

Wisconsin Quality Educator Initiative

Chapter PI 34 Teacher Training and Professional Development Re-design



Implementation in Early Childhood Education and Care Settings

A report by the
PI 34 Early Childhood Study Group
Wisconsin Department of Public Instruction

November 2004

Table of Contents

Report Background	3
The Vision for an Aligned Early Childhood Professional Development Approach	5
Overview and Implications of PI 34 on the Early Childhood Education and Care Workforce	6
Priorities and General Strategies for Implementing PI 34 in Early Childhood Education and Care Programs	7
Specific Strategies for School District Teachers in Community Settings	10
Specific Strategies for Licensed Special Educators in DHFS/County Birth to 3 Early Intervention Programs	11
Specific Strategies for Licensed Teachers in Head Start and Early Head Start	13
Specific Strategies for Licensed Teachers in Child Care Settings	15
Appendixes	
A. Wisconsin Ten Teacher Standards As Applied in Early Childhood	17
B. PI 34 Opportunities within Early Childhood Education and Care	19
C. Existing Professional Development Structures within Early Childhood Education and Care	20
D. Entry Level Requirements for All Early Education and Care Teachers	21
E. Other Information on Early Childhood Education and Care Professionals	22
F. Announcing the License Renewal Support Centers	23
G. A Select Glossary of Terminology and Acronyms	24
H. Contacts for More Information	26
I. Questions and Answers About PI 34 Defined During the Study Process	27

Report Background

A Brief History of Early Childhood Licensure

Since 1937 Wisconsin law has required teachers to receive specialized training in early childhood to be licensed at the kindergarten level. Before 1992, Wisconsin Administrative Rules required specific student teaching at the kindergarten level as well as coursework in methods of teaching early childhood education. Since 1992, the requirement expanded to require a minor in early childhood education (covering PK to Grade 3) with student teaching at the pre-K, K and Grade 1-3 levels. New changes made to Wisconsin's teacher training program are being modeled by many other states. We now have a competency-based system that supports knowledge, skills, and proficiency rather than a system based only on credits earned.

Wisconsin issues teacher licenses in several teaching categories and levels. One is an early childhood level, which means the approximate ages of birth through age eight; another is early childhood through middle childhood level, which means the approximate ages of birth through age eleven. Within these levels are the early childhood-regular education, early childhood-special education, and early childhood through middle childhood-regular education categories. Teachers licensed in these levels have demonstrated knowledge, skills, and dispositions in the early childhood competencies. Graduating "initial" teachers will have a mentor, a professional development team, and an individualized professional development plan. Once they reach the "professional" teacher level, they will still be required to work with a team on their professional development plan.

Wisconsin requires all teacher education programs to meet a common set of ten standards. The standards are applied to teacher training programs by area of licensure (or age category). The standards, as they apply to early childhood teacher training programs, are listed in the Appendix A of this document.

Wisconsin's Quality Educator Initiative, Chapter PI 34 of the Wisconsin Administrative Code, is designed to build teacher training programs and ongoing professional development opportunities that are competency-based and consistent with the state teacher standards. The new system asks students in teacher training programs to demonstrate knowledge, skills, and dispositions for teaching, pupil services, and administration. Initial licenses are issued only to prospective educators who perform successfully, as measured by the standards.

PI 34 Early Childhood Work Group

Recognizing the importance of addressing the unique issues of early childhood teachers, the Department of

Public Instruction convened a PI 34 Early Childhood Work Group. The work group explored how to ensure that teachers of young children are well qualified and well trained. The work was facilitated by a steering committee made up of key work group members.

Steering committee members took the lead in identifying this report's specific priorities and strategies for their representative programs.

The work group met over a two-year period to discuss the impact of PI 34 on degreed and licensed teachers employed by schools and other community programs, as well as teachers working in a wide array of early childhood education and care settings such as child care and Head Start programs. The work group sought input from many early childhood stakeholders at its meetings, often held in conjunction with the Professional Development Initiative of the Wisconsin Early Childhood Collaborating Partners.

The work group considered the existing professional development efforts of early childhood systems at the state, regional, and local levels. The group recognized the importance of continuing to build a cohesive early childhood professional development system and the opportunities that PI 34 provided toward that effort. Members explored the vision, issues, priorities, and potential strategies needed to bring PI 34 to all early childhood teachers. Since this work coincided with the DPI's ongoing development of the new teacher training system, many of the issues identified by the work group were built into the design of the new teacher system.

Note: *This document addresses the implications PI 34 will have on the early childhood education and care workforce. The document also defines specific strategies to achieve priorities identified for individual early childhood programs.*

The first sections of the report provides the vision and an overview of PI34 and its implications for the workforce. Then the report identifies priorities and general strategies for implementing PI34 within each segment of the early childhood work force and, for each segment, in various early childhood settings.

Each section of the report can be used with the main report or as a stand-alone piece to address concerns in each of the following early childhood programs:

- *school district teachers in community settings,*
- *special educators in DHFS Birth to 3 programs,*
- *licensed teachers in Head Start, and*
- *licensed teachers in child care.*

The Appendixes define the approaches to professional development in the early childhood work force. The Appendixes also includes a question-and-answer section.

Steering committee members included:

Donna Miller, Department of Health and Family Services, representing Birth to 3 Early Intervention

Linda Tuchman, Waisman Center, representing Birth to 3 early intervention

Kath McGurk, Department of Workforce Development, representing child care

Julia Herwig and **Linda Leonhart**, Wisconsin Head Start Collaboration Project, representing Head Start

Jeanette Paulson, Wisconsin Early Childhood Association, representing child care

Mary Peters, Department of Public Instruction, representing early childhood special education

Laurie Derse, Department of Public Instruction, representing teacher licensing

Jill Haglund, Department of Public Instruction, representing four-year-old kindergarten programs in community settings and staff member for the work group.

The work group included:

Mary Babula, Wisconsin Early Childhood Association

Jayne Baumgart, CESA 7, representing early childhood special education

Ann Carmody, Department of Health and Family Services

Shelley Cousin, Wisconsin Head Start Association

Susan Donahoe, CESA 2

Diane Fett, Fond du Lac County Birth to 3 Program

Cindy Flauger, Birth to 3, Winnebago County

Ann Hains, University of Wisconsin-Milwaukee

Donna Hart-Tervalon, Wisconsin Department of Public Instruction

Susan Hintgen, Wisconsin Division of Early Childhood

Ron Jetty, Wisconsin Education Association Council

Jane Penner-Hoppe, Wisconsin Child Care Resource and Referral Network

Barbara Schuler, Wisconsin Technical College Board

Don Stevens, CESA 5

Elaine Stom, Dane County Parent Council/Head Start

Francine Tompkins, University of Wisconsin System

Rich Thwaites, Merrill Head Start, Merrill Public Schools

Web Addresses

www.dpi.state.wi.us/dpi/dlcl/bbfcsp/ec4yrpag.html

www.collaboratingpartners.com

The Vision for an Aligned Early Childhood Professional Development Approach

Early childhood teachers can be found working in schools, Head Start, Birth to 3 Early Intervention, and child care. Yet, there is a wide range of qualifications, education, and experience among teachers of young children in Wisconsin. Each of these programs has a vastly different set of qualifications and systems for professional development.

It is well documented that competent teachers raise the quality of early learning opportunities for young children (Cost, Quality, and Outcomes Study Team, 1995). Wisconsin needs a cohesive professional development system for all persons who work with young children. This system would support teachers serving young children in the variety of programs and settings including schools, Birth to 3 early intervention, Head Start, child care, and the child's home. The professional development system would support a career ladder from high school career courses, to associate degrees, bachelor degrees, and beyond.

The system will be built by incorporating existing structures to maximize funding and ensure access to the entire early childhood care and education field. This seamless approach provides easy access to teacher training programs, professional development teams, mentors, and master teachers. The professional development system will be dependent upon articulation between technical and university systems, and easy access to coursework. This infrastructure will support all those working with young children and includes the following components:

- A career ladder or matrix that incorporates the range of competencies, educational levels, and teaching responsibilities needed within the field and that guides an equitable approach to wages and compensation.
- Inter-department commitment and funding to provide a formal collaborative approach to redesign and structure the professional development system.

- Competency-based coursework that prepares teachers to support young children's learning in various settings, addresses the developmental needs of all children including those with disabilities, and prepares teachers to work as teams.
- Articulation of coursework between two- and four-year institutions.
- Credit-bearing coursework will be available through on-site intensive professional development experiences, planned interactions with mentors, distance education, and other strategies that increase access and maximize professional development.
- Coordinated training calendars on the regional and state levels to ensure easy access to professional development opportunities by early childhood professionals.
- Portfolios and mentors that can follow the teacher through the various steps of career development and across employers.
- Support and training for mentors and members of the professional development teams to assure their knowledge about early childhood development philosophy and practice.
- Ongoing outreach and networking between the state, regional, and local stakeholders about the early childhood professional development system.

While individual systems hold their own responsibilities, this vision can only be accomplished through collaboration and partnerships. Funding for the professional development system will be maximized by sharing existing resources and by stronger collaboration between teacher training institutions, state agencies, and early childhood associations.

Overview and Implications of PI 34 on the Early Childhood Education and Care Workforce

Early childhood teachers work in a variety of systems: public and private schools, Head Start, Birth to 3, Early Intervention, and child care settings. Each system has its own qualifications and requirements for the licensing and professional development of teachers (see Appendixes B, C, and D).

Early education and care stakeholders throughout the state are advocating for an aligned approach to professional development (see Appendix A). The Wisconsin Early Childhood Collaborating Partners, through its Professional Development Initiative, is working to create a seamless system of professional development that supports teachers at all career levels and settings in which they are employed. PI 34 takes a large step toward advancing these alignment goals.

PI 34 provides a catalyst for systematic alignment of the existing multiple layers of early childhood professional development within schools, Birth to 3 Early Intervention, Head Start, and child care. The PI 34 statutes will play a vital role in the creation of the system for early childhood professional development that not only impacts DPI licensed early childhood professionals but also strengthens professional development for all teachers of young children.

PI 34 will require that all licensed educators graduating after August 2004 participate in a system of professional development that includes a qualified mentor, a professional development team, and a professional development plan. PI 34 will apply to all licensed teachers including those employed by school districts and those employed by other early childhood programs. Due to the diverse nature of the early childhood education and care field, the following implications need to be taken into consideration to

ensure that all licensed early childhood professionals have access to the components of PI 34:

- 1) **All early childhood licensed teachers hired by school programs must have access to early childhood-specific professional development activities to maintain their licenses.** Under PI 34, the school district is responsible for ongoing orientation, support seminars, and providing a qualified mentor.
- 2) **Early childhood licensed teachers hired by non-school programs must have access to early childhood-specific professional development activities to maintain their licenses.** Early childhood special education (ECSE), vision, and hearing teachers in Birth to 3 programs are required to hold DPI licenses. Teachers working in Head Start and child care may have DPI licenses. Teachers in all of these settings need access to professional development and qualified mentors required by PI 34 to maintain their licenses and to ensure that these settings continue to be employment opportunities for licensed teachers. PI 34 does not specify responsibility for providing ongoing orientation, support seminars, and qualified mentors outside the public school setting.

In addition to licensed early childhood professionals, mentors and professional development teams also must be knowledgeable about diverse professional development needs of early childhood teachers in community-based programs. Mentors and professional development teams need to be knowledgeable about the kinds of unique skills required of early childhood teachers in a wide variety of settings. The limited availability of mentors in rural communities may be of special concern.

Priorities and General Strategies for Implementing PI 34 in Early Childhood Education and Care Programs

It is clear that the re-design of PI 34 affects the entire Early Childhood Education and Care workforce. The workgroup began exploring these impending changes by creating a vision for an aligned profession (*see page 5*) and hosting a broad-based discussion of implications for the workforce across all the programs. Seven priority areas were identified (*see text box below*) to shape strategies for redesign. Addressing these priorities is vital for ensuring that PI 34 considers the needs of early childhood education and care licensed teachers in diverse settings.

Implementation Priorities

The work group identified the following implementation priorities as vital for ensuring that PI 34 addresses the needs of the early childhood education and care licensed teachers in diverse settings:

Priority A: Define the roles and responsibilities of the various agencies, associations, programs, and teachers in early childhood systems. Clarify rules, develop interagency agreements, and design work plans to enhance collaboration and maximizing resources.

Priority B: Provide training and information about PI 34 and the early childhood professional development system to all agencies involved.

Priority C: Develop strategies to identify, access, and support professional development teams in school and non-school or community settings.

Priority D: Develop strategies to identify, access, and support mentors for teachers in school and non-school or community settings.

Priority E: Design and implement models for professional development plans that build upon professional development portfolios.

Priority F: Engage in collaborative planning and braided funding for the existing systems for efficiency and maximum impact.

Priority G: Expand and enhance articulation among the Wisconsin Technical College System, the University of Wisconsin System, and Wisconsin's Independent Colleges and Universities within the framework of PI 34.

Within each priority area, the workgroup identified general strategies and specific steps for implementing PI 34 within the field. These priorities and their strategies are founded on the recognition that DPI is the state agency with the lead role in implementing PI 34. Yet, the priorities acknowledge the need for several other state agencies and early childhood associations to take key roles in implementing a system that will work for the broad early childhood education and care field.

The early questions and ideas presented by the workgroup began to shape development of PI34 activities within DPI and other stakeholder agencies and associations. The following section provides strategies that support the ongoing vision and re-design efforts that are moving these priorities forward within the early childhood education and care work force.

Strategies for Priority A

Define Responsibilities

The work group held a number of meetings and workshops to begin to define roles and responsibilities in the Birth to 3, Head Start, and child care communities. Committee members brought issues back to their constituents for discussion and guidance. Efforts need to continue to formally define responsibilities and to ensure that responsibilities and implementation strategies are reflected in the PI 34 rules, policies, and best practice.

The current rules do not clearly define the roles for non-school stakeholders. Related to early childhood stakeholders, for example, the work group recommends that PI 34 be revised to include any public or private agency required to employ licensed staff. It will be vital to clarify PI 34.246 rules:

- The DHFS Birth to 3 Program requires DPI-licensed early childhood special education teachers and allows the use of other DPI licenses. However, the Birth to 3 program is not typically considered a school program. Birth to 3 statutes, HFS 90, have minimal requirements for ongoing professional development.
- Local Head Start programs determine their own hiring practices with direction from federal Head Start Performance Standards. These federal standards place increasing emphasis on employment of teachers with associate and bachelor degrees and have extensive requirements for ongoing professional development. However, Head Start is not typically considered a school program.
- Child care programs determine their own hiring practices. Day Care licensing standards do not require employment of teachers with associate and bachelor degrees, but some child care centers hire teachers with degrees. Day care licensing has minimal requirements for ongoing professional development.

Develop Interagency Agreements and/or Implementation Plans

The work group process began interagency planning among the following state agencies and related state level organizations and associations:

- DPI for teacher licensing;
- Department of Health and Family Services (DHFS) for the Birth to 3 Program and child care licensing;
- Department of Workforce Development (DWD) for the child care programs quality and subsidy programs:
 - The Registry;
 - Wisconsin Early Childhood Association (WECA);
 - Wisconsin Child Care Resource and Referral Network (WCCR&R);
 - Wisconsin Child Care Improvement Project (WCCIP); and
 - Wisconsin Head Start Collaboration Project
 - Wisconsin Head Start Association

This planning needs to continue to facilitate the definition of roles and the alignment of resources. Formal interagency agreements, policies, and practices need to define roles and responsibilities for state and local agencies in regard to mentors, professional development planning, training opportunities, and alignment with other PI 34 components to result in

- A comprehensive career ladder that addresses education, experience, and compensation.
- Mechanisms to align existing resources and professional development systems.

Note: *The original intent of PI 34 funding was that funds would follow each initial teacher. This would have been an appropriate way to assist in implementation in non-school settings. Since this approach has not yet been funded by the state legislature, DPI needs to continue to find ways to fund implementation strategies through resource alignment and additional funding.*

Strategies for Priority B

Provide Training and Information about PI 34

Informational materials are being developed, and several workshops have already been held to share information about PI 34 specifically related to early care and education. More needs to be done to provide ongoing training and up-to-date information to the early childhood community, including:

- Continue to develop specific material for community settings and non-school employers as well as companion guidance documents on mentoring, professional development teams, and electronic portfolios. Align these materials with the Wisconsin Career Guide, include language and principles from the early childhood field, and address issues in non-school settings.
- Provide information to DPI staff, school districts, CESAs, Licensing Renewal Support Centers and the PK-16 Council about the array of early childhood education and care programs, their support systems, and the importance of schools working with the early childhood community in order to move to the vision.

Strategies for Priority C

Identify and Support Professional Development Teams

Professional development teams will need to be designed and be informed, based on the unique roles and responsibilities of early childhood teachers in both school and non-school settings. Approaches need to ensure that these teams are knowledgeable about early childhood programming and that the teams are accessible to licensed teachers who are non-school employees. Consideration needs to be given to team members from two- and four-year higher education programs, including involving out-of-state institutions. Decisions must be made about funding the teams.

Strategies for Priority D

Identify and Support Qualified Mentors

Mentors for early childhood teachers will need to be knowledgeable about the PI 34 teacher standards, the Wisconsin Model Early Learning Standards, and the unique roles and responsibilities of early childhood teachers in non-school settings. The work group recommends

- Including mentor roles in other early childhood systems such as the Head Start literacy mentors and persons trained through the child care mentor courses in the PI 34 system.
- Expanding access to mentoring courses and information, such as the early childhood mentoring resource and on-line early childhood mentoring courses offered by CESA.

Strategies for Priority E

Design and Implement Models for Individual Professional Development Plans

Design and implement models for individual professional development plans that are built upon professional portfolios: Portfolios are required at the preservice level and the master educator level. The work group recommends developing a portfolio and professional development plan system that can be used by all early childhood teachers. To address the unique needs of early care and education:

- Professional competencies as demonstrated in portfolios, especially electronic portfolios, should support articulation across Associate's Degree, Bachelor's Degree, and Master's Degree programs.
- Universities should be encouraged to develop electronic portfolios that address the unique knowledge, skills, and dispositions necessary for teachers of young children.
- State level inservice training by agencies and associations should be coordinated to align and support individual professional development plans.
- Electronic professional development plans should be created that provide easy access to training calendars and assist in updating portfolios.

Strategies for Priority F

Engage in Collaborative Planning and Joint Funding

The PI 34 early childhood work group has partnered with the Wisconsin Early Childhood Collaborating Partners Professional Development Initiative to begin collaborative planning system development, and funding approaches on the state, regional, and local level to maximize existing resources and align approaches. These efforts recognize and involve the existing early childhood professional development resources and provide the foundation for

exploring the future early childhood education and care professional development system. These collaborations resulted in the DPI funding of Licensing Renewal Centers to support the licensing renewal needs of non-district teachers. The following additional strategies have been identified.

- Ensure the Licensing Renewal Centers actively involve early childhood stakeholders in the design of the Centers.
- Develop formal mechanisms for communication and collaboration to create the vision for professional development including
 - PK-16 Council.
 - Wisconsin Early Childhood Collaborating Partners Professional Development Initiative.
 - Licensing Renewal Centers.
 - Other early childhood professional development systems.
- Take specific efforts to
 - Support articulation efforts by defining system-wide core competencies.
 - Align child care Registry levels, licensing approaches, and data collection.
 - Create a common approach to statewide conferences and workshops, web-based training calendars, and opportunities for professional development planning.
 - Address the discrepancies in wages.
- Ensure that all future PI 34 implementation activities, workshops, and grants should include the early childhood stakeholders to address the unique needs of the field.

Strategies for Priority G

Higher Education Articulation

The Technical College System educates many of the child care and Head Start teachers in preservice associate degree programs and through in-service courses. The University of Wisconsin System and Wisconsin's independent colleges and universities educate teachers in child care and Head Start with bachelor degrees and those licensed teachers in all settings.

These systems are actively working to develop articulation from associate degree programs to bachelor degree programs. PI 34 ensures that these programs will educate teachers in the full range of services for children beginning at birth.

- These teacher-training programs should be informed and involved in PI 34 redesign and the promotion of the new Wisconsin Model Early Learning Standards.
- Multiple delivery formats for education and training, including on-line, distance education, and collaborative community-based training, are necessary so that professional development is accessible to those working in various settings.

Specific Strategies for School District Teachers in Community Settings

Note: DPI-licensed early childhood teachers are employed by public schools and other early childhood programs. The initial Vision, Overview and Implications, and the Priorities and Strategies sections of this report addressing implementation of PI 34 on the broad early childhood education and care work force. Once the work group identified the implications and strategies of PI 34 on the early childhood work force as a whole, it began to discuss the different needs of each program area. Clearly, while all programs have common priorities, the strategies are different as they address implementation in specific Birth to 3 early intervention, Head Start, and child care settings. This section provides a “stand alone” description of the strategies as they apply to supporting school district teachers who are delivering services in community settings.

PI 34 offers opportunities for the Wisconsin Department of Public Instruction to strengthen their professional development systems for early childhood special education and four-year-old kindergarten teachers who work in community settings such as child care and Head Start. As the lead agency for early childhood special education and four-year-old kindergarten, DPI should consider these priorities and strategies:

Strategies for Priority A Define Responsibilities

The DPI should make special efforts to define specifically how PI 34 will be implemented for early childhood special education and four-year-old kindergarten teachers working in community settings. This will require continued collaboration between the DPI (Special Education, Bright Beginnings/Family-Community-School Partnerships, and Licensing Teams) and those agencies and programs that are responsible for the community programs.

Strategies for Priority B Provide Training and Information about PI 34

DPI should ensure that school districts, CESAs, and the new Licensing Renewal Centers are informed about the implications for PI 34 in non-school settings. DPI should also continue to support efforts to build an aligned professional development system for early childhood education and care.

Strategies for Priority C Identify and Support Professional Development Teams

Develop models for professional development teams specifically for those teachers employed by schools but teaching in community programs. These models can include collaborative efforts with other school districts,

CESAs, counties, DHFS regions, Licensing Renewal Centers, and other early childhood providers.

Strategies for Priority D Identify and Support Qualified Mentors

PI 34 requires qualified mentors to support initial teachers. A pool of 808/809 licensed mentors should be identified and supported to ensure that mentors are knowledgeable about the unique needs of teachers working in community settings.

Strategies for Priority E Models for Individual Professional Development Plans

DPI should design and implement models for individual professional development plans that are built upon professional portfolios. Universities and technical colleges should be encouraged to work with university programs to design electronic portfolios that address the unique knowledge, skills, and dispositions necessary for providing early intervention and special education services to young children and their families. DPI should promote the use of electronic portfolios for all teachers that would inform Professional Development Plans developed under PI 34.

Strategies for Priority F Engage in Collaborative Planning and Joint Funding

The state agencies should engage in collaborative planning to determine goals and outcomes for an aligned system. By working together, existing resources will be maximized and collaborative funding will enhance the vision for an aligned professional development system. While individual systems hold their own responsibilities, the vision can only be accomplished through collaboration and partnerships. DPI system should define ways to promote collaborative partnerships among counties, DHFS regions, school districts, and/or CESAs, Head Start programs, child care programs and other EC providers.

Strategies for Priority G Higher Education Articulation

The university campuses and Wisconsin independent colleges and universities educate the special education teachers working in early childhood special education and kindergarten teachers. PI 34 ensures that these programs will educate teachers in the full range of services for children beginning at birth. DPI will need to explore ways to continue to influence these teacher training programs so that they address best practice, including the Wisconsin Model Early Learning Standards, family partnerships, as well as the provision of services to children three through five years of age with disabilities in community settings.

Specific Strategies for Licensed Special Educators in DHFS/County Birth to 3 Early Intervention Programs

Note: DPI-licensed early childhood teachers are employed by public schools and other early childhood programs. The initial Vision, Overview, and Implications, and the Priorities and Strategies sections of this report addressed implementation of PI 34 for the broad early childhood education and care workforce. Once the workgroup identified the implications and strategies of PI 34 on the early childhood workforce as a whole, it began to discuss the different needs within each program area. Clearly, while all programs have common priorities, the strategies are different as they address implementing PI 34 in specific Birth to 3 early intervention, Head Start, and child care settings. This section provides a “stand alone” description of the strategies as they apply to supporting licensed special educators in county Birth to 3 early intervention programs.

PI 34 offers opportunities for the Wisconsin Birth to 3 program to strengthen its professional development system. A statewide professional development system supports the Birth to 3 Program’s delivery of services in home and community settings, the utilization of DPI licensed special educators, and the collaboration with other early childhood programs. There are a number of strategies to enhance the existing Birth to 3 training and technical assistance system and support the development of the PI 34 early childhood professional development system. As the lead agency for the Birth to 3 Program, the Department of Health and Family Services (DHFS) Birth to 3 Program Office should consider the following:

Strategies for Priority A Define Responsibilities

The DHFS Birth to 3 Program Office should develop a plan that defines specifically how PI 34 will be implemented for DPI licensed employees in Birth to 3 programs. This plan would assign to the county agency and/or its contracted providers the responsibilities defined in PI 34.17(2) for providing 1) ongoing orientation; 2) support seminars that reflect the teacher standards and the mission and goals of agency/program; and 3) a qualified mentor. These responsibilities may be met through interagency agreements or partnerships with DPI, other Birth to 3 Programs, school districts, CESAs, License Renewal Support Centers, or other collaborative mechanisms.

Strategies for Priority B

Provide Information and Training about PI 34

As the lead agency for the Birth to 3 Program, the Birth to 3 Program Office should ensure that DHFS, the Birth to 3 Interagency Coordinating Council, and county administrative agencies related to PI 34 are informed about the responsibilities of PI 34 and the efforts to build a cohesive early childhood professional development system.

Strategies for Priority C

Identify Professional Development Teams

DHFS should identify ways to establish professional development teams for those employed in Birth to 3 Programs through collaborative efforts with other counties, DHFS regions, school districts, CESAs, universities, License Renewal Support Centers, and/or other early childhood providers. DHFS should work with DPI to define the unique make up the team members.

Strategies for Priority D

Identify and Support Qualified Mentors

PI 34 requires qualified mentors to support initial teachers. A pool of 808/809 licensed mentors should be identified and supported to ensure that mentors are knowledgeable about the unique needs of early interventionists. This may occur at the county level, be built into the responsibilities of the Birth to 3 training and technical assistance system (WPDP and RESource), and/or be connected to the License Renewal Support Centers.

Strategies for Priority E

Models for Individual Professional Development Plans

DHFS-Birth to 3 Office should design and implement models for individual professional development plans that are built upon professional portfolios. Birth to 3 personnel development projects should work with university programs to design electronic portfolios that address the unique knowledge, skills, and dispositions necessary for providing Birth to 3 services to infants and toddlers, and their families.

Strategies for Priority F

Engage in Collaborative Planning and Joint Funding

The Birth to 3 Program Office, working through their own professional development system, the Wisconsin Personnel Development Project, should engage in collaborative planning to determine goals and outcomes for an aligned system. By working together, existing resources will be maximized and collaborative funding will enhance the vision for an aligned professional development system. While individual systems hold their own responsibilities, the vision can only be accomplished through collaboration and partnerships. The Birth to 3 system should define ways to establish collaborative partners with other counties, DHFS regions, school districts, and/or CESAs, Head Start programs, child care programs, and other early childhood providers.

Strategies for Priority G

Higher Education Articulation

The university campuses and Wisconsin's independent colleges and universities educate the special education teachers involved in Birth to 3 Programs. PI 34 ensures that these programs will educate teachers in the full range of services for children beginning at birth. DHFS will need to explore ways to continue to influence these teacher-training programs so that they address best practice in the provision of services to children between birth to 3 and their families as well as the provision of services to young children with disabilities in community settings.

Specific Strategies for Licensed Teachers in Head Start and Early Head Start

Note: DPI-licensed early childhood teachers are employed by public schools and other early childhood programs. The initial Vision, Overview, and Implications, and the Priorities and Strategies sections of this report addressed implementation of PI 34 on the broad early childhood education and care work force. Once the work group identified the implications and strategies of PI 34 on the early childhood workforce, it began to discuss the different needs of each program area. Clearly, while all programs have common priorities, the strategies are different as they address implementation in specific Birth to 3 early intervention, Head Start, and child care settings. This section provides a “stand alone” description of the strategies as they apply to supporting licensed teachers who are working in Head Start programs.

PI 34 offers opportunities for Wisconsin Head Start programs to utilize and strengthen their professional development system to ensure that teachers have opportunities to progress from an initial teacher license to a professional educator license. PI 34 will support current efforts to further the education of Head Start providers, to increase the articulation from the technical college to the university system, as well as recruit and retain teachers with degrees and licenses. PI 34 will require that all DPI licensed teachers graduating after August 2004 participate in a system of professional development that includes mentoring and continuing professional growth to achieve the ten state teacher standards. This system includes competency-based higher education that incorporates the state teacher standards as well as mentoring and ongoing professional development for employed teachers. It will be important for Head Start programs to have access to these systems of professional development so that new graduates will continue to see Head Start as an employment opportunity. PI 34 can also support the federal priority for employment of Head Start teachers with bachelor degrees.

These strategies provide a unique opportunity to align state efforts with the new Head Start technical assistance system which is designed to support Head Start agencies in developing training and technical assistance plans. PI 34 offers a common strategy for Head Start agencies to develop individual professional development plans that will help form the overall agency training plan. PI 34 can also guide the Head Start Regional Office, Head Start State Collaboration Project, and Head Start Association as they support the ongoing professional development for Head Start staff.

Strategies for Priority A Define Responsibilities

Federal Head Start Performance Standards define responsibilities for professional development. Head Start grantees are responsible for the operation of their programs. Each Head Start director should develop training plans that would align their federal requirements with the responsibilities defined in PI 34.17(2) for providing 1) ongoing orientation; 2) support seminars that reflect the teacher standards and the mission and goals of agency/program; and 3) a qualified mentor.

Strategies for Priority B Provide Training and Information about PI 34

The Wisconsin Head Start Association and/or Wisconsin Head Start State Collaboration Project should provide information and materials to Head Start directors related to PI 34. The Head Start Regional Office should also receive this information to assist them in supporting program quality.

Strategies for Priority C Identify and Support Professional Development Teams

Licensed Head Start staff will need to have access to a professional development team to support on going professional development and mentoring. Members of this team are defined by PI 34 and include peers, administrators, and higher education. This could be accomplished through state, regional, or local program efforts. Team members must participate in a DPI training to be team members. Head Start needs to work with DPI to define the unique make up the team members.

Strategies for Priority D Identify and Support Qualified Mentors

PI 34 requires qualified mentors to support initial teachers. Individual Head Start programs may consider broadening the role of their existing literacy mentors to include supporting teachers in implementing their professional development plans. The Regional Office, Wisconsin Head Start Association, and Collaboration Project may also be instrumental in the identification and support of mentors that would be available on the state or regional level. Mentor systems may occur at the individual Head Start program level, be built into the new Head Start technical assistance system, and/or be connected to the License Renewal Support Centers.

Strategies for Priority E

Models for Individual Professional Development Plans

Head Start programs develop professional development plans for their staff, and alignment of the PI 34 approaches will be vital. The new Head Start technical assistance system will offer opportunities to support this alignment as they guide program planning and professional development opportunities. Several approaches are especially relevant.

- Collaboration between the Head Start State Conference and other state-level conferences.
- Access to electronic professional development portfolios, professional development plans, and professional development teams.
- Consideration of the state teacher standards in the development of Head Start training. (See page 15, column 1, paragraph 2 “ten state teacher standards.”)
- Making Head Start staff aware of PI 34 and other early childhood professional development opportunities throughout the state.

Strategies for Priority F

Engage in Collaborative Planning and Joint Funding

As the Head Start Regional Office redesigns the state training and technical assistance systems, it is imperative that they consider the priorities of PI 34 and the vision for

an aligned early childhood professional development system. The Head Start Association and the Head Start State Collaboration project should continue their participation in collaborative planning to determine goals and outcomes for an aligned professional development system. System alignment should encourage Head Start participation in community, regional, or state training opportunities, as well as allowing other early childhood systems to participate in training events sponsored by Head Start. By working together, existing resources will be maximized and collaborative funding will enhance the vision for an aligned professional development system. While individual systems hold their own responsibilities, the vision can only be accomplished through collaboration and partnerships.

Strategies for Priority G

Higher Education Articulation

Head Start teachers may receive associate degrees through the technical college system or bachelor degrees through public and private universities and colleges. Articulation between these systems will be important for teachers wanting to continue to advance their formal coursework. The Collaboration Project needs to continue to play an active role in articulation efforts in the state.

Specific Strategies for Licensed Teachers in Child Care Settings

Note: *DPI-licensed early childhood teachers are employed by public schools and other early childhood programs. The initial Vision, Overview, and Implications, and the Priorities and Strategies sections of this report addressed implementation of PI 34 on the broad early childhood education and care workforce. Once the work group identified the implications and strategies of PI 34 on the early childhood workforce as a whole, it began to discuss the different needs within each program area. Clearly, while all programs have common priorities, the strategies are different as they address implementation in specific Birth to 3 early intervention, Head Start, and child care settings. This section provides a “stand alone” description of the strategies as they apply to supporting licensed teachers who are employed by child care programs.*

PI 34 offers opportunities for the Wisconsin child care community to utilize and strengthen their professional development systems to support the raising of professional standards in the child care field. PI 34 will support current efforts to further the education of child care providers, increase the articulation from the technical college to the university system, as well as recruit and retain teachers with degrees and licenses. PI 34 will require that all DPI-licensed teachers graduating after August 2004 participate in a system of professional development that includes mentoring and continuing professional growth to achieve the ten state teacher standards. This system includes competency-based higher education that incorporates the state teacher standards as well as mentoring and ongoing professional development for employed teachers. It will be important for child care teachers to have access to these systems of professional development so that new graduates will see child care as an employment opportunity.

These strategies can guide The Department of Workforce Development (DWD), the Department of Health and Family Service (DHFS), and the child care community as they consider the priorities for PI 34.

Strategies for Priority A Define Responsibilities

The definition of responsibilities within the child care community is complicated. Two state agencies currently have some responsibility related to professional development for child care providers. The Department of Health and Family Service (DHFS) Regulation and Licensing oversees the state rules that define the requirements for child care providers and works with the technical college system in regard to the child care provider associate degree programs. The Department of Workforce Development (DWD) assists in funding several professional development programs that support child care providers. Child

Care Resource and Referral Agencies and the Child Care Resource and Referral Network (CCR&R) provide information and/or deliver training opportunities, technical assistance opportunities, and other resources for child care providers. The Child Care Information Center (CCIC) provides educational materials and early care and education research to child care providers, teachers, parents, instructors, policy makers, and other interested parties. The T-Net is a web-based calendar of training opportunities. The Wisconsin Early Childhood Association (WECA) administers the TEACH scholarship program to promote access to credit-based higher education and encourage retention in the field. The Registry, now self-funded, issues professional recognition certificates that identify credit-based training completed, professional involvement, and child care experience. In addition, while facing serious funding issues, the Wisconsin Mentor Teacher Program has previously connected experienced early care and education providers to new child care workers, and provided opportunity for shared learning through curriculum offered at the technical college level.

Extensive efforts need to occur to develop a common philosophy and approach to the profession and the people who work with young children. The lack of a comprehensive approach results in huge disparities in compensation, retention, and professional development. DWD, DHFS, DPI, and other state-wide and local child care organizations need to work together to define roles, examine existing systems, and make recommendations for alignment with PI 34. Interagency planning and partnerships can lay a foundation for role and responsibility determination. Consideration needs to be given particularly to:

- Defining public policy that supports a comprehensive career ladder that addresses education, experience, and compensation. Further conversations are needed to discuss equitability in compensation between a DPI licensed teacher in a public school setting and a DPI licensed teacher in the early care and education profession, and to develop public policy resulting in equal compensation. DHFS day care rules and regulations should explore how the rules could support alignment with PI 34, development of a common career ladder, and align data collection.
- The Registry has already taken major steps toward this vision by:
 - Moving to incorporate all relevant DPI early childhood level licenses and utilize language consistent with PI 34 in the Registry career ladder.
 - Expanding the web-based T-Net training network to include Head Start and school based trainings and align with the Birth to 3 events training calendar.

Strategies for Priority B

Provide Training and Information about PI 34

At this time, there is no clear mechanism to provide training and information about PI 34 to the child care community. This information needs to be provided to the state departments so they can make meaningful decisions on the roles and responsibilities for dissemination of information. Clear information also needs to be provided to child care program support networks, associations, other group and family child care organizations, as well as the child care providers themselves. Key department and stakeholder association leadership needs to design a plan on the best way to disseminate this information.

Strategies for Priority C

Identify and Support Professional Development Teams

DPI-licensed child care providers and teachers will need to have access to a Professional Development team to support on going professional development. Members of this team are defined by PI 34 and include peers, administrators, and higher level educators. This could be accomplished through state, regional, the License Renewal Support Centers, or local program efforts. The child care community needs to be included in discussion with other DPI licensed professionals to explore how all DPI licensed teachers will access these teams. Strategies should be found to utilize CRR, CRR Network, WCCIP, WECA, and The Registry as components of professional development teams. Ways to work with the Registry or DRL-licensed personnel to determine if child care personnel can be eligible to function as members of professional development teams need to be explored. In addition, utilization of non-school personnel, specific Registry levels, or DRL licensed personnel members on professional development teams needs to be considered.

Strategies for Priority D

Identify and Support Qualified Mentors

PI 34 requires qualified mentors to support initial teachers. There is currently a child care mentor curriculum at the technical college level. This two-credit mentoring training could be reviewed and redesigned to also incorporate the state teacher standards and PI 34 requirements for mentors. This curriculum should be accessible and affordable to all early care and education professionals. Curriculum will need to be available at alternative times, and through multiple delivery formats. **The systems should consider ways to support child care teachers to become qualified DPI mentors.**

Strategies for Priority E

Models for Individual Professional Development Plans

The Registry career levels provide a framework for professional development for child care providers. The Registry board has begun efforts to align these levels with the PI 34 early childhood levels and should expand their efforts to consider alignment of the state teacher standards and utilization of portfolios and electronic formats.

DHFS, DWD, and child care agencies and associations should support the design and implementation of models for individual professional development plans that are built upon Registry levels and professional portfolios. The technical and university systems should be encouraged to design electronic portfolios that address the unique knowledge, skills, and dispositions necessary for providers and teachers of young children.

Strategies for Priority F

Engage in Collaborative Planning and Joint Funding

In light of recent state budget cuts to the child care training and technical assistance support system, it is imperative that DWD, DPI, and DHFS consider the priorities of PI 34 and the vision for an aligned early childhood professional development system. The child care community should continue their participation in collaborative planning to establish goals and outcomes for an aligned professional development system. By working together, existing resources will be maximized and collaborative funding will enhance the vision for an aligned professional development system. While individual systems hold their own responsibilities, the vision can only be accomplished through collaboration and partnerships. DWD, DPI, DHFS, and the child care community should define ways to become collaborative partners with other child care programs, school districts and/or CESAs, Head Start programs, Birth to 3 programs, and other EC providers.

Multiple training opportunities need to be available to the individual across Birth to Three, Head Start, child care, and public school. This training needs to be delivered through a coordinated and connected effort. Emphasis must be made to assure that current systems in place are not harmed or replaced, but instead enhanced to meet the broader needs of the child care field. Professional development systems need to be broadened to encompass the full child care field.

Strategies for Priority G

Higher Education Articulation

Articulation efforts need to be strengthened between 2- and 4-year institutions of higher education to assure the on-going efforts of professional development for the early care and education field. Child Care trainings should become more credit- and competency-based and open to a broader audience.

Wisconsin Ten Teacher Standards as Applied in Early Childhood

An Early Childhood Education (ECE) Initial Licensure Teacher needs to be able to demonstrate proficient performance in the knowledge, skills, and dispositions to teach children birth through age 8 through attainment of the following ten standards:

Standard 1

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

The ECE teacher understands and uses appropriate strategies to develop curriculum approaches, create lesson plans, and manage a learning environment for young children birth to age eight that provides for all of the following:

- Is based on the interrelationships among child development, learning theory, and education research.
- Is implemented through a balanced and integrated curriculum for the early childhood level which emphasizes play, active manipulation of concrete materials, independence in daily living, exploration of the environment, problem solving, and decision making.
- Incorporates best practices in the areas of children's literacy, environmental education, mathematics, motor development, physical and mental health, science, and social science.
- Integrated content areas such as creative arts, music, and literature through adult and child initiated themes.
- Meets the unique needs of a diverse group of young children and builds upon their strengths.

Standard 2

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

The ECE teacher understands the principles and theories of child growth and development and learning theory as appropriate to children birth through age 8.

Standard 3

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

The ECE teacher understands the wide variability in normal child development, as well as risk factors, and

developmental patterns and delays. The teacher is able to identify, adapt the curriculum for, and seek additional resources to teach children birth through age 8 with special needs and talents.

Standard 4

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

The ECE teacher understands the characteristics of play and implements curricular activities that contribute to the cognitive, social, emotional, communication, motor development and learning theory of children birth through age 8.

Standard 5

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.

The ECE teacher uses theories and principles of classroom organization and management based upon child development and learning of children birth through age 8 to create a learning environment that fosters friendships and interactions with others.

The ECE teacher understands and uses methods for organizing and team teaching in collaboration with parents and other professionals to maximize the children's development through appropriate use of strategies, materials, equipment, and technology.

Standard 6

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The ECE teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interactions in the classroom.

The ECE teacher understands and applies principles of program and staff development, supervision and evaluation of support staff.

The ECE teacher understands and applies appropriate principles of professionalism and confidentiality.

Standard 7

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

The ECE teacher understands and implements instructional approaches that contribute to the practical application of basic skills, preparation of pupils for work including career exploration, and employability skills and attitudes.

Standard 8

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

The ECE teacher applies developmentally appropriate formal and informal assessment of infant and young children's cognitive, social, emotional, communication, motor, adaptive, and physical skills—including vision and hearing development—for initial and ongoing planning and evaluation or progress.

Standard 9

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

The ECE teacher understands, implements, and as a reflective practitioner, evaluates developmentally appropriate curricular choices upon child development, learning theory, and research for all children birth through age eight.

The ECE teacher actively seeks out opportunities to grow professionally.

Standard 10

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students learning and well-being.

The ECE teacher understands and uses appropriate communication skills for working with other persons involved in early childhood settings including parents, volunteers, support staff, special education, and pupil services personnel, and professionals from other disciplines.

The ECE teacher understands and uses appropriate communication skills for working with advisory groups, community agencies, and other resources.

The ECE teacher understands and uses appropriate strategies designed to develop skills in supporting families from diverse backgrounds as well as in promoting parent education and family involvement in the early childhood level program.

PI 34 Opportunities within Early Childhood Education and Care

Related Program Area	PI 34 Opportunities	Number of DPI Licensed Teachers 2002-2003
Early Childhood Special Education	PI 34 offers opportunities for the DPI to strengthen their professional development systems for early childhood special educators that work in community settings such as child care and Head Start.	722 assigned teachers with licensed EC special education and 60 with emergency licenses
Four-year old kindergarten in community settings	PI 34 offers opportunities for the DPI to strengthen their professional development systems for 4-year-old kindergarten teachers who work in community settings such as child care and Head Start.	3,540 assigned KG, K3, K4 and 53 with emergency licenses
Birth to 3 Early Intervention	A statewide professional development system supports the Birth to 3 Program's delivery of services in home and community settings, its utilization of DPI-licensed special educators, and the collaboration with other early childhood programs. There are a number of strategies to enhance the existing Birth to 3 training and technical assistance system and support the development of the PI 34 early childhood professional development system.	3,819 PK-3 with EC licenses and 56 with emergency licenses 174 teachers reported on 2003 personnel reports accounting for 90.6 FTE. This represents all licensed teachers, including those with emergency licenses.
Head Start	PI 34 offers opportunities for Wisconsin Head Start programs to utilize and strengthen their professional development systems to ensure that teachers have opportunities to progress from an initial teacher license to a professional educator license. It will be important for Head Start programs to have access to these systems of professional development so that new graduates will continue to see Head Start as an employment opportunity.	807 teachers 292 with BA
Child Care	PI 34 offers opportunities for the Wisconsin child care community to utilize and strengthen their professional development systems to support the "professionalization" of the child care field. It will support current efforts to further the education of child care providers, increase the articulation from the technical college to the university system, as well as recruit and retain teachers with degrees and licenses. It will be important for child care teachers to have access to these systems of professional development so that new graduates will see child care as an employment opportunity.	40,000 in the workforce 1,953 at Level 7 or higher on the Registry (<i>they may or may not have a DPI license but do have a BA degree</i>)

Existing Professional Development Structures within Early Childhood Education and Care

Related Program Area	Responsible Agencies	Licensing and Professional Development Requirements	Existing Structures Providing Professional Development Opportunities
Early Childhood Special Education	Department of Public Instruction, CESAs and School Districts	All early childhood special education teachers must have a 808/809 license from DPI	<ul style="list-style-type: none"> • Universities and Colleges • CESA offerings • School District offerings • Related associations and conferences
Four-year old kindergarten in community settings	Department of Public Instruction, CESAs and School Districts	All four-year old kindergarten teachers must have an appropriate license by DPI including	<ul style="list-style-type: none"> • Universities and Colleges • CESA offerings • School District offerings • Related associations and conferences
Birth to 3 Early Intervention	Department of Health and Family Services and county administrative agencies:	Each county is required to have access to an 808/809 licensed special educator.	<ul style="list-style-type: none"> • Universities and Colleges • Waisman Early Intervention Professional Development Project • County offerings • Related associations and conferences
Head Start	Local Wisconsin Head Start Grantees	There is no system of licensure for Head Start. Federal Head Start regulations set standards for the percent of lead teachers that must hold a BA. DPI licenses are not required, local grantees determine educational requirements and many require licenses. They may participate in the Registry.	<ul style="list-style-type: none"> • Universities and Colleges • Technical Colleges • Head Start Region V • Head Start Grantees • Related associations and conferences
Child Care	Department of Health and Family Services (licensing), Department of Workforce Development (subsidies and quality improvement projects), and local child care programs	There is no system of licensure for child care teachers. Individuals participate in The Registry as a record of their attainment.	<ul style="list-style-type: none"> • Technical Colleges • DHFS quality improvement projects such as Resource and Referral Agencies, Wisconsin Child Care Improvement Project, and Child Care Information Center • TEACH Scholarship Programs • Related associations and conferences

Entry Level Requirements for All Early Education and Care Teachers

Program	Education Required	Experience Required	Minimum Age	Back-ground Check
Position				
DPI – Public School				
PK - 3 Teacher	Bachelor: Education DPI license 3.06 & 3.065	None	None	Yes - DPI
Early Childhood Special Education (ECSE)	Bachelor: Early Childhood Special Education DPI license 808 or 809	None	None	Yes - DPI
Special Education Aide	None DPI license 3.39	None	18	Yes - DPI
Regular Education Paraprofessional	2 year Associate as defined for Title I programs.	None	None	No – school may require
DHFS				
Birth to 3 Program – Special Instruction	Bachelor: Early Childhood Special Education DPI license 808 or 809	None	None	Yes - DPI
Head Start				
Program Coordinator	BA or MA*	*	*	Yes - DHFS
Teachers (Birth – 5)	CDA, 2 year Associate, or BA*	*	*	Yes - DHFS
Assistant	EC1 or equivalent (40 hrs)	*	*	Yes - DHFS
Child Care Centers Accredited				
Teacher	CDA/Registry 2 1 yr diploma	80 full days or 120 1/2 days in licensed facility	18	Yes - DHFS
Assistant	EC1 & EC 2 or equivalent	None	18	Yes - DHFS
Child Care Centers Non Accredited				
Teacher	HS diploma or equivalent EC1 & EC2 or equivalent	80 full days or 120 1/2 days in licensed. facility	18	Yes - DHFS
Teacher Assistant	EC1 or equivalent (40 hrs) w/in 6 mo of employment	None	18	Yes - DHFS
Family Child Care Programs				
Licensed	40 hrs course or 3 credits w/in 6 mo of employment Additional 10 hr course for infant/toddler		18	Yes - DHFS
Certified	15-20 hr course	None	18	Yes - DHFS
Provisional	None	None	18	Yes - DHFS

**Individual Head Start programs determine requirements.*

Wisconsin Early Care and Education Career Guide, <http://www.collaboratingpartners.com/wececg.html>

Other Information on Early Childhood Education and Care Professionals

Related Program Area	Salary Range	Workforce Stability Turnover Rate	Education
Early Childhood Special Education	Range from \$27,952 (starting teacher) to \$40,910.	12%	100% with 4-year degree and appropriate teacher license
Four-year-old kindergarten in community settings	Range from \$27,952 (starting teacher) to \$40,910.	12%	99% with 4-year degree and appropriate teacher license
Birth to 3 Early Intervention	Payments for special instruction services range from \$18.50-\$80 per hour, depending on employing agency. This may not reflect teacher salary.	Data not available	100% with 4-year degree and appropriate teacher license
Head Start	Range from \$19,153 (without degree) to \$26,680 (with degree).	18%	55% with 2- or 4-year degree in early childhood or related degree
Child Care	73% of the child care workforce earns less than \$9/hour or \$18,720/year,	41%	28% with 2- or 4-year degree in any field

Data from the Wisconsin School Readiness Indicator Initiative: The Status of School Readiness Indicators in Wisconsin by the Wisconsin Council on Children and Families, Inc., September 2003.

Announcing the License Renewal Support Centers

Sixteen License Renewal Support Centers have been designated around the State. The primary purpose of these Centers is to provide PI 34 license renewal-related services to various licensed educators not employed by Wisconsin public schools. The secondary purpose is to provide assistance to licensed Wisconsin educators who wish to renew their license using a professional development plan in 2006, 2007, and 2008.

License Renewal Support Centers met in Madison in August and will meet with DPI every other month during the 2004/05 school year.

Centers will provide several services related to PI 34 including

- Identification and training of mentors.
- Identification and training for initial educator teams in all three categories of teacher, pupil service, and administrator.
- Facilitation of ongoing orientation and support seminars based on the Wisconsin educator standards for initial educators not employed by a local public school district.

- Assisting in creation of professional development plans.
- Management of the professional development review process.
- Training cohorts of professional educators using the state required model in the three categories of teacher, pupil service, and administrators.
- Providing a location for initial and professional educators to meet with professional development teams.
- Collaboration with regional partners to deliver necessary services.
- Carrying out other activities as requested by the Department of Public Instruction.

DPI contact for License Renewal Support Centers:

M. J. Best, Ph.D

125 S. Webster Street PO Box 7841

Madison, WI 53707-7841

Phone: 608-266-3089

Fax: 608-264-9558

maryjane.best-louther@dpi.state.wi.us

License Renewal Support Center Contacts

Support Center	Contact Name	Phone Number	Email Address
Brown Deer	Joan Naomi Steiner	414-371-6766	jsteiner@bdsd.k12.wi.us
CESA 01	Sandy Stefczak	262-787-9568	SStefczak@cesa1.k12.wi.us
CESA 03	Jeanetta Kirkpatrick	608-822-3276 X 260	jkirkpatrick@cesa3.k12.wi.us
CESA 05	Sue Wellnitz	608-742-8814	wellnitzs@cesa5.k12.wi.us
CESA 06	Linda Reetz	920-236-0584	lreetz@cesa6.k12.wi.us
CESA 07	Claire Wick	920-492-5960 X 647	cwick@cesa7.k12.wi.us
CESA 08	Glenn Bowers	1-800-831-6391 X 226	gbowers@cesa8.k12.wi.us
CESA 09	Jayne Werner	715-453-2141 X 222	jwerner@cesa9.k12.wi.us
CESA 10	Candyce Lund	715-720-2037	clund@cesa10.k12.wi.us
CESA 11	Connie Erickson	715-986-2020	conniee@cesa11.k12.wi.us
Wilmot	Janet Koroscik	262-862-9005 X 338	jkoroscik@wilmotconsortium.com
UW La Crosse/CESA 04	Beth Hartung	608-785-5405	hartung.beth@uwlax.edu
UW Milwaukee	Patricia Herdrich	414-229-2590	herdrich@uwm.edu
UW Superior/CESA 12/Northland	Cecilia Schrenker	715-394-8156	CSchrenk@uwsuper.edu
UW Whitewater/CESA 02	Robin Warden	262-472-5811	wardenr@uww.edu
Watertown	Karla Mullen	920-261-1511	bkmullen@charter.net

A Select Glossary of Terminology and Acronyms

Aides/Assistants/Paraprofessionals/Other Support Staff:

A term used by school and child care centers for support staff, including classroom support staff, bus drivers, bookkeepers, clerical staff, maintenance personnel, cafeteria workers, and program aides.

Birth to 3 Early Intervention Program: In accordance with Individuals With Disabilities Education Act Part C and through a comprehensive, multidisciplinary, and interagency program, the Wisconsin Birth to 3 Program serves infants and toddlers who are significantly developmentally delayed or are diagnosed as having a physical or mental condition which is likely to result in significant delayed development (HFS 90.04). The program is administered by the Department of Health and Family Services and is implemented in each county.

Child Care: The regular supervision of a child by a person other than the parents.

Child Care Teacher: A person in charge of planning, implementing, and supervising the daily activities of a group of children at a child care center. A child care teacher must be 18 years of age or older, have a high school diploma or its equivalent, have worked at least 80 days as a full-time assistant teacher or 120 days as a half-time assistant teacher, and have completed the course requirements outlined in the licensing regulations.

CESA: Cooperative Educational Services Agencies. CESAs are service units created by Wisconsin law (Chapter 116.01) that are “designed to serve educational needs in all areas of Wisconsin by serving as a link between school districts and between school districts and the state. CESAs may provide leadership, coordination and education services to school districts, University of Wisconsin System institutions, and technical colleges. CESAs may facilitate communication and cooperation among all public and private schools, agencies, and organizations that provide services to pupils.” There are twelve CESA regions in Wisconsin.

DPI: Wisconsin Department of Public Instruction administers programs including early childhood special education, four-year-old kindergarten, and the Head Start state supplement.

DWD: Wisconsin Department of Workforce Development administers programs including Wisconsin Shares

Child Care subsidy and other child care quality programs.

Early Childhood: Generally refers to the period of childhood encompassing birth to eight years of age.

Early Childhood Education and Care: A new term applied when more than one program (child care, Head Start, schools) are considered and/or blended to provide a more comprehensive approach to serving young children from birth to eight years of age.

Early Childhood Level: A Wisconsin Department of Public Instruction teacher licensing term meaning a license level to teach children birth through age 8.

Early Childhood Special Education (ECSE): In accordance with Individuals with Disabilities Education Act, Part B, Wisconsin school districts provide special education and related services to children with disabilities who meet the criteria defined in Chapter 115. ECSE services are provided to children from three to five years of age in a variety of settings including schools, child care, and Head Start. The Department of Public Instruction provides state-level oversight of special education. School districts are mandated to locate, identify, and evaluate children from birth to twenty-one who may be eligible for special education and related services. Each eligible child receives appropriate services in accordance with his/her Individualized Education Program (IEP). ECSE teachers are licensed in special education for birth through age 8.

Family Child Care: A child care program operating in the home of the provider. In Wisconsin, licensed family child care allows the provider to care for eight or fewer children under the age of seven.

Head Start: The largest preschool program in the United States is funded by the federal government to serve children ages three to five from low-income families. The type of program varies according to the need in each community. It is characterized by its comprehensive services and by its emphasis on parental involvement. This program includes education, health and developmental screening and services, nutrition and mental health services, and social, education, and support services for adults. This program also has an Early Head Start component which funds programs for infants and toddlers and their families.

Kindergarten, Public School: Programs operated by public school in accordance with state statutes. Wisconsin schools must make part-day kindergarten programs available to any child who turns 5 years old on September 1 of the school year. School districts may also offer full-day kindergarten programs or part-day 4-year-old kindergarten programs.

Mentoring Program: A program where more experienced workers pair up with inexperienced workers in order to assist them through the initiation period, to encourage reflection on the part of experienced workers, and to improve job performance.

T.E.A.C.H. Early Childhood® Project: Teacher Education and Compensation Helps. A program originating in North Carolina to provide statewide educational scholarship opportunities for child care center teachers, directors, and family child care providers who work in regulated settings. In return for a one year commitment to stay in the sponsoring center, a provider receives release time, travel stipend, a percentage of books and tuition paid for, and a bonus or wage increase when college coursework is completed.

The Registry: This is Wisconsin's recognition system for the Childhood Care and Education Profession. It acknowledges and highlights the training, experience, and professionalism that are vital to quality child care. Depending on the type of application selected, The Registry awards a certificate verifying that individuals have met all State of Wisconsin Department of Health and Family Services entry level and continuing education requirements. Training above and beyond those requirements along with experience and professional contributions are represented by the levels of the Registry's career ladder. All training is quantified by core knowledge areas as defined by the National Association for the Education of Young Children (NAEYC).

R&R: Wisconsin Child Care Resource and Referral Network. A statewide organization of community-based child care resource and referral agencies committed to building an inclusive, high quality child care/child development system. The mission of the network is to exercise leadership in the creation of such a system and to promote the professional growth and development of member agencies.

Wisconsin Technical College System (WCTS): A 16-district state network of higher education institutions whose thrust is to provide educational opportunities for individuals throughout their lives by offering a variety of programs emphasizing technical training for careers. Program offerings include Associate Degree,

Vocational Diploma, and Special Educational Services. Previously referred to as VTAE (Vocational, Technical and Adult Education).

WCCIC: Wisconsin Child Care Information Center. It is a mail-order lending library and information center serving anyone in Wisconsin working in the field of child care and early childhood education. WCCIC provides free information services, library services, and adult learning services to help child care professionals give the best possible start to Wisconsin's children.

WCCIP: Wisconsin Child Care Improvement Project. It's mission is to create and enhance quality child development services. This is done by acting as a catalyst to promote integrated/collaborative services; increasing the number of early childhood programs meeting national standards of quality; assisting existing child care programs that need support and stabilization; and educating and informing public policy decision makers. Training and consulting services are available under contract to help child care programs.

WDEC: The Wisconsin Division for Early Childhood (DEC) of the Council for Exceptional Children is a nonprofit membership organization designed for individuals who work with or on behalf of children with special needs, birth through age 8, and their families. Founded in 1973, the Division is dedicated to promoting policies and practices that support families and enhance the optimal development of children. Children with special needs include those who have disabilities, developmental delays, are gifted/talented, and are at risk of future developmental problems.

WEAC: Wisconsin Education Association Council. Wisconsin Education Association Council represents the public policy, labor and professional interests of its 97,000 members. The mission of the Wisconsin Education Association Council is to promote respect and support for quality public education and to provide for the professional and personal growth and economic welfare of its members.

WECA: Wisconsin Early Childhood Association. Wisconsin Early Childhood Association is an affiliate of the National Association for the Education of Young Children, a professional association dedicated to improving the quality of care and education provided to Wisconsin's young children.

WECCP: Wisconsin Early Childhood Collaborating Partners. A partnership of Wisconsin public and private agencies, associations, and individuals working to transform early childhood care and education standards.

Contacts for More Information

PI 34 and licensing: contact Laurie Derse, Department of Public Instruction, Licensing Consultant, 608-266-2386, or laurie.derse@dpi.state.wi.us.

PI 34 early childhood and four-year-old kindergarten: contact Jill Haglund, Department of Public Instruction, Early Childhood Consultant, 608-267-9625, or jill.haglund@dpi.state.wi.us.

PI 34 early childhood and four-year-old kindergarten: contact Mary Peters, Department of Public Instruction, Early Childhood Special Education Consultant, or mary.peters@dpi.state.wi.us.

PI 34 early childhood professional development: contact Julia Herwig, DPI State Improvement Project, Waisman Center, 608-265-9423, or herwig@Waisman.Wisc.Edu.

PI 34 and Birth to 3 Early Intervention: contact Donna Miller, Department of Health and Family Services, Birth to 3 Program, 608-267-5150, or MILLEDM@dhfs.state.wi.us.

PI 34 and child care: Kath McGurk, Department of Workforce Development, Child Care Specialist, 608- 266-7001, or Kathy.McGurk@dwd.state.wi.us.

PI 34 and T.E.A.C.H. Early Childhood® WISCONSIN child care scholarship program: contact Jeanette Paulson, Wisconsin Early Childhood Association, at 608-240-9880 extension 7225 or paulsonj@wecanaeyc.org.

PI 34 and Head Start: contact Linda Leonhart, WI Head Start Collaboration Project, 608- 261- 2137, or Linda.Leonhart@dwd.state.wi.us.



State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

Questions and Answers About PI 34 Defined During the Study Process Licensing

1. To teach 4-year-old kindergarten, what are the existing licenses that can be held?

To teach 4-year old kindergarten, the teacher of record shall hold one of the following valid licenses.

080: Prekindergarten	083: Prekindergarten – 3
086: Prekindergarten – 6	088: Prekindergarten – 8
090: Prekindergarten/Kindergarten	100: Kindergarten
103: Kindergarten – 3	106: Kindergarten – 6
108: Kindergarten – 8	

Teachers holding an early childhood special education license 808 or 809 must also hold one of the above licenses to teach 4-year-old kindergarten.

2. When teachers graduate under the new PI 34 system, what will the license be called that allows them to teach in 4-year-old kindergarten?

Initial Educator - Early childhood level

Initial Educator – Early childhood to middle childhood level

3. Once a teacher has a license, what is needed to maintain the license?

In 2000, the state licensing rules were changed. The changes (PI 34) will affect new teachers who complete an approved education program after 8/31/2004. Teachers who hold or are eligible to hold a license prior to 8/31/2004 will have the option of renewing a license based upon the pre-2004 requirements or working within the new renewal requirements in PI 34. If a teacher with an existing license opts to stay in the old system, they will need to complete six credits that are related to the teacher standards every five years.

If a teacher with an existing license opts to work in the new system, they must design and complete a professional development plan relating to the educator

4. If a teacher had completed a WI early childhood teacher training program and received a 5-year license to teach at the kindergarten level but then LET THE LICENSE EXPIRE, what needs to be done to obtain a kindergarten license again?

The teacher will need to take 6 credits of professional development related to their teaching field and the teacher standards. A record of the credits is submitted to DPI through the application process.

5. If a teacher completed a WI early childhood teacher training program and received a degree in education but NEVER APPLIED FOR A TEACHING LICENSE, what needs to be done to obtain a kindergarten license?

If the teacher has been working in the education field (this includes private schools, Head Start programs, and child care facility) a completed application (PI 1602-IS, available at www.dpi.state.wi.us/dlsis/tel/applications.html) should be submitted to the DPI. The application must include the endorsement from the college/university where the education program was completed.

6. If a teacher completed a teacher training program and RECEIVED (OR WAS ELIGIBLE TO RECEIVE) A TEACHING LICENSE IN ANOTHER AREA what needs to be done to obtain a kindergarten license?

The teacher should submit credentials to a college or university that offers a program that leads to licensing at the early childhood level. The college or university will review the teacher's background to determine what additional training is needed for licensure at the early childhood level.

If the teacher can be employed as a 4-year-old-kindergarten teacher, an emergency license can be issued to the teacher at the request of the employing district if no licensed candidates are available. In order to renew an emergency license, the teacher needs to complete 6 credits within an approved early childhood teacher training program. In the case of 4-year-old collaborative, the DPI will consider a request from the school district to waive the requirement that the district posts for open position prior to using an emergency licensed teacher.

7. If someone has an early childhood LICENSE FROM ANOTHER STATE, what will they need to do to become licensed in Wisconsin?

The applicant would have to complete the application for persons who complete programs outside of Wisconsin (PI 1602-OS) which is available on our website at www.dpi.state.wi.us/dlsis/tel/applications.html and provide the documentation listed in the instructions.

8. What if a teacher only holds a substitute teaching license?

A person with any substitute teacher license may substitute teach in a 4K program for up to 20 consecutive days. If the substitute assignment is more than 20 consecutive days, the substitute teacher must hold a regular, substitute, or emergency teaching license that specifically covers teaching in a 4K program.

9. If a child care or Head Start teacher has an associate degree in early childhood from the WI Technical College System, what can they do to begin working toward a kindergarten license?

In Wisconsin, these individuals may be eligible to receive a T.E.A.C.H. Early Childhood® WISCONSIN Scholarship to support them in obtaining a degree that could lead them toward DPI Teacher licensing. T.E.A.C.H. stands for Teacher Education and Compensation Helps. It is a scholarship that links training, compensation and commitment to improving early childhood care and education experiences for young children and their families. The scholarship involves a partnership for the sharing of expenses by the recipient of the scholarship, the sponsoring program, and the T.E.A.C.H. Early Childhood® WISCONSIN Scholarship Program. For example, the scholarship will pay for up to 90% of tuition and book costs and provide a travel stipend each semester. The scholarship provides a bonus to the recipient for completing a scholarship contract and in most models, support is provided to the child care program to release the scholarship recipient from the program to attend class and study. An individual needs to work a minimum of 25 hours a week in a regulated or legally exempt early childhood program. See Appendix H for contact information.

10. Could employment in early childhood programs be considered as “currently working” in the field for the purposes of license renewal?

If employed as a teacher, yes, this experience will be accepted.

Funding

11. Are there DPI Title II or other funds available to support implementation in non-school settings?

Support is available through the 16 License Renewal Support Centers (LRSC) established throughout Wisconsin and approved by DPI. Please refer to www.dpi.state.wi.us/dlsis/tel/watsnew.html#lrsc and Appendix F. The LRSCs are currently working on fee structures for the various services that will be available. The state superintendent has included a request for mentoring support for all initial educators in the 2005-7 DPI biennial budget proposal to the legislature.

12. Do the other state departments have funding to support implementation for the licensed teachers in their programs?

The Department of Workforce Development, through a contract with the Wisconsin Early Childhood Association, provides funding for the T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® WISCONSIN Project. This program provides credit based educational scholarship opportunities for child care center and family child care providers who work in regulated settings. In return for a specified commitment to stay in the sponsoring center, a provider receives release time, travel stipend, a percentage of books and the majority of tuition paid for, and a bonus or wage increase upon completion of a contract. The

Department of Health and Family Services, Birth to 3 Program, funds the Wisconsin Personnel Development Project, to provide a wide range of professional development supports for Birth to 3 early intervention programs. In addition, the Birth to 3 Program collaborates with other departments by contributing funding for professional development activities.

Professional Development Team

13. Who can be the administrator on the team?

Can this be the program director or direct supervisor of the teacher even if they do not have a DPI Administrator license? Based on PI 34, the administrator on the initial educator's team must be a DPI-licensed administrator. The License Renewal Support Centers will be recruiting and training licensed team members from non-school settings to serve on PDP teams. This will include team licensed members who serve in early childhood settings.

14. How will the individual become connected to an administrator and to a higher education instructor and to other peers?

The primary purpose of the License Renewal Support Centers is to provide services required in PI 34 to initial educators not employed in public schools. This includes provision of teams to approve initial educator goals and verification of completion of their Professional Development Plans (PDP). Please refer to: www.dpi.state.wi.us/dlsis/tel/watsnew.html#lrsc and Appendix F. The LRSCs are currently working on fee structures for available services.

Mentors

15. How can an individual become connected to a mentor when they are working outside a school district? Must mentors be DPI-licensed teachers?

If the school or agency does not have PI 34 trained mentors, the License Renewal Support Centers will provide the mentors. PI 34 requires that the initial educator be provided a qualified mentor: qualified is defined as holding an appropriate license. Appropriate license means a full, not emergency or substitute license, issued by the Department of Public Instruction.

16. PI 34 requires a qualified trained mentor. Could the current child care mentor program curriculum still be used in the PI 34 plan?

The training must include knowledge of PI 34, best practices in good mentoring, and knowledge of the PDP process. The local school or agency could provide additional training including the child care curriculum.

17. How can mentors become more knowledgeable about teaching and learning in early childhood settings outside of the school?

CESA 8 has a document in draft that provides mentors with information about teacher roles, regulations, and standards in Birth to 3 early intervention programs, child care, and Head Start.

Professional Development Plan/Team

(refer to: www.dpi.state.wi.us/dpi/dlsis/tel/t2tqeg.html#pdp)

18. Will The Registry or DRL-licensed personnel be eligible to function as members of professional development teams?

PD teams need to be DPI-licensed educators. License Renewal Support Centers will recruit personnel from non-public school settings to serve on teams for initial educators and professional educators. These people may also be registered through the Registry.

19. Will child care be able to access Head Start professional development and other avenues of professional development already available locally?

Any such professional development will be appropriate to a PDP based on selected goal (s) identified by the educator.

These professional development opportunities could be included in an educators professional development plan (PDP). Community programs are encouraged to develop coordinated and collaborative professional development opportunities that support teachers in a variety of community settings.

20. Will PI 34 allow Wisconsin Mentor Teacher Program Curriculum to be utilized – and can it be offered at the technical college level?

The Department of Workforce Development no longer establishes a contract with the 16 Child Care Resource and Referral Agencies to provide a mentor coordinator staff position for the administration of the Wisconsin Mentor Teacher Program. Funding for this initiative was eliminated in the 2003-2005 biennium budget. However, several areas of the state continue to offer the Wisconsin Mentor Teacher Program. The curriculum is still available to technical colleges/universities through the Child Care Information Center (CCIC). Where available, this training can be built into a PDP depending on the goals developed and the standards identified for growth by the educator.

Higher Education

21. Can out-of-state faculty serve on the professional development team?

At this time, no.

22. How can local technical college campuses be included in the professional development plan? What is the connection between technical colleges and the UW articulation agreements?

Wisconsin 4-year colleges and universities offering education programs are responsible for identifying higher education representatives for PD teams. This may include names of faculty at 2-year campuses who are connected with 4-year programs.

License Renewal Support Centers (LRSC)

23. How will the LRSCs support teachers not employed by school districts?

The LRSCs primary purpose is to provide PI 34 license renewal-related services to various licensed educators not employed by Wisconsin public schools. The secondary purpose is to provide assistance to licensed Wisconsin educators who wish to renew their license using a PDP in 2006, 2007, and 2008. www.dpi.state.wi.us/dlsis/tel/watsnew.#lrsc.

24. What will the fee for service be? Will it differ for schools, Head Start and child care?

The 16 License Renewal Support Centers are responsible for establishing fees for services provided. They are meeting this fall to discuss guidelines for such fees.

Others

25. What resources will be easily available to family child care providers who work in their own home? How will they become connected to professional development opportunities?

Resources will be available and accessible through one of the 16 LRSCs located throughout Wisconsin.

26. How will PI 34 connect to the full vision for professional development in early care and education core competency areas?

Through the PDP, educators in child care settings will have the opportunity to focus goals on early care and education core competency areas.

27. How will the new Head Start technical assistance system align with PI 34 and other state professional development efforts?

The Head Start technical assistance system is undergoing changes in structure. It is still unclear how these changes will align with PI 34 and other state professional development efforts.