

## **APPENDIX A**

### **SAGE Program Guidelines – 2000-01 January 2001**

NOTE: Sections on Curriculum and Professional Development were excerpted from the entire document. The full document may be accessed at:

[Http://www.dpi.state.wi.us/dpi/oea/sage/doc/guide02.doc](http://www.dpi.state.wi.us/dpi/oea/sage/doc/guide02.doc)

#### **Section on Curriculum**

**Curriculum – The statutes (s.118.43(3)(c)) require the board of each participating school to** provide a rigorous academic curriculum designed to improve pupil achievement, review the curriculum to determine how well it promotes achievement, and, if necessary, outline changes needed to improve achievement. The statutes (s. 118.43(3)(c)2) also require the board of each participating school to review the school’s current curriculum in consultation with the department and with the participation of school staff and district residents.

#### **Section on Professional Development**

**Staff Development – The law, under: s.118.43(3)(d) 1** requires the board of each participating school to develop a one-year program for all newly-hired employees that helps them make the transition from their previous employment or school to their current employment; s.118.43(3)(d) 2 requires the board of each participating school to provide time for employees to collaborate and plan; s.118.43(3)(d) 3 requires the school board of each participating school to require that each teacher and administrator submit to the board a professional development plan that focuses on how the individual will help improve pupil academic achievement, and requires that each plan include a method by which the individual will receive evaluations, from a variety of sources, on

the success of his or her efforts; s.118.43(3)(d)4 requires the board of each participating school to regularly review staff development plans to determine if they are effective in helping to improve pupil academic achievement; and s. 118.43(3)(d)5.f requires the board of each participating school to establish an evaluation process for professional staff members that identifies individual strengths and weaknesses, clearly describes areas in need of improvement, includes a support plan that provides opportunities to learn and improve, documents performance in accordance with the plan, allows professional staff members to comment on and contribute to revisions of the evaluation process, and provides for the dismissal of professional staff members whose failure to learn and improve has been documented over a two-year period.

## **APPENDIX B**

### **PI 34.01 DEPARTMENT OF PUBLIC INSTRUCTION**

#### **CHAPTER PI 34**

#### **TEACHER EDUCATION PROGRAM APPROVAL AND LICENSES**

**NOTE:** Sections on Wisconsin Teacher Standards were pulled from entire document. The full document may be accessed at <http://www.dpi.state.wi.us/dpi/dlsis/tel/pi34.html> .

#### **Subchapter II – Wisconsin Standards**

**PI 34.02 Teacher standards.** To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- (1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- (2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- (3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- (4) The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.

- (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.
- (6) The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- (7) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- (8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- (9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
- (10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

## APPENDIX C

### No Child Left Behind Act of 2001

NOTE: Sections on Teacher Qualifications, Highly Qualified Teachers and Professional Development are located here. The entire No Child Left Behind Act of 2001 can be accessed at <http://www.ed.gov/legislation/ESEA02/beginning.html>

#### **Title I, PART A – Improving Basic Programs Operated by Local Educational Agencies. SEC. 1119. QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS.**

##### (a) TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES-

(1) IN GENERAL- Beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified.

(2) STATE PLAN- As part of the plan described in section 1111, each State educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching in core academic subjects within the State are highly qualified not later than the end of the 2005-2006 school year. Such plan shall establish annual measurable objectives for each local educational agency and school that, at a minimum —

#### **Title IX, PART A – Definitions SEC. 9101. DEFINITIONS.**

##### (23) HIGHLY QUALIFIED- The term highly qualified' —

(A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that —

(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and

(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

(B) when used with respect to —

(i) an elementary school teacher who is new to the profession, means that the teacher —

(I) holds at least a bachelor's degree; and

(II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or

(ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by —

(I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or

(II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and

(C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and —

(i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or

(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that —

(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;

(II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;

(III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;

(IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;

(V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;

(VI) is made available to the public upon request; and

(VII) may involve multiple, objective measures of teacher competency.

**(34) PROFESSIONAL DEVELOPMENT-** The term professional development' —

(A) includes activities that —

(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;

(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

(iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;

(iv) improve classroom management skills;

(v)(I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and

(II) are not 1-day or short-term workshops or conferences;

(vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

(vii) advance teacher understanding of effective instructional strategies that are —

(I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and

(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

(viii) are aligned with and directly related to —

(I) State academic content standards, student academic achievement standards, and assessments; and

(II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);

(ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;

(x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xiii) provide instruction in methods of teaching children with special needs;

(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom

(iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

APPENDIX D  
SAGE Professional Development Survey

**PART I: Please answer the following questions.**

**SAGE PROGRAM**

1. If you came from a non SAGE school, were you given the opportunity to participate in a one-year transition program to help you with your transition from a non SAGE school to this SAGE school?

\_\_\_\_\_ No (1)  
\_\_\_\_\_ Yes (2)

If you answered YES, what year did you participate in this program? (3) \_\_\_\_\_

2. Did you submit a professional development plan that focuses on how you plan to help improve student academic achievement?

\_\_\_\_\_ No (1)  
\_\_\_\_\_ Yes (2)

If you answered YES, check the year(s) that apply.

\_\_\_\_\_ (2) 1996-1997  
\_\_\_\_\_ (2) 1997-1998  
\_\_\_\_\_ (2) 1998-1999

\_\_\_\_\_ (2) 1999-2000  
\_\_\_\_\_ (2) 2000-2001

3. Did your professional development plan include a method by which you will receive evaluations from a variety of sources on your success of your efforts?

\_\_\_\_\_ No (1)  
\_\_\_\_\_ Yes (2)

4. Has your professional development plan been regularly reviewed to determine if it is effective in helping to improve student academic achievement?

\_\_\_\_\_ No (1)  
\_\_\_\_\_ Yes (2)

If you answered YES, check the year(s) that apply.

\_\_\_\_\_ (2) 1996-1997  
\_\_\_\_\_ (2) 1997-1998  
\_\_\_\_\_ (2) 1998-1999  
\_\_\_\_\_ (2) 1999-2000  
\_\_\_\_\_ (2) 2000-2001

If you answered YES, who has reviewed it? (8)

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5. **Do you receive support from your principal when implementing your professional development plan?**

\_\_\_\_\_ No (1)

\_\_\_\_\_ Yes (2)

If you answered **YES**, in what ways does your principal support you? (3)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. **Has your teaching performance been documented in accordance with your professional development plan?**

\_\_\_\_\_ No (1)

\_\_\_\_\_ Yes (2)

If you answered **YES**, check the year(s) that apply.

\_\_\_\_\_ (2) 1996-1997

\_\_\_\_\_ (2) 1997-1998

\_\_\_\_\_ (2) 1998-1999

\_\_\_\_\_ (2) 1999-2000

\_\_\_\_\_ (2) 2000-2001

If you answered **YES**, in what ways was your performance documented? [**Area for response is in next column**]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. **Have you participated in an evaluation process that identified your individual strengths and weaknesses and clearly described any areas of needed improvement?**

\_\_\_\_\_ No (1)

\_\_\_\_\_ Yes (2)

If you answered **YES**, check the year(s) that apply.

\_\_\_\_\_ (2) 1996-1997

\_\_\_\_\_ (2) 1997-1998

\_\_\_\_\_ (2) 1998-1999

\_\_\_\_\_ (2) 1999-2000

\_\_\_\_\_ (2) 2000-2001

8. **Did this evaluation process include formulating a support plan that outlined opportunities available to learn and improve your teaching practices?**

\_\_\_\_\_ No (1)

\_\_\_\_\_ Yes (2) [**Continued on Next Page**]

If you answered **YES**, check the year(s) that apply.

- (2) 1996-1997
- (2) 1997-1998
- (2) 1998-1999
- (2) 1999-2000
- (2) 2000-2001

9. **Have you had the opportunity to make modifications to your professional development plan to reflect changes in your teaching practice?**

- No (1)
- Yes (2)

If you answered **YES**, check the year(s) that apply.

- (2) 1996-1997
- (2) 1997-1998
- (2) 1998-1999
- (2) 1999-2000
- (2) 2000-2001

10. **Is the evaluation process of your professional development plan a collaborative effort between you and your supervisor?**

- No (1)
- Yes (2)

11. **Do SAGE teachers at your school receive additional time to plan and collaborate with other SAGE teachers?**

- No (1)
- Yes (2)

If you answered **YES**, how much additional time is provided per week? \_\_\_\_\_

12. **Were you given assistance in developing and implementing a rigorous curriculum?**

- No (1)
- Yes (2)

If you answered **YES**, check the year(s) that apply.

- (2) 1996-1997
- (2) 1997-1998
- (2) 1998-1999
- (2) 1999-2000
- (2) 2000-2001

If you answered **YES**, who gave you assistance? (8)

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13. **Is your professional development plan part of professional development program at your school?**

- No (1)
- Yes (2)

If you answered **YES**, check the year(s) that apply.

- (2) 1996-1997
- (2) 1997-1998
- (2) 1998-1999
- (2) 1999-2000
- (2) 2000-2001

14. **Are SAGE program goals used to help design professional development activities in your school?**

- No (1)
- Yes (2)

If you answered **YES**, check the year(s) that apply.

- (2) 1996-1997
- (2) 1997-1998
- (2) 1998-1999
- (2) 1999-2000
- (2) 2000-2001

15. **Have you been given the opportunity to comment on and contribute to the professional development evaluation process at your school?**

- No (1)
- Yes (2)

If you answered **YES**, check the year(s) that apply.

- (2) 1996-1997
- (2) 1997-1998
- (2) 1998-1999
- (2) 1999-2000
- (2) 2000-2001

### **WISCONSIN TEACHER STANDARDS**

16. **Did your district provide you with information about Wisconsin's new teacher standards, which go into effect in July 2004?**

- No (1)
- Yes (2)**

If you checked **YES**, how was this information provided? (3)

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17. **Did you receive an explanation of the new requirements under Wisconsin's teacher standards that in your judgment was adequate?**

\_\_\_\_\_ No (1)

\_\_\_\_\_ Yes (2)

Why or Why Not? (3)

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### GENERAL INFORMATION

18. **Grade level(s) taught in a SAGE classroom? Please convert to the nearest half year (Example if you taught for 1½ years in a SAGE classroom, you would write 1.5).**

\_\_\_\_\_ K How many years? \_\_\_\_\_ (1)

\_\_\_\_\_ 1 How many years? \_\_\_\_\_ (2)

\_\_\_\_\_ 2 How many years? \_\_\_\_\_ (3)

\_\_\_\_\_ 3 How many years? \_\_\_\_\_ (4)

Total years of teaching experience (5)

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19. **Highest degree attained:**

\_\_\_\_\_ BA/BS (1)

\_\_\_\_\_ MA/MS/MFA (2)

\_\_\_\_\_ PhD/EdD (3)

\_\_\_\_\_ Other (4)

If answered **OTHER**, please specify (5):

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20. **Gender**

\_\_\_\_\_ Male (1)

\_\_\_\_\_ Female (2)

**PART II:**

**Directions:** Please circle your response to the following statement. Each time you circle **YES**, please indicate in the column to the right of the **School Year Column** the amount of time you spent on this activity.

STATEMENT: Have you participated in professional development activities that focused on:	2000-2001		Convert to the nearest half day (Example: 1.5 for 1½ days).	2001-2002		Convert to the nearest half day (Example: 1.5 for 1½ days).
	NO 1	YES 2		NO 1	YES 2	
21. Understanding students' broad range of learning abilities and providing instruction that supports students' intellectual, social, and personal development?	____	____	____ Day(s)	____	____	____ Day(s)
22. Understanding barriers that impede learning and adapting instruction to meet the diverse needs of students, including those with special needs?	____	____	____ Day(s)	____	____	____ Day(s)
23. Using formal and informal assessment strategies to evaluate, ensure, and document continuous learning and development?	____	____	____ Day(s)	____	____	____ Day(s)
24. Using a variety of instructional strategies to encourage critical thinking and problem solving?	____	____	____ Day(s)	____	____	____ Day(s)
25. Creating a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation?	____	____	____ Day(s)	____	____	____ Day(s)
26. Using verbal and nonverbal communication to foster active inquiry, collaboration, and supportive interaction in the classroom?	____	____	____ Day(s)	____	____	____ Day(s)
27. Utilizing knowledge of subject matter, students, community, and curriculum goals to systematically organize and plan for your classroom?	____	____	____ Day(s)	____	____	____ Day(s)

<b>STATEMENT:</b> Have you participated in professional development activities that focused on:	<b>2000-2001</b>		<b>Convert to the nearest half day (Example: 1.5 for 1½ days).</b>	<b>2001-2002</b>		<b>Convert to the nearest half day (Example: 1.5 for 1½ days).</b>
	<b>NO</b>	<b>YES</b>	_____ Day(s)	<b>NO</b>	<b>YES</b>	_____ Days (s)
<b>28. Fostering and developing relationships with school colleagues, parents, and larger school community to support student learning and well being?</b>	1	2	_____ Day(s)	1	2	_____ Days (s)
<b>29. Using reflective practice to evaluate teaching, choices, and actions?</b>	1	2	_____ Day(s)	1	2	_____ Days (s)
<b>30. Creating learning experiences that make subject matter meaningful?</b>	1	2	_____ Day(s)	1	2	_____ Day(s)
<b>31. Teaching strategies for reduced class size?</b>	1	2	_____ Day(s)	1	2	_____ Day(s)
<b>32. Implementing effective classroom management strategies in SAGE classrooms?</b>	1	2	_____ Day(s)	1	2	_____ Day(s)
<b>33. Incorporating technology into SAGE classrooms?</b>	1	2	_____ Day(s)	1	2	_____ Day (s)
<b>34. Implementing team teaching in SAGE classrooms?</b>	1	2	_____ Day(s)	1	2	_____ Day (s)
<b>35. Working with teacher assistants, parents, and volunteers in SAGE classrooms?</b>	1	2	_____ Day(s)	1	2	_____ Day(s)
<b>36. Utilizing community resources to facilitate SAGE classrooms?</b>	1	2	_____ Day(s)	1	2	_____ Day(s)

<b>STATEMENT:</b> Have you participated in professional development activities that focused on:	<b>2000-2001</b>		<b>Convert to the nearest half day (Example: 1.5 for 1½ days).</b>	<b>2001-2002</b>		<b>Convert to the nearest half day (Example: 1.5 for 1½ days).</b>
	<b>NO</b>	<b>YES</b>		<b>NO</b>	<b>YES</b>	
<b>37. Understanding the activities required by SAGE legislation?</b>	1	2	____ Day(s)	1	2	____ Day(s)
<b>38. Informing and educating parents about SAGE goals?</b>	1	2	____ Day(s)	1	2	____ Day(s)
<b>39. Developing transition plans for students leaving SAGE classrooms?</b>	1	2	____ Day(s)	1	2	____ Day(s)

**Based on your experiences during the 2000-2001 and the 2001-2002 school year,**

1) Which professional development activities were the **most effective**?

2) Which professional development activities were the **least effective and why**?

3) How can the professional development program be **improved** in your school?

**The Education Policy Studies Laboratory at Arizona State University and the Wisconsin Education Association Council are grateful for the time you have taken to complete this survey.**