



Teacher Induction for Urban Education Handbook

Meeting the Needs of New Teachers



**MILWAUKEE
PUBLIC SCHOOLS**



Teacher Induction for Urban Education Handbook

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Supporting New Teachers

Promoting Excellence in Education

WELCOME TO MILWAUKEE PUBLIC SCHOOLS

August 2008

Dear Colleagues:

With this Handbook, we welcome all new teachers to the Milwaukee Public Schools. The first few years of teaching have a tremendous impact on a teacher's professional identity and professional practice. These early experiences determine not only whether individuals continue to pursue careers in teaching, but also the kind of teachers they become. Milwaukee Public Schools is committed to recruiting and retaining the best and brightest teachers who can effectively contribute to closing the achievement gaps in our urban schools.

New teachers need orientation, explanation, advice and guidance as they take their first steps in their professional careers. This *Teacher Induction for Urban Education Handbook* describes the MPS vision for comprehensive induction support, which includes building capacity at each school building to be a supportive professional community for new teachers, as well as providing a district-based mentor whose full-time job is to support Initial Educators. Efforts to support new MPS teachers come from a variety of stakeholders: the district, the school, the Milwaukee Teachers' Education Association and local colleges and universities. The MPS vision for induction also encourages new teachers themselves to be advocates for their own needs as they begin their careers as urban teachers.

Offering ongoing assistance, orientation and support is crucial not only for new teachers to have a good start, but for new teachers to *stay* in Milwaukee Public Schools and *stay committed* to providing equitable educational opportunities for all students. Since new teachers may be assigned to their schools at any time throughout the year (not just in August), a defining characteristic of a school's system of support is that it should be *ongoing*. That is why induction support is defined not only as the work of an assigned district mentor, but as the responsibility of the entire school through collaboration, drawing on the expertise of each of its highly skilled teachers and educators and making sure the needs of new teachers are met by everyone in the school community. By providing comprehensive induction, Milwaukee Public Schools is responding to the state of Wisconsin's expectations as set out under PI 34, including the preparation of the state's required Professional Development Plan (PDP).

This second edition of the Handbook offers suggestions regarding best practices in new teacher recruitment, support and retention. We wish you the best of luck in your first years at MPS and we will do everything we can to support you in having a rich and rewarding first experience.

Sincerely,



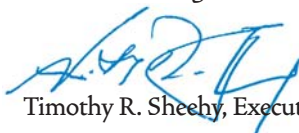
William G. Andrekopoulos, Superintendent of Schools



Tom Morgan, Executive Director, Milwaukee Teachers' Education Association



Carlos E. Santiago, Executive Partners Co-Chair, Milwaukee Partnership Academy

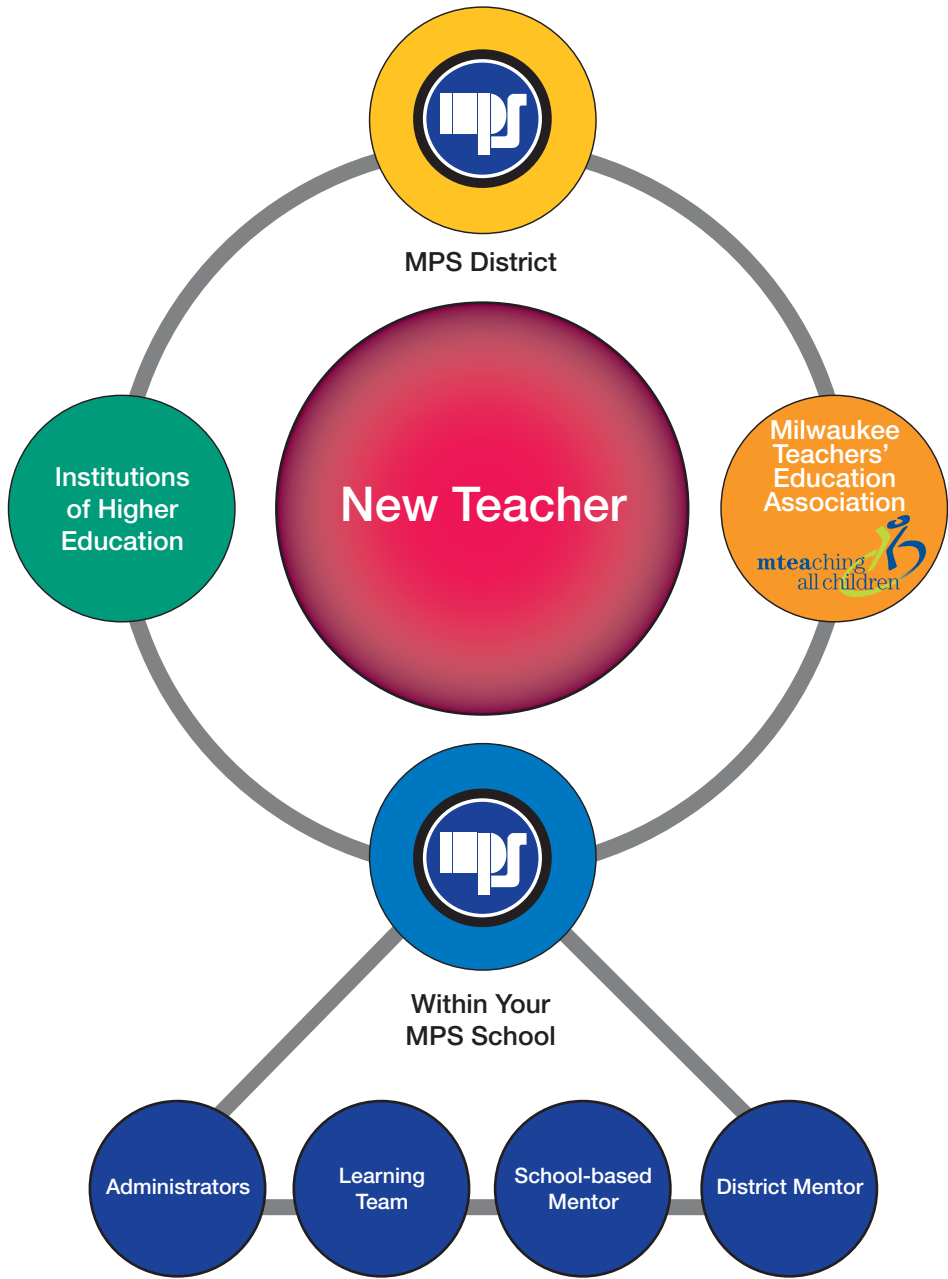


Timothy R. Sheehy, Executive Partners Co-Chair, Milwaukee Partnership Academy

Supporting New Teachers

A Joint Role

Many stakeholders work together in their commitment to supporting new teachers in Milwaukee Public Schools. The role of each MPS school is to work collaboratively to provide new teachers with high-quality support that increases classroom success and teacher retention.



The Role of the New Teacher

Assuring that new teachers have a positive first experience in MPS is the joint responsibility of everyone involved, including the new teacher. And so we start our Handbook with a view toward you, the new teacher, and the things you can do to guide your own success in teaching—in relation to all of the other supports that are in place for you. You are encouraged to be a self-advocate when it comes to induction support: seek assistance, find positive role models in your school and among your district colleagues, and take advantage of networking opportunities with other teachers to enrich your knowledge and skills as you begin an exciting teaching experience in a vibrant urban community.

As a new teacher, I will:

FIRST DAYS

- Attend school and district orientations.
- Prepare for the first few days of school and ask for help when needed.
- Read IEP's and cumulative folders.
- Create and maintain a positive classroom community.
- Provide quality instruction based on standards.
- Prepare content-rich lessons that include ways of getting to know my students.

FIRST WEEKS

- Communicate needs with staff and administrator/school leader.
- Develop positive relationships with parents and families (introduction letter, call, etc.).
- Use the expertise of my school and district mentors to request guidance and support.
- Develop connections with staff, particularly with the Math Teacher Leader, School-based Mentor and Literacy Coach; request help when needed.
- Become familiar with urban community resources around school.
- Visit New Teachers page of the MPS Portal, including PI 34 section.
- Learn to use MPS technology tools and applications.
- Check for completion of all paperwork for insurance and benefits.
- Take time to reflect.

FIRST MONTHS

- Attend monthly new teacher support seminars.
- Take advantage of professional development activities.
- Participate in MTEA professional development.
- Maintain and strengthen relationships with parents and families by communicating regularly.
- Reflect on teaching practice through journaling, conversations, online journaling, etc.
- Make adjustments to teaching based on observations.
- Prepare for parent-teacher conferences.
- Take time to reflect.

FIRST YEARS

- Be assertive and clear about needs with staff and administrator/school leader.
- Attend monthly new teacher support seminars.
- Request help when needed.
- Reflect on practice as a basis for future development of PDP.
- Take advantage of professional development opportunities.
- Take time to reflect.

The District: Supporting New Teachers



MILWAUKEE
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Milwaukee Public Schools is committed to aligning the needs of the new educator with support from the collaborative efforts of the district and school-based mentors, learning teams, administrators and central office personnel. These continued efforts are aimed at developing effective professional learning communities that address district initiatives, curriculum, PI34 and the Wisconsin Teacher Standards. The combined efforts of all district resources will be used to provide a comprehensive approach to the induction, retention and success of new urban educators.

The District will:

FIRST DAYS

- Welcome new teachers as members of the MPS professional learning community and keep their needs a priority of the district.

FIRST WEEKS

- Support the growth and development of new teachers.
 - Assign a District Mentor to all first-year Initial Educators.
 - Provide guidance to schools about how to create successful support for new teachers.
 - Provide regular opportunities to gain feedback from new teachers.

FIRST MONTHS

- Provide technology support.
 - Access to and training for the MPS Portal.
 - Access to and training for The Learning Community (TLC), an online support community.
 - Verify that new teachers have been provided with the MPS Portal and Enroll logins.
- Conduct monthly district level orientations.
 - Explain salary scale and benefit options.
 - Distribute information regarding whom to contact for specific concerns.
 - Distribute *Teacher Induction for Urban Education Handbook*.
 - Distribute *Characteristics of a High Performing Urban Classroom*.
- Support Initial Educators with license renewal.
 - Provide forum to discuss progress on PDP goals.
 - Provide list of administrators for Initial Educators' PDP teams.
 - Provide professional development opportunities for Initial Educators.
 - Provide place on MPS Portal for new teachers to access PDP materials.
 - Provide opportunities for administrators and teachers to participate in PDP reviewer training.
- Maintain active presence and participation on the Mentor Board.

For more information on the role of the district in supporting new teachers, please contact Human Resources at (414) 475-8224.

The MTEA: Supporting New Teachers



The purpose of the Milwaukee Teachers' Education Association (MTEA) is to develop and maintain the professional status and financial welfare of its members and to promote the cause of education through strong positive action. The MTEA continues to serve as a catalyst for the implementation of innovative changes proposed by our members. Working in accordance with the contract, the union promotes reform initiatives developed and implemented by MPS employees. MTEA also supports experimental modifications and waivers of MTEA/MBSD contracts where necessary to support meaningful reform.

The MTEA will:

FIRST DAYS

- Greet and welcome new teachers.
- Provide an orientation on the MTEA's roles and responsibilities.
 - Present union information at district orientations on the first Thursday of each month (e.g., contract basics, insurance and paycheck information, introduction to the Association's publications, etc.).
 - Provide contact information and names of Building Representatives (BRs).

FIRST WEEKS

- Inform teachers of new teacher section on the MTEA Web site.
- Contact new hires in MPS to offer support and encourage them to participate in induction activities.
- Provide the *Sharpener*, a teacher newsletter, to all new teachers.

FIRST MONTHS

- Work with schools to support new teachers.
 - Inform Building Representatives about new teachers' placements so they contact them and introduce themselves.
 - Provide professional development opportunities.
- Maintain active presence and participation on the District's Mentor Board.
- Make information available about the Milwaukee community, including information on neighborhoods, housing opportunities, restaurants, entertainment, support services, etc.

For more information on the role of the MTEA in supporting new teachers, please contact Milwaukee Teachers' Education Association at (414) 259-1990 or www.mtea.org.

Institutions of Higher Education (IHE): Supporting New Teachers

Teacher education is a continuum that begins during preservice and continues into a new teacher's practice in the schools. Local colleges and universities are an important resource for supporting new teachers. They help graduates understand the expectations of the local schools, especially MPS, and begin to help graduates see the links between meeting the Wisconsin Teacher Standards through their portfolios and meeting the requirements of PI 34 through their PDPs. Local institutions of higher education are also a primary source for ongoing professional development.

Institutions of Higher Education will:

- Encourage professors and instructors to stay connected with former students.
- Review list of new MPS hires to identify graduates.
- Contact new hires in MPS to offer support and encourage their participation in induction activities.
- Provide resources to support professional development related to the *Characteristics of a High Performing Urban Classroom*.
 - Use existing technology options such as the MPS Portal and The Learning Community (TLC), an online support community.
 - Offer seminars at teacher-friendly times on relevant topics, including culturally-responsive teaching.
- Conduct ongoing exit and follow-up surveys of new graduates to inform and improve teacher education programs and MPS.
- Support new teachers in the PDP process.
 - Ensure that faculty are available to work with Initial Educators on Professional Development Plans (PDPs).
 - Provide opportunities for IHE representatives to become PI 34 PDP reviewers.

For more information on the role of the Institutions of Higher Education in supporting new teachers, please contact your licensing institution.

The Administrator: Supporting New Teachers

Administrators/school leaders are instructional leaders. They are responsible for making sure the support of new teachers is a high priority for the school. In cooperation with Learning Teams, District Mentors and School-based Mentors, administrators make sure the atmosphere at the school promotes long-term success for new teachers.

Administrator(s)/school leaders will:

FIRST DAYS

- Welcome new teachers as members of their school's professional learning community.
 - Collaborate with the Learning Team and staff to hold a new teacher reception or other social event.
- Provide new teachers with access to information and materials needed to promote a successful start.
 - Ensure that new teachers have access to their classrooms and instructional materials as early as possible.
 - Share and explain staff handbook.
 - Provide packet containing pertinent information the new teacher will need during the first few days of school, such as attendance, bus, lunch, discipline procedures, etc.
 - Verify that new teachers have been provided with eSIS and Encore log-in accounts.

FIRST WEEKS

- Provide an atmosphere of support and encouragement for all new teachers.
 - Hold regular individual, non-evaluative principal-new teacher meetings to establish relationships, address concerns and provide needed support.
 - Have reflective conversations with new teachers following observations.
 - Keep new teachers' perspectives and needs in mind when making school decisions.
 - Make sure conversations about teaching and learning are inclusive of new teachers.
 - Encourage new teachers to attend parent meetings, e.g., PTO, PTA, etc.
 - Encourage new teachers to build positive relationships within the urban community.
 - Meet regularly with mentors to align support for new teachers.

FIRST MONTHS

- Provide collaborative planning and other professional development opportunities.
 - Provide opportunities for new teachers to meet regularly with mentors.
 - Designate regular times for new teachers to visit classrooms of teachers who exhibit the *Characteristics of a High Performing Urban Classroom*.
 - Provide release time and encourage new teachers to attend professional development workshops.

For more information on the role of the administrator in support new teachers, please contact Administrative Accountability at (414) 475-8016.

The Learning Team: Supporting New Teachers

Drawing on the expertise of school leaders, the Learning Team is a building-based team established in every Milwaukee Public School. It develops capacity for school improvement by analyzing school and student performance data and supporting school and district-based professional development opportunities. To help support the school's Educational Plan and the Comprehensive Literacy and Mathematics Frameworks, the Literacy Coach and Mathematics Teacher Leader are both members of the school's Learning Team, along with the principal and other designated teachers and members.

The Learning Team will:

FIRST DAYS

- Provide an introduction to the community surrounding the school.
 - Identify the cultural and community assets that can be used to enhance teaching and learning and encourage new teachers to seek out and take advantage of these resources.

FIRST WEEKS

- Provide curricular materials that support Learning Targets and the *Characteristics of a High Performing Urban Classroom*.
 - Supply Learning Target booklets and classroom posters.
 - Provide curriculum resources that support and address the Learning Targets.
 - Identify and provide resources to support culturally-responsive instruction.
- Provide new teachers with a copy of the district's strategic plan, *Working Together Achieving More*, and encourage their participation.
- Describe the purpose of the Learning Team.
 - Provide the services of a Literacy Coach, Mathematics Teacher Leader and School-based Mentor.
 - Request input from new teachers.
 - Invite new teachers to attend Learning Team meetings and/or to offer their input.

FIRST MONTHS

- Share and explain the Educational Plan.
 - Ensure that new teachers have a current copy of the Educational Plan.
 - Help new teachers interpret classroom data and data from the Educational Plan.
 - Connect daily practice, Learning Walks and professional development opportunities to the Educational Plan.
 - Be a clearinghouse for professional development opportunities and help teachers prioritize them, particularly in relationship to their Professional Development Plan.
- Support the implementation of the Comprehensive Literacy and Mathematics Frameworks for new teachers.
 - Ensure that the Literacy Coach and Math Teacher Leader regularly demonstrate teaching strategies for new teachers and provide formative feedback.
 - Provide and explain established C.A.B.S. and a schedule of when to administer them.
 - Include new teachers in the creation of new or updated C.A.B.S.

For more information on the role of the Learning Team in supporting new teachers, please contact the principal at your school.

The Districtwide Mentor: Supporting New Teachers

Districtwide Mentors are a team of highly qualified, effective educators with extensive background and experience teaching in urban classrooms. One of the main goals of this program is to support Initial Educators so that they can be effective in fostering student learning. This relationship is non-evaluative and is built upon trust and confidentiality.

The Districtwide Mentor will:

FIRST DAYS

- Welcome Initial Educators as members of the MPS professional learning community and keep their needs a priority of the district.
- Coordinate with school to build a relationship of support for Initial Educators.
 - Align district mentoring support with building resources.
 - Encourage Initial Educators to collaborate with colleagues.
 - Assist in identifying instructional resources and support throughout the school and community.

FIRST WEEKS

- Provide direction in implementing strategic instructional choices.
 - Help Initial Educators understand the diverse racial, ethnic, socio-economic and cultural backgrounds of their students and embed this knowledge in the curriculum to improve student learning.
 - Identify and model strategies that promote active student engagement.
 - Help Initial Educators interpret classroom data and data from the Educational Plan.
 - Collaboratively plan lessons that demonstrate differentiated teaching that is responsive to the needs of all children and is aligned to Learning Targets.
 - Discuss and model a variety of ways to assess and monitor student progress.

FIRST MONTHS

- Support the growth and development of new teachers .
 - Provide regular New Teacher Support Seminars that are aligned to the *Characteristics of a High Performing Urban Classroom* and the *Wisconsin Teacher Standards*.
 - Help Initial Educators reflect on and analyze their teaching practice and its effect on student work and achievement.
- Support Initial Educators with license renewal.
 - Guide Initial Educators' reflections leading to development of Professional Development Plan (PDP) goals.
 - Provide forum to discuss progress in PDP goals.
 - Help Initial Educators make connections between the teacher preparation portfolio and the PDP.
 - Help Initial Educators develop PDP goals and assist them in the selection of PDP team members.

For more information on the role of the Districtwide Mentor in supporting Initial Educators, please contact the Mentor/ Induction Coordinator at (414) 475-8724.

The School-Based Mentor: Supporting New Teachers

The purpose of school-based mentoring is to help create conditions at the school level that support new teachers as part of a functional, effective professional learning community. School-based support is provided by an individual or team of individuals at the school who have responsibility for building this induction capacity. They work collegially with districtwide mentors to provide seamless support for all new teachers.

The school-based mentor(s) will:

FIRST DAYS

- Welcome new teachers as members of the school's professional learning community.
 - Acknowledge and recognize new teachers during organizational day activities.
 - Conduct a thorough tour of the building.
 - Make sure new teachers know where to find necessary resources such as keys, supplies, etc.
 - Introduce new teachers to key people such as Learning Team members, Literary Coach, Math Teacher Leader, engineers, secretaries, safety aides, fellow team/grade level/subject area teachers, support staff, parent coordinators, etc.
 - Support new teachers on the use of the Application Navigation Page of the MPS Portal.

FIRST WEEKS

- Establish a regular meeting time with new teachers.
 - Regularly check-in with new teachers to provide social, emotional or instructional support as needed.
 - Discuss timely topics including classroom opening and closing procedures, grading and report card procedures, standardized testing procedures and parent/teacher conferences.

FIRST MONTHS

- Help support building capacity at the school to ensure that new teachers are part of a supportive, thriving professional community.
 - Help new teachers negotiate school policies and be part of a positive teaching force.
 - Collaborate with support staff and be aware of PI 34 licensure, New Teacher Seminars, etc.
- Help new teachers foster positive working relationships with all students' families and the urban community.
 - Share effective strategies for including parents and families in students' education.
 - Draw attention to the cultural and community assets that could be used to enhance teaching and help new teachers build on these assets to strengthen instruction.

For more information on the role of the School-Based Mentor in supporting new teachers, please contact the Professional Development Office at (414) 475-8245.

Supporting New Teachers: Years 2 to 5

The following are the ongoing responsibilities of all stakeholders in supporting new teachers in years 2-5 of their employment within MPS:

The District will:

- Continue to support new teachers with the appropriate resources, keeping their needs at the forefront.
- Continue to provide technology support through the MPS Portal and The Learning Community (TLC).
- Continue to offer monthly new teacher support seminars and other professional development opportunities for new teachers.
- Provide online forums to discuss progress in Professional Development Plan (PDP) goals.
- Provide opportunities for administrators and teachers to participate in PDP reviewer training.
- Provide list of administrators for Initial Educators' PDP teams.

The Administrator(s)/school leader will:

- Continue to create and maintain a school climate to support new teachers.
- Allocate resources to ensure that new teachers can be successful.
- Communicate regularly with and seek feedback from new teachers.
- Allow time for new teachers to visit classrooms of teachers who practice the *Characteristics of a High Performing Urban Classroom*.

The School-Based mentor will:

- Work with Learning Team to strengthen the school's capacity to support to new teachers.

The Learning Team will:

- Continue to support the implementation of the Comprehensive Literacy and Mathematics Frameworks.
- Encourage new teachers to make connections between the Educational Plan and their PDP goals.
- Make available content area and culturally responsive resources and ideas.
- Disseminate information from district professional development meetings, including classroom follow-up support during implementation.
- Continue to promote the development of skills for data-driven decision making.
- Review school-based teacher retention data.

The MTEA will:

- Offer a variety of professional development opportunities.
- Maintain New Teachers page on MTEA website.
- Provide training opportunities for teachers to become PDP reviewers.

Institutions of Higher Education will:

- Provide resources to support professional development on the *Characteristics of a High Performing Urban Classroom*.
- Support new teachers in the PDP process.
- Provide opportunities for IHE representatives to become PI 34 PDP reviewers.



Supporting New Teachers

PI 34 and the Professional Development Plan

From Portfolio to Professional Development Plan (PDP)

A Guide for Initial Educators

Because you have successfully completed a portfolio that reflects your knowledge and implementation of all 10 Wisconsin Teacher Standards, you already hold the foundation you need for developing your Professional Development Plan (PDP). Draw from this prior experience to assist you with developing your PDP. How can what you learned by completing a portfolio help you in the PDP process?

In the portfolio, you were required to address all 10 of the standards.
In your PDP, you will focus on two of the standards and you decide which two to include.

For the portfolio, your portfolio review team was made up of faculty and instructors in your teacher education program.
For your PDP, you determine the membership of your three-person PDP review team.

For the portfolio, faculty and instructors *evaluated and graded* your work.
For your PDP, your PDP review team *verifies* that you have completed the goals and activities you selected.

You **completed the portfolio** to earn an Initial Educator license.
 You will **complete the PDP** to earn a Professional Educator license.

PROFESSIONAL DEVELOPMENT PLAN (PDP) TIMELINE FOR INITIAL EDUCATORS	
Time Frame	Description
Year 1	The first year of teaching is for reflection within your school context and selection of your goal(s) based on two standards.
Year 2	Between June 1 of year one and January 1 of year two, write and submit your PDP goals to your PDP team for goal approval. <i>You are responsible for selecting your three-person PDP team and initiating this review.</i> You are to submit a copy of your Goal Approval Form, signed by all three members of your team, to DPI by January 1 .
Year 2-4	Review your PDP annually. A reflection summary and any revisions to your goal(s), objectives and activities must be written each year and submitted to the PDP team as part of your completed PDP. If there are substantial revisions to your approved PDP goal(s), you must submit the revised goals to your PDP team by April 1 of each year in which substantial revisions are made.
Year 5	By January 15 , document your completed PDP and submit your approved and signed Goal Approval Form and PDP to the PDP team for their review and verification. By June 1 , submit the signed PDP Verification Form along with your completed application and appropriate fee(s) to DPI to obtain a Professional Educator license.

How often will I need to communicate with my Professional Development Team during the license cycle?

Various forms of communication (e.g. face-to-face, electronic) will take place based on the following activities:

- Approve the Initial Educator’s goal(s).
- If necessary, approve substantive changes to the goal(s).
- Verify successful completion of the plan.

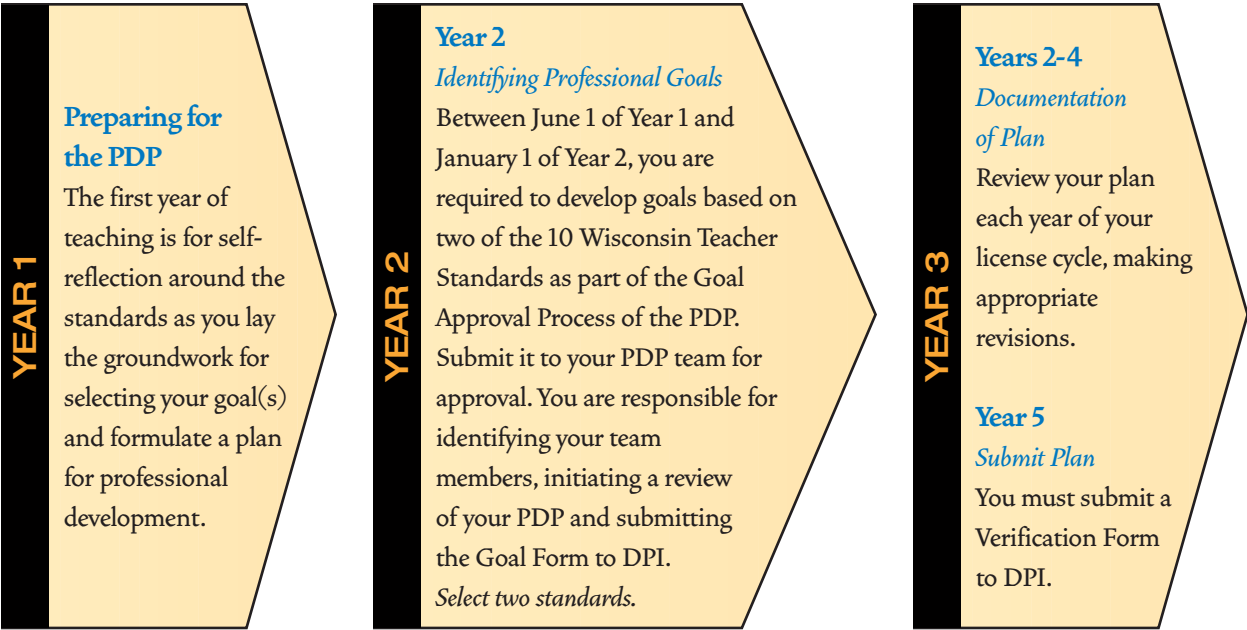
What do I have to do to keep my license?

Professional educators must renew their license every five years by completing a PDP and having a plan verified by a trained PDP Team. Every Initial Educator must successfully move to Professional Educator status to retain his/her license. The next level of license is the Master Educator. Becoming a Master Educator is a voluntary process, and once completed it will give the individual a ten-year renewable Master Educator license. See the DPI website for more information on becoming a Master Educator.

For more information, visit the New Teachers page under Staff Development on the MPS Portal.

A Quick Guide to the PDP Process

Unpacking Professional Development



The district will provide workshops to assist you with this process. Also, visit the New Teachers page under Staff Development on the MPS Portal for helpful information and updates designed to guide you through the PDP process.

Notes

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Characteristics of a High Performing Urban Classroom *and* Wisconsin Standards for Teacher Development and Licensure



MILWAUKEE PUBLIC SCHOOLS CHARACTERISTICS OF A HIGH PERFORMING URBAN CLASSROOM

Active Engagement of Student Learners

Teachers empower students to achieve at their highest levels. Teachers use in-depth knowledge of content areas and a literacy-based focus to facilitate students' active engagement in learning.

(Wisconsin Teacher Standards 1, 2, 4, 5, 6)

Cultural Responsiveness

Teachers know the diverse racial, ethnic, socio-economic and cultural backgrounds of their students and embed this knowledge throughout the curriculum to foster high levels of student learning.

(Wisconsin Teacher Standards 2, 3, 5, 6, 7, 10)

High Expectations Based on Learning Targets

Teachers and students hold and communicate high expectations for complex student learning based on the MPS Learning Targets.

(Wisconsin Teacher Standards 1, 2, 3, 4, 5, 7)

Strategic Instructional Choices

Teachers ensure that all students are meaningfully challenged. Teachers strategically select methods, differentiate instruction and use technology to foster student learning.

(Wisconsin Teacher Standards 1, 3, 4, 5, 7, 8)

Routine Use of a Variety of Assessments

Teachers and students use multiple sources of data to assess progress and guide the effectiveness of instruction.

(Wisconsin Teacher Standards 2, 7, 8, 9)

Partnerships With Families and the Community

Teachers initiate, develop and maintain positive working relationships with all students' families and the broader urban community to support student learning.

(Wisconsin Teacher Standards 7, 9, 10)

Collaboration With Colleagues

Teachers develop and maintain productive professional working relationships with colleagues to enhance student learning.

(Wisconsin Teacher Standards 9, 10)

Passionate, Engaged Adult Learners

Teachers are invested adult learners who motivate their students to become passionate, engaged learners.

(Wisconsin Teacher Standards 1, 2, 3, 5, 6)

WISCONSIN STANDARDS FOR TEACHER DEVELOPMENT AND LICENSURE

- 1** **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- 2** **Teachers know how children grow.** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.
- 3** **Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- 4** **Teachers know how to teach.** The teacher understands and uses a variety of instructional strategies, including technology, to encourage children's development of critical thinking, problem solving and performance skills.
- 5** **Teachers know how to manage a classroom.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- 6** **Teachers communicate well.** 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.
- 7** **Teachers are able to plan different kinds of lessons.** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.
- 8** **Teachers know how to test for student progress.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
- 9** **Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others. He or she actively seeks out opportunities to grow professionally.
- 10** **Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.



Wisconsin Department of Public Instruction Administrative Code:
Chapter PB4, Subchapter II (PI 34.02).



Working Glossary

Promoting Excellence in Education

Working Glossary

MPS-Based Terminology

Classroom Assessments Based on Standards (CABS)

Classroom assessments developed, administered and scored by teachers and aligned to the MPS Learning Targets for the purpose of providing specific, meaningful and timely feedback designed to improve student performance.

Characteristics of a High Performing Urban Classroom

MPS has published the *Characteristics of a High Performing Urban Classroom* that identifies characteristics, with accompanying evidence, that are present in high-performing urban classrooms.

Cumulative Folder

Documentation of a student's educational history (sometimes called a "cum folder").

Educational Plan

A strategic plan developed by each school aimed at improving students' academic achievement.

Electronic Student Information System (eSIS)

A complete, web-enabled, real-time information system for tracking and managing of student data from Elementary Schools through High Schools.

Learning Targets

Grade level academic expectations developed by MPS and aligned with Wisconsin Academic Content Standards.

Learning Team

School-based team made up minimally of the principal, the Literacy Coach, and the Mathematics Teacher Leader. Its purpose is to support the improvement of teaching and learning through analysis of school-level data.

Learning Walk

Non-evaluative reflective tool to help teachers improve their practice.

Literacy Coach

A highly trained, school-based teacher who is a member of the school's Learning Team and who engages colleagues in collaborative problem-solving, inquiry-oriented conversations and professional development about literacy in order to improve instructional practices that support student achievement.

Math Teacher Leader

A highly trained, school-based teacher who is part of the Milwaukee Mathematics Partnership, a member of the school's Learning Team and who engages colleagues in collaborative problem-solving, inquiry-oriented conversations and professional development about mathematics in order to improve instructional practices that supports student achievement.

Induction Resources

Humphrey, D. C., & Wechsler, M. E., & Bosetti, K. R. (2007, February). *Teacher induction in Illinois and Ohio: A preliminary analysis*. Menlo Park, CA: SRI International.

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Online Resources

Curriculum Design Assistant (CDA): www.mpscda.milwaukee.k12.wi.us

A tool designed by MPS to provide teachers with the resources and mechanisms to create and share quality standards-based instructional plans.

Department of Public Instruction (DPI): www.dpi.wi.gov

State Education agency for grades K-12.

DPI Resources for the PDP Process: www.dpi.wi.gov/tepd/pdp.html

- *Professional Development Plan (PDP)* — Process for renewal of an educator’s license based on planned professional growth and evidence of the effect of that growth on student learning.
- *PDP Initial Educator Tool Kit* — Handbook that provides an overview of PI34 and licensure stages, guidelines for writing a PDP, the licensure cycle and timeline for the Initial and Professional Educator, PDP Team composition, the Team review process and the appeals process.
- *PDP Writable Form* — Downloadable and interactive Word version of the PDP writing form.
- *PDP Goal Approval Form* — Form completed and signed by the PDP Team for the Initial Educator.

Milwaukee Teacher’s Education Association (MTEA): www.mtea.org

Educators who work directly with students who attend Milwaukee Public Schools and collectively advocate for quality public education in Milwaukee.

Milwaukee Partnership Academy (MPA): www.uwm.edu/Org/MPA/index.htm

A PK-16 council of education, labor, business, government, university, foundation, parent and community groups whose purpose is to enhance the quality of teaching and learning in Milwaukee Public Schools.

MPS Portal: www.mpsportal.milwaukee.k12.wi.us

A comprehensive environment for accessing applications, communications, productivity tools and job specific information. The MPS Portal is designed to help teachers and principals manage day-to-day activities.

New Teachers page: ([within Staff Development on the MPS Portal](#))

A site designed especially for MPS new teachers; the page also hosts PI 34 information.

Wisconsin Education Association Council (WEAC): www.weac.org

A state-wide organization that promotes respect and support for quality public education and provides for the professional and personal growth and economic welfare of its members.

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**MILWAUKEE
PUBLIC SCHOOLS**

SUPPORTING FOUNDATIONS FOR HIGH PERFORMING URBAN CLASSROOMS

CORE BELIEFS

Children Come First

Children are the center of the decision-making process.
We have high expectations and standards for all children.
Supportive services are provided to enable children to reach their full potential.
Equitable allocation of resources supports learning.

The Classroom is the Most Important Place in the District

Every child has an equitable opportunity to learn with an effective teacher.
Collaboration among staff promotes high levels of student achievement using best practices.
Professional development is embedded in the classroom.
Resources are directed to the classroom and focused on student achievement.

Leadership and Accountability are Keys to Our Success

Leadership articulates the vision and moves the organization forward.
Accountability holds us to high standards and expectations.
Principals are leaders in improving schools.
Every teacher is a leader and every leader is a teacher to ensure student success.

Central Services Supports Student Achievement

Central Services promotes and supports student achievement.
Central Services articulates an academic framework.
Central Services facilitates communication throughout the district and community using a variety of techniques.
Central Services holds school accountable through an evaluation system.

Families are Valuable Partners

Families support and assist us in educating their children.
We welcome and respect family involvement.
Opportunities are provided for parents to participate in key decision-making.
Communication between families and MPS personnel is important.

Community Partnerships Add Value

Community partnerships extend learning beyond the classroom.
Shared responsibility fosters student success.
The Milwaukee community and Milwaukee Public Schools value and support partnerships to increase capacity for teaching and learning.

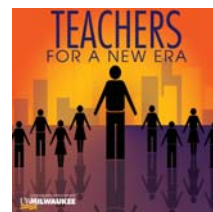


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NONDISCRIMINATION NOTICE It is the policy of the Milwaukee Public Schools that, as required by section 118.13, Wisconsin Statutes, no person will be denied admission to any public school or be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1973 (disability), and the Americans with Disabilities Act of 1990 (disability).

The following individuals have been designated to handle inquiries regarding the non-discrimination policies:

- For Section 118.13, Wisconsin Statutes, federal Title II, or federal Title IX: *Lauren Baker*, Coordinator, Office of Career and Technical Education, Room 29, Milwaukee Public Schools, 5225 West Vliet St. P. O. Box 2181, Milwaukee, Wisconsin, 53201-2181.
- For Section 504 of the Rehabilitation Act of 1973 (Section 504): *Richard Brigham*, 504/ADA Coordinator for Students, MPS Department of Special Services, 5225 West Vliet St., Milwaukee, Wisconsin, 53208. (414) 475-8139 TTD: (414) 475-8139.