

III. Project Narrative

A. Statement of Need/Problem

The need for teachers, particularly in critical shortage areas, is well documented. Fewer people are entering the profession of teaching, and research shows increasing rates of attrition (Curran, 2002). Fortunately, teachers who report high levels of support from administrators and colleagues are more likely to be retained regardless of personal and school demographic factors. Research at Harvard University found that the key to addressing teacher shortages lies not in recruitment but in support and training for new teachers (Curran, 2002). Increasingly, states are adopting policies that mandate support for teachers during their critical first years.

Under Wisconsin administrative code PI 34, initial educator licenses are issued to beginning teachers for a period of five years, during which time she/he shall receive ongoing orientation, be provided support seminars, and be provided with a mentor. Additionally, a team of individuals must review and approve the initial educator's professional development goals. Initial educators are responsible for designing and completing a professional development plan that demonstrates among other things, increased proficiency, evidence of collaboration, and evidence of student learning (PI 34.17). In response to PI 34.17, the Menomonie School District (MSD) has developed and implemented a systematic procedure for the selection and training of initial educator mentors, and an effective new staff orientation and series of monthly support seminars that are focused on the success and retention of first year teachers. Mentors meet with their protégés on a weekly basis. Consistent with most first year induction programs, the MSD program focuses on issues of immediate concern to new teachers, including orientation to school mission, policies and culture, setting goals, content standards, curriculum, assessment, and classroom management. Not surprisingly, this first phase of teaching is often referred to as the "survival/discovery," or "novice" stage (Curran, 2002, p. 3, PA Department of Education, 2007, p. 4) Research on the perceived needs of first year teachers confirms that new teachers identify their highest needs as rather basic: support and encouragement, sharing of curriculum and teaching strategies, assistance with logistics and paperwork, and help "fitting in" (Ganser, 1997).

Year two and three initial educators have different needs than first year teachers. As procedures, classroom management, lesson planning, and teaching becomes increasingly consolidated, initial educators are ready to become increasingly reflective about their practice and student learning. Second year initial educators are required under PI 34 to develop professional development goals and a Professional Development Plan (PDP). That process, and their overall development as professional educators is facilitated by ongoing support and training consistent with their status as

advanced beginners. As teachers move from the novice, to the advanced beginner stage they need more individualized

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support that includes formative feedback, assistance in self-reflection, content and pedagogical support, and the opportunity for experimentation and consolidation of their teaching skills (Curran, 2002; Sickle, Dickman and Bogan, 1996); Kauffman, 2005). Successful completion of the initial educator phase requires documented evidence of student learning, but many teachers also need ongoing support to develop and interpret classroom research on student learning (Curran, 2002). Teachers in years two through three have continuing needs, yet very few districts, including MSD, are systematically providing systematic support and training during those critical years. While many universities are collaborating with PK-12 in first year teaching initiatives, very few provide support to advanced beginners. A second year teacher's posting on an online teacher discussion board speaks eloquently of the dilemma many teachers face: "This is my second year as a Kindergarten teacher and I still have the jitters. Last year there was so much support and now I feel like I should be a seasoned pro. Where's all the love now!!!"(<http://forums.atozteacherstuff.com> posted on 7-31-2005).

While school based mentors are critical in the initial educators first year and are uniquely qualified to communicate the expectations and culture of the school district, supplementing school based mentors with university support in the second and third year increases the likelihood that initial educators will move beyond the novice phase and develop the knowledge, skills and dispositions necessary to successfully develop and complete their professional development plans. University content and pedagogical faculty are uniquely qualified to bridge the gap between pre-service training and practice. Beyond serving as IHE representatives on the PDP review team, university faculty are able to provide research on theoretically grounded best practice, in-depth content knowledge, assistance aligning curriculum to academic standards, assistance aligning secondary and post-secondary curriculum to assure a seamless transition, information on and access to a broad array of resources, formative feedback from someone who is not in an evaluative position, thorough grounding in the state teacher standards, a perspective beyond the initial educator's school district, and support and assistance with classroom based research on student learning. Because university faculty have greater scheduling flexibility than PK-12 mentors, they are better able to provide initial educator support during the school day.

B. Description of Project Outcomes and Activities

The purpose of this project is to develop a collaborative model for PK-12 and IHE (School of Education (SOE) and College of Arts and Sciences (CAS) training and support for initial educators in their second-third year. Engagement of IHE faculty in advanced beginner support, in secondary-post secondary curriculum alignment, and in action research on student learning, is supported by the University of Wisconsin Board of Regents PK-16 Principles and Actions (<http://tqui.uwsa.edu/about/principles/principles.htm>); PI 34.11 (Faculty...shall be involved in professional practice with prekindergarten through grade 12 schools...); PI 34.17; and the Professional Standards for the Accreditation of Schools, C:\Documents And Settings\Voigtl\Local Settings\Temporary Internet Files\Content.Outlook\CC6K1AAL\PK-16 2 19 07 Narrative (2) Revised Final.Doc

Colleges, and Departments of Education Standard 5 (Clinical faculty have contemporary professional experience...). An ad hoc committee of the Wisconsin DPI provided further guidance on the role of institutions of higher education to include the roles identified in this proposal (<http://dpi.state.wi.us/tepd/loc/iheguid.doc>).

Revised Project Outcome 1: (project years 1)

As a result of training, colleague mentoring, and university consultant support provided to MSD second year initial educators (SYIE) and continuing educators choosing to follow PI 34 for license renewal (CE), project participants will report engaging in greater self reflection that informs development and ongoing revision of their PDP than had they not received training and consultant support, as measured by:

- Likert type surveys conducted with participants after the summer training workshop and at the end of the project year. Reviewed by external evaluator.
- Steering committee, coordinator, and external evaluator review and rating of the participant's Self Reflection Instrument (modified from the WI DPI PDP Educator Toolkit to include sources of input) to determine if participant's report utilizing feedback from their first year mentors, first year journals and the self-reflection tool in the PDP Tool Kit to self reflect on and inform development of their PDP, conducted at the end of the summer training workshop.
- Consultant and mentor Likert type survey on whether the initial educators that they worked with engaged in self-reflection to develop their PDP and throughout the project year, conducted at the end of the project year. Reviewed by external evaluator.
- Equal to or greater than average retention of the SYIE and CE participants as compared to the School District of the Menomonie Area teacher retention data (data to be provided by the Director of Human Resources for the school district).

Revised Project Outcome 2: (project year 1)

As a result of training and support for Professional Development Plan development, SYIE and CE participants will show significant increase in scores on a pre and post test of PDP content and process; and will create goals aligned to Wisconsin Teaching Standards that are based on self reflection and formative assessments and are designed to impact student learning as measured by a PDP rubric created by the project coordinator reviewed by the external evaluator. The rubric will include a rating scale to evaluate whether participants identified strategies, activities, and resources designed to lead to the achievement of their professional goals and if they will identify a variety of tools to assess and create evidences of their

goal attainment, including but not limited to strategies to assess content knowledge, competence in planning and preparing instruction, meeting the needs of diverse learners, classroom management competence, and fulfillment of professional responsibilities; and development of artifacts designed to provide evidence of student learning. This outcome will also be measured by the outcome of the PDP review team's review of the participant's PDP's. The Menomonie School District will identify the peer and administrative PDP review team representatives for each SYIE and CE and schedule the meeting to approve the PDP goals and UW-Stout will provide the IHE team members. This outcome will also be measured by equal to or greater than average retention of the SYIE and CE participants as compared to the School District of the Menomonie Area teacher retention data (data to be provided by the Director of Human Resources for the school district).

Revised Project Outcome 3: (project year 1)

As a result of creation of a web enhanced learning community of mentors and educators (WELCOME) that will consist of MSD initial educators, continuing educators renewing their license through the PDP process, the initial educator's site based mentors, and IHE faculty from the School of Education and the College of Arts and Sciences serving as consultants (See Outcome 4), participants, mentors, and IHE faculty will engage in interactive dialogue a minimum of once per week during the academic terms as measured by a log of interactions and reviewed by the external evaluator. The web site may be housed on either the MSD or the UW-Stout web.

Revised Project Outcome 4: (project year 1)

As a result of opportunities for initial educators in their second year to engage in the activities identified in their PDP designed to lead to the achievement of their professional goals, individualized consultations plans will be developed for each SYIE and CE participant. A rubric will be developed by the project coordinator to evaluate whether the plans for the consultant and activities are appropriately aligned to each participant's PDP plan for assessing and documenting their goals and their planned objectives, activities, and collaboration. UW-Stout SOE and CAS faculty will serve as consultants. For example, a participant who identifies a goal relative to content knowledge will be matched with a faculty member from that content area, and an activity may include an independent research study on the content supervised by the faculty member; a participant who identifies a goal related to differentiation of instruction will be matched with a special education faculty consultant, and they may work together to revise the participant's curriculum to incorporate scaffolding strategies; a participant who plans to try a new instructional technique will be matched with a clinical teacher education faculty consultant and they may choose to use peer coaching to improve instruction. A minimum of four individualized consultation meetings between the SYIE and CTE participants and their faculty consultants will be conducted. Ongoing consultation and support between initial educators and their school based mentor and university consultant will be provided

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through the WELCOME web site. A participation/activity log will be maintained by each consultant-participant team. The Likert type survey instrument developed for use at the end of the project year will include items relative to the consultation plan and process. The plans, participation/activity logs, and survey instruments will be reviewed by the external evaluator.

Revised Project Outcome 5: (project year 1)

As a result of providing access through UW-Stout for SYIE and CTE participants to develop an electronic portfolio of evidences documenting accomplishment of their individual PDP, participants who choose to use the e-portfolio option will rate the access and service as satisfactory as measured on the Likert type survey instrument administered at the end of the project year.. The UW-Stout e-Portfolio is a web-based portfolio system supported through Chalk & Wire that contains text, audio, and video evidence.

Addition of an External Evaluator:

As noted in email communication from Francine Tompkins to Mary Hopkins-Best on Tuesday, March 27, 2007: “There is a need for an external evaluator for this project.” An external evaluator would be retained and paid a consultant fee to review the assessment results as noted in the revised project outcomes.

Budget Revision

Per communication between Francine Tompkins and Mary Hopkins-Best at the WACTE meeting on March 30th in Madison, a revised budget is requested. Requested is an increase in the consultant project coordinator to 16% during the academic year to add the duties of development and oversight of the project monitoring and evaluation tools, selection, and coordination with the external evaluator.

Project Outcome 6: (project years 2-3)

Develop and support research teams comprised of initial educators in their third year of teaching and UW-Stout faculty from the School of Education and the College of Arts and Sciences to design and conduct classroom action research on student learning aligned to each educator’s PDP.

Project Outcome 7: (project years 2-3)

Involve initial educators in their third year of teaching and their mentors in the pre-service preparation of teachers.

Activities may include but are not limited to participation in the Benchmark Interviews of candidates, involvement on the SOE advisory board and/or program advisory boards, presentations to candidates during their first years, mentoring of at-risk teacher education candidates.

Year One Activities designed to meet the project outcomes:

August, 2007:

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- Summer Institute for Development of Professional Development Plans

The institute would be held at the University of Wisconsin-Stout and would be facilitated by UW-Stout faculty/staff from the School of Education and the College of Arts and Sciences. MSD initial educators entering their second year of teaching would and continuing educators who are choosing to use the PDP process for license renewal for the first time would be invited to attend both days and the second year educator's mentors would be invited to attend during the afternoon of both days.

Day 1 a.m. will include: Overview of the PDP process by IHE faculty/staff; Use of self-reflection tools to guide goal development; Initial educator activity: completion of self-reflection tool; Use of performance observations to guide goal development; Use of indicators of student learning to guide goal development; and Initial educator activity: practice identification of evidences of student learning outcomes

Day 1 p.m. will include: Initial educator/mentor collaboration activity: review of the draft self-reflection.

Continuing educators and initial educators who do not have a mentor in attendance will work with UW-Stout faculty to review their draft self-reflections; Initial educator/mentor/UW-Stout faculty collaboration activity: draft professional development goals based on self reflection, observations, and student learning.

Day 2 a.m. will include: Converting goals to observable and verifiable objectives participant activity: draft objectives aligned to professional development goals; Activities, resources, and collaboration strategies designed to lead to the achievement of objectives; Participant collaboration activity: Brainstorming of activities and collaboration opportunities that are available, Draft activities, resources, and collaboration to meet objectives; Strategies and tools to assess goal attainment; Artifact evidences of goal attainment, example to include but are not limited to evidences of content knowledge, competence in planning and preparing instruction, meeting the needs of diverse learners, classroom management competence, and fulfillment of professional responsibilities; and development of artifacts designed to provide evidence of student learning.

Day 2 p.m. will include: Initial educator/mentor/UW-Stout faculty collaboration activity: draft evidences of attainment of objectives; Initial educator/mentor/UW-Stout faculty collaboration activity: review and refinement of draft complete professional development plan.

Participants may elect to receive one graduate credit for the two-day workshop. Participants wishing to receive one graduate credit will be required to submit a paper on research-based best practice relative to one of their professional development goals within two weeks of the completion of the workshop.

Activities to Meet Project Outcomes

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September, 2007:

- Develop individual consultation teams/plans: Project staff review each participants draft PDP and identify appropriate UW-Stout faculty consultants
- Evening dinner meeting of consultants and participants: Orientation to the WELCOME on line learning community web site, training in access and use; Orientation to the E-Portfolio web site, individual accounts, access, resources for assistance, etc.; Consultants and participants meet to develop plan for ongoing consultation; Participants finalize their PDP, seeking input from their mentors, their peers via the WELCOME site, and their university consultants as needed

October 1, 2007

- Participants submit their PDP to the designated individual at MSD

By December 1, 2007

- MSD convenes the PDP Teams for Goal Approval of all participants

October, 2007-June, 2008

- A minimum of four consultation visits of at least two hours each are conducted between the university consultants and the project participants. A log that includes the date, purpose, and outcome of each consultation is submitted to the project directors
- Oversight and documentation of use of the WELCOME on line mentoring site is maintained by either MSD or UW-Stout, with a summary of the level of participation and types of issues being discussed provided to participants and the project directors in December and June. All university consultants will be expected to participate in the on line discussions a minimum of twice per month and the Consultant Coordinator will participate a minimum of once per week.
- Oversight and assistance with the e-portfolio access and use will be provided by UW-Stout, with a summary of access provided to project directors in December and June.

June, 2008

- Dinner Meeting/ Workshop with Participants, mentors and consultants: Institute Instructor facilitation of a Review of Progress, Review of Plans, including a reflection summary and any revisions to goals, objectives, and activities; Presentation of outcomes by each initial educator-university consultant-mentor team; Initial planning for classroom action research based on PDP

C. Assessment/Evaluation Year One

A project steering committee comprised of the two project investigators, the MSD mentor coordinator, and the UW-Stout Coordinating Chair, PDP trainer and the Consultant Coordinator will be formed to oversee all aspects of the project. Project outcome 1 will be assessed by the steering committee member's review of the participants Self Reflection Instrument (modified from the WI DPI Professional Development Plan Educator Toolkit to include sources of input). A rubric will be developed to aid in the review. Project outcome 2 will be evaluated by a participation satisfaction survey and a blind review of the draft PDP's completed during the summer institute. A rubric will be developed to aid in the review. Approval of participant's professional development goals by their review teams will provide additional quantitative data. Project outcome 3 will be assessed by the record of use of the WELCOME site by educators, mentors, and university consultants, a participant satisfaction survey conducted at mid-year and at the end of the year, and a qualitative review of the interactions by the steering committee. Project outcome 4 will be assessed by review of participation logs completed by initial educators and their university consultant and portfolio evidences of satisfactory completion of each team's individualized action plan. The evidences will be reviewed by the steering committee. Project outcome 5 will be assessed by a record of use of e-portfolio and a satisfaction survey conducted at mid-year. Retention and renewal of participants by the MSD will also provide evaluative information. Additionally, sustainability of project goals and activities will be developed.

D. Work Plan Overview (see pages 8-10)

E. Dissemination

Steering Committee members will submit proposals to present at state and national venues such as AACTE, NCTE, WACTE, and UW-System OPID conferences. Project activities and outcomes will be presented to the local school board and a proposal to present at state level school administrator and/or school board venues. Manuscripts will be submitted to major teacher education journals. A project web site will be developed. Presentation proposals and manuscripts will be submitted jointly by MSD and UW-Stout staff.

**UW-Stout and Menomonie School District Partnership
2007-2008 Work Plan Overview**

Institution UW-Stout, School District of the Menomonie Area **Amount Requested** \$30,459 for year 1; similar budget for years 2&3

Principal Investigator and Title: Dr. Mary Hopkins-Best: A Model for Advanced Beginner Teacher Mentoring/Support

Project Outcome 1: (project years 1-3)

Provide training and support for MSD second year initial educators (SYIE) and continuing educators choosing to follow PI 34 for license renewal (CE) participants to engage in self reflection which will inform development and ongoing revision of their PDP. SYIE will utilize feedback from their first year mentors, their first year journals, and the self-reflection tool in the PDP Tool Kit in preparation for development of their PDP. SYIE and CTE will utilize student learning and interaction with their peers and IHE representatives for continuous self reflection

Project Outcome 2: (project years 1-3)

Provide training and support for SYIE and CE participants to create a Professional Development Plan. SYIE and CTE will: create goals aligned to Wisconsin Teaching Standards that are based on self reflection and formative assessments and are designed to impact student learning; identify strategies, activities, and resources designed to lead to the achievement of their professional goals; identify a variety of tools to assess and create evidences of their goal attainment, including but not limited to strategies to assess content knowledge, competence in planning and preparing instruction, meeting the needs of diverse learners, classroom management competence, and fulfillment of professional responsibilities; and development of artifacts designed to provide evidence of student learning. The Menomonie School District will identify the peer and administrative PDP review team representatives for each SYIE and CE and schedule the meeting to approve the PDP goals. UW-Stout will provide the IHE team member.

Project Activities	Timeline	Participants
<ul style="list-style-type: none"> •Project investigators meet to identify second year teachers •Communication with second year teachers re. the institute, credit option, the consultation plan, etc. •Communication with MSD mentors and plan for continuing participation •Project investigators meet with Institute Instructor to finalize institute plans •Summer Institute for Development of Professional Development Plans <p>The institute would be held at the University of Wisconsin Stout and would be facilitated by UW-Stout faculty/staff from the School of Education and the College of Arts and Sciences. MSD initial educators entering their second year of teaching would and continuing educators who are choosing to use the PDP process for license renewal for the first time would be invited to attend both days and the second year educator's</p>	<ul style="list-style-type: none"> • March, 2007 • April-June, 2007 • April-June, 2007 • July, 2007 • August, 2007 	<ul style="list-style-type: none"> • Project investigators • MSD Project investigator, MSD Mentor Coordinator • MSD Mentor Coordinator • Project investigators, Institute instructor, Mentor Coordinator • Project investigators, Institute instructor, initial educators, mentors

mentors would be invited to attend during the afternoon of both days.		
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Project Outcome 3: (project years 1-3)

Create a web enhanced learning community of mentors and educators (WELCOME) that will consist of MSD initial educators, continuing educators renewing their license through the PDP process, the initial educator’s site based mentors, and IHE faculty from the School of Education and the College of Arts and Sciences serving as consultants (See Outcome 4). This may be housed on either the MSD or the UW-Stout web.

Persons Responsible: Project Directors, UW-Stout Consultant Coordinator, MSD and UW-Stout technology support staff.

Activities	Timeline	Participants
<ul style="list-style-type: none"> • Project staff meet to design web site and plan roll out of site • Introduce web site and provide access training during the summer institute • Monitor use, trouble shoot access difficulties • Consultant coordinator oversees and participates in discussion board weekly responding to and initiating discussion threads. University consultants and MSD mentors participate regularly 	<ul style="list-style-type: none"> • July, 2007 • August, 2007 • August, 2007-June, 2008 • August, 2007-June, 2008 	<ul style="list-style-type: none"> • SOE and MSD technical support staff, Project Investigators, Mentor Coordinator • SOE and MSD technical support staff • SOE and MSD technical support staff • Consultant coordinator, consultants, mentors, participants

Project Outcome 4: (project years 1-3)

Create opportunities for initial educators in their second year to engage in the activities identified in their PDP designed to lead to the achievement of their professional goals.

Activities	Timeline	Participants
<ul style="list-style-type: none"> • Develop individual consultation teams/plans. <ul style="list-style-type: none"> ○ Project staff review each participants draft PDP and identify appropriate UW-Stout faculty consultants • Evening dinner meeting of consultants and participants <ul style="list-style-type: none"> ○ Consultants and participants meet to develop plan for ongoing consultation ○ Participants finalize their PDP, seeking input from their mentors, their peers via the WELCOME site, and their university 	<ul style="list-style-type: none"> • Early September, 2007 • Late September, 2007 	<ul style="list-style-type: none"> • Project Investigators, Consultant Coordinator • Project Investigators, Consultant Coordinator, consultants, participants

<ul style="list-style-type: none"> ○ consultants as needed ○ Develop an individualized plan of consultation for each SYIE and CE participant. Consultants and activities will be aligned to each participant's PDP plan for assessing and documenting their goals and their planned objectives, activities, and collaboration. UW-Stout SOE and CAS faculty will serve as consultants. • A minimum of four individualized consultation meetings between the SYIE and CTE participants and their faculty consultants will be conducted. • Provide ongoing consultation and support between initial educators and their school based mentor and university consultant through the WELCOME web site. • Participants submit their PDP to the designated individual at MSD • MSD convenes the PDP Teams for Goal Approval of all participants 	<ul style="list-style-type: none"> • October, 2007-June, 2008 • October, 2007-June, 2008 • October, 2007 • December, 2007 	<ul style="list-style-type: none"> • Consultant coordinator, consultants , participants • MSD Project Investigator, participants
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Project Outcome 5: (project years 1-3)

Provide access through UW-Stout for SYIE and CTE participants to develop an electronic portfolio of evidences documenting accomplishment of their individual PDP. The UW-Stout e-Portfolio is a web-based portfolio system supported through Chalk & Wire that contains text, audio, and video evidence.

Persons Responsible: Project Directors and UW-Stout technology support staff.

Activities	Timeline	Participants
<ul style="list-style-type: none"> • Orientation to the E-Portfolio web site, individual accounts, access, resources for assistance, etc. • Ongoing assistance as needed 	<ul style="list-style-type: none"> • September, 2007 • September 2007-June 2009 	<ul style="list-style-type: none"> • SOE Tech support staff • SOE Tech support staff