 1 of the second year, the plan must be submitted to the Initial Educator Team for review, assistance, guidance, and subsequent approval.
8. PDP's must be reviewed by the educator on at least an annual basis. Revisions to the original PDP must be documented.
9. The annual reviews must document activities and learning experiences of increased professional growth.
10. In the final year of a PDP, as early as July 1, but no later than January 15, the educator must submit the PDP along with evidence of completion to the IET for review and verification of completion.
11. The IET verifies completion of the PDP and the educator forwards the completed PDP to the Department of Public Instruction.

12. Successful completion of a PDP may be documented as follows:
- a. Evidence of whole group and individual student performance
 - b. Lesson plans
 - c. Supervisor and mentor comments of classroom observations
 - d. Journal entries outlining pupil difficulties and how they were addressed
 - e. Classroom management techniques
 - f. Curriculum adaptation for students with disabilities
 - g. Evidence of involvement in professional development activities
 - h. Samples of pupil work
 - i. Administrative/supervisory/peer evaluations
 - j. Journals, diaries or published articles
 - k. Action research projects and results
 - l. College, University or technical college course work
 - m. In-district work assignments that are outside the classroom

Recommended Action:

Educators seeking to renew a Wisconsin issued license must utilize the PDP template form, including verification checklist, created by the DPI. A jurisdiction may choose to include additional components to the template PDP document, or may choose to incorporate additional forms an educator may use in the creation or completion of a PDP. Provided additions to the PDP template form or checklist supplement and do not supplant any part of these documents, the additions to the template forms may be used without prior DPI approval.

F. Initial Educator Team

1. Supporting section: PI 34.17 (3)
2. The team of individuals shall be convened at the discretion of the initial educator.
3. The IET shall be responsible for review and approval of the initial educator's professional development goals.

4. IET shall be constituted as follows:

- a) For classroom teachers, the team shall include a teacher of the same subject or at the same level, who is not the mentor, who is selected by the educator from a list of educators created and maintained by the school district.
- b) An administrator designated and approved by the school district
- c) A representative from an institution of higher education (IHE) See footnote 1

5. IET is not required to meet face to face to perform their functions.

6. In reviewing the goals outlined in a PDP, and in verifying successful completion of a PDP, the IET will verify the evidence provided in support of the PDP demonstrates growth in two or more of the teaching standards established in subchapter II of PI-34.

Recommended Action:

WCRIS will have individuals trained by DPI who can then serve as trainers with any WCRIS jurisdiction. These trainers would provide training to IET members on issues such as the function of IET's, and on verifying PDP's. The IET's would remain the entity to recommend the professional educator license to qualified initial educators per the administrative code.

G. Pupil Service Professionals

1. Supporting section: PI 34.01(23), and PI 34.31.
2. Pupil service professionals who hold a license for the first time are included in the definition of an "Initial educator" for purposes of PI 34.
3. The orientation and ongoing support seminars required for classroom teachers are also required for initial pupil service professionals.
4. Pupil services professionals must be assigned a mentor.
5. Initial pupil service professionals are required to develop and successfully complete a PDP in order to move into the "Professional educator" license category.

6. Initial pupil service professionals must, at their own discretion, convene an Initial Educator Team. The team shall consist of the following:

- a) a pupil services professional of the same subject or at the same level, who is not the mentor, who is selected by the pupil services professional from a list of pupil service professionals created and maintained by the school district.
- b) An administrator designated and approved by the school district
- c) An IHE representative. See footnote 2

7. The function of the IET for initial pupil services professionals is the same as the IET for classroom teachers.

Recommended Action:

WCRIS will have individuals trained by DPI who can provide training to IET members on issues such as the function of IET's, and on verifying PDP's. The IET's would remain the entity to recommend the professional educator license to qualified initial pupil service professionals per the administrative code.

WCRIS will consider establishing a committee to develop a plan whereby WCRIS will serve as the agency responsible for creating IET's to review and verify the PDP of the initial pupil services professionals.

H. Initial Administrators

1. Supporting section: PI 34.01(23), and PI 34.32.
2. Administrators who hold a license for the first time are included in the definition of an "Initial educator" for purposes of PI 34.
3. The orientation and ongoing support seminars required for classroom teachers are also required for initial administrators.
4. Initial administrators must be assigned a mentor.
5. Initial administrators are required to develop and successfully complete a PDP in order to move into the "Professional educator" license category.

6. Initial administrators must, at their own discretion, convene an Initial Educator Team. The team shall consist of the following:

- a) An administrator of the same subject or at the same level, who is not the mentor, who is selected by the administrator from a list of administrators created and maintained by the school district.
- b) An administrator designated and approved by the school district
- c) An IHE representative. See footnote 3

7. The function of the IET for initial administrators is the same as the IET for classroom teachers.

Recommended Action:

WCRIS will have individuals trained by DPI who can then serve as trainers with any WCRIS jurisdiction. These trainers would provide training to IET members on issues such as the function of IET's, and on verifying PDP's. The IET's would remain the entity to recommend the professional educator license to qualified initial administrators per the administrative code.

II. **Professional Educators**

A. Term

1. Renewable license effective for a period of five years.

B. License renewal

1. Supporting section: 34.18 (2).
2. The professional educator must demonstrate increased proficiency in at least two of the standards of subchapter II (Wis. Teaching Standards) that have been identified by the Professional Development Team (PDT) for improvement.

3. The professional educator must create a Professional Development Plan that includes:
 - a. Goals and objectives for selected standards
 - b. Activities to meet goals and objectives applicable to classroom learning
 - c. Timeline for completion of goals
 - d. Evidence of annual review
 - e. Evidence of collaboration with peers, others, and the PDT
 - f. An assessment of indicators of growth, improved professional knowledge, and impact on student learning.

4. Successful completion of a PDP may be documented as follows:
 - a. Evidence of whole group and individual student performance
 - b. Lesson plans
 - c. Supervisor and mentor comments of classroom observations
 - d. Journal entries outlining pupil difficulties and how they were addressed
 - e. Classroom management techniques
 - f. Curriculum adaptation for students with disabilities
 - g. Evidence of involvement in professional development activities
 - h. Samples of pupil work
 - i. Administrative/supervisory/peer evaluations
 - j. Journals, diaries or published articles
 - k. Action research projects and results
 - l. College, University or technical college course work
 - m. In-district work assignments that are outside the classroom

5. Successful completion of the PDP will be verified by a majority of the PDT, and communicated to DPI. The PDT shall include:

For educators: At least three (3) licensed classroom teachers selected by the professional educator from a list of teachers created and maintained by the school district.

For pupil services professionals: At least three (3) licensed pupil services professionals selected by the pupil services professional from a list of pupil service professionals created and maintained by the school district.

For administrators: At least three (3) licensed administrators selected by the professional administrator from a list of administrators created and maintained by the school district.

6. Educators eligible to receive or renew a license before July 1, 2004, educators not regularly employed in the field of education, or educators who hold or have held a professional educator license, but who have been working out of state, may renew their license in one of the following manners:

- a. Completion of six(6) semester credits from an accredited institution
- b. Successful completion of a Professional Development Plan

Recommended Action:

WCRIS will have individuals trained by DPI who can then serve as trainers within any WCRIS jurisdiction. These trainers would provide training to PDT members on issues such as the function of PDT's, and on verifying PDP's. The PDT's would remain the entity to recommend renewal of the professional educator license to qualified educators per the administrative code.

III. Master Educators

A. Term

1. Renewable, and issued for a term of ten (10) years.
2. Effective July 1, 2000, certification by the National Board of Professional Teaching Standards shall be accepted in lieu of meeting the Master Educator requirements.

B. Application

1. Applications for the ME license will be accepted after July 1, 2004, and shall include, but is not limited to:
 - a. Documentation of a related master's degree
 - b. At least five (5) years professional experience
 - c. One cycle as a Professional Educator, or holding a five-year license or life license prior to July 1, 2004.
 - d. Evidence of contributions to the profession
 - e. Evidence of improved student learning
2. ME license applications and renewals shall be reviewed by an assessment

team comprised of three (3) educators, selected by the State Superintendent of Public Instruction, who have the same or similar job responsibilities and, in addition, may include a school board member.

In addition:

- a. Assessment teams will receive training by DPI
 - b. Assessors will be nominated by professional organizations, including school boards
3. The process of assessments will be developed by DPI and followed by assessment teams.
 4. If a master educator wishes to renew a license at the professional educator level, they must comply with the professional development plan requirements established for professional educators.

Recommended Action:

WCRIS will provide a list of individuals to the State Superintendent of Public Instruction willing to serve as an assessment team member, and encourage the State Superintendent to include representation from this list on the assessment team for professional educators in religious and independent schools seeking the Master Educator license.

Footnotes:

1. If a practical mechanism is not in place for the inclusion of an IHE representative by April 30, 2006, an initial educator convening the IET may substitute an educator selected from a list of educators created and maintained by the school district to replace the IHE representative.
2. If a practical mechanism is not in place for the inclusion of an IHE representative by April 30, 2006, an initial pupil services professional convening the IET may substitute a pupil services professional selected from a list of pupil services professionals created and maintained by the school district to replace the IHE representative.
3. If a practical mechanism is not in place for the inclusion of an IHE representative by April 30, 2006, an initial administrator convening the IET may substitute an administrator selected from a list of administrators created and maintained by the school district to replace the IHE representative.

