State Policy Review: New Educator Induction

Wisconsin

New Teacher Center’s 2016 Review of State Policies on New Educator Induction provides comprehensive summaries for all 50 states. For each state, NTC reviews the presence or absence of policies related to nine key criteria that are most critical to the provision of universal, high-quality induction and mentoring support for beginning educators. The state summaries capture all relevant policies, statutes, regulations, induction program standards, and other guidance.

1. Educators Served

State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

The Wisconsin Department of Public Instruction’s (DPI) PI 34 Quality Educator Initiative requires licensed educators to participate in professional development that includes the provision of an assigned mentor. Chapter PI 34 creates a three-tiered educator licensure system. After successful completion of a Professional Development Plan and three years experience, an initial educator can advance to the professional educator license stage. To support initial educators, Wisconsin school districts are required to provide collaboratively developed, ongoing orientation and support seminars and qualified mentors for all initial educators. Chapter PI 34 requires school districts to provide a qualified mentor to each beginning teacher during a “mentoring period” that “may be for less than 5 years.” [PI 34.17 (2)]

State administrative rule (PI 34) requires school districts to provide a qualified mentor to each beginning school administrator during a “mentoring period” that “may be for less than 5 years.”

2. Mentor Quality

State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

State administrative rule PI 34 defines a mentor 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.

State administrative rule PI 34 stipulates that training should include knowledge and understanding of state educator standards as well as the Professional Development Plan process.

State policy does not address mentor assignment and caseload.

3. Time

State policy should encourage programs to provide release time for teacher mentors and dedicated mentor-new teacher contact time.

State policy does not address time for mentoring activities.

4. Program Quality

State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers’ classrooms. It should encourage a reduced teaching load for beginning teachers; and encourage the participation of beginning educators in a learning community or peer network.

State administrative rule PI 34 articulates that a qualified mentor should have “input into the confidential formative assessment of the initial educator” but may not be part of the formal employment evaluation process. State policy does not address classroom observation, but does require that ongoing orientation, support seminars and a qualified mentor be provided to each initial educator.

5. Program Standards

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

The state does not have formal induction program standards; however, Wisconsin Induction Guidelines provide a checklist of initial educator support elements (primarily restating PI 34 requirements).

6. Funding

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

The state offers competitively funded Peer Review and Mentoring Grants of up to $25,000 for district consortia and Cooperative Educational Service Agencies (CESAs) that operate such programs. [Wisconsin Statute 115.405(1)]

In the 2015-2016 school year, $1,606,700 is available for distribution to consortia and CESAs.
7. Educator Certification/Licensure

The state should require beginning educators to complete an induction program to move from an initial teaching license.

The state does not explicitly require initial educators to complete or participate in an induction program to advance to a professional license. However, Chapter PI 34—which articulates the state’s three-tiered educator licensure system—does require school districts to provide three things for initial educators: (1) ongoing orientation that is collaboratively developed and delivered; (2) support seminars that reflect professional standards and the district’s mission and goals; and (3) a qualified mentor.

8. Program Accountability

The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

The state does not currently assess or monitor induction program quality.

9. Teaching Conditions

The state should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

State policy does not address teaching and learning conditions.

Links

Wisconsin Department of Public Instruction (DPI)—PI 34 Administrative Rules: https://docs.legis.wisconsin.gov/code/admin_code/pi/34

Wisconsin DPI—Initial Educator: http://tepdl.dpi.wi.gov/resources/initial-educators

Wisconsin DPI—Quality Educator Initiative: https://myqei.org


The Wisconsin Department of Public Instruction did not respond to our request to review this state summary.

This information is accurate as of January 2016.