

Chapter PI 38

GRANTS FOR PEER REVIEW AND MENTORING

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Note: Chapter PI 38 was created as an emergency rule effective August 15, 1998.

PI 38.01 Purpose. Under s. 115.405, Stats., the state superintendent shall award grants to eligible applicants for peer review and mentoring programs. This chapter sets forth criteria and procedures for awarding grants under this program.

History: Cr. Register, February, 1999, No. 518, eff. 3–1–99.

PI 38.02 Definitions. In this chapter:

(1) “Approved program” has the meaning defined under s. PI 3.01 (6).

(2) “CESA” means a cooperative educational service agency created under ch. 116, Stats.

(3) “Initial educator” means an individual who holds an initial license as defined under s. PI 3.01 (19).

(4) “Mentor” means an educator and a peer to the initial educator who primarily provides support and assistance to initial educators.

(5) “State superintendent” means the state superintendent of public instruction for the state of Wisconsin.

History: Cr. Register, February, 1999, No. 518, eff. 3–1–99.

PI 38.03 Grants for peer review and mentoring.

(1) **ELIGIBILITY.** Annually, by November 1, 1998, and by May 1 in subsequent years, eligible applicants may apply to the state superintendent to fund a peer review and mentoring program described under sub. (4). Eligible applicants include the following:

- (a) A CESA.
- (b) A consortium consisting of 2 or more school districts.
- (c) A consortium consisting of 2 or more CESAs.
- (d) A combination of pars. (a) to (c).

(2) **APPLICATION REQUIREMENTS.** An application submitted under sub. (1) shall be developed with significant input from teachers and shall include the following information:

- (a) Signatures, names and titles of individuals who developed the grant application.
- (b) A list of school districts and CESAs that will participate in the program.
- (c) A description of the proposed program including its rationale, goals and objectives.
- (d) A description of how the proposed program will assist initial educators and enhance instruction.
- (e) A description of the program activities to be completed during the duration of the program, with a timetable for completion of each major activity.
- (f) A description of how the program will enhance pupil achievement.
- (g) A description of the evaluation plan including the indicators used to measure the achievement of the program goals and objectives.
- (h) A description of the applicant’s capacity to continue the program after the grant period is complete.
- (i) A description of how the grant award will be allocated, including how the applicant will match at least 20% of the grant

awarded as required under s. 115.405 (1), Stats. The matching funds may be in the form of money or in-kind services or both.

(j) A description of the selection, training, roles and responsibilities of the mentors.

(k) A statement of the need for the grant.

(L) A statement of which entity will be administering the program.

(3) **ASSURANCES.** A grant recipient under this chapter shall provide for all of the following:

(a) An assurance that the grant awarded under this chapter will not be used to supplant or replace funds otherwise available for professional development.

(b) An assurance that program information and related materials under this chapter will be made available to interested schools and other educational institutions at a reasonable cost.

(4) **PROGRAM COMPONENTS.** A one-year grant of not more than \$25,000 may be made to fund a comprehensive peer review and mentoring program for initial and professional educators. A grant application under this chapter shall include all of the following program components:

(a) An ongoing orientation for initial educators that is collaboratively developed and delivered by administrators, teachers, support staff and parents.

(b) Seminars that meet the needs and concerns of the initial educator and reflect the Wisconsin standards for teacher development and licensure. The Wisconsin standards under this paragraph include all of the following:

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 students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students’ 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 knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans and delivers instruction based upon knowledge of subject matter, students, 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 learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others,

such as students, parents, and other professionals in the learning community 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 students' learning and well being.

(c) A mentor for all initial educators.

(d) The development of a professional development plan for the initial educator which includes a list of activities, timelines for achievement, and assessments based on the standards described under par. (b).

Note: PIF-1653, Peer Review and Mentoring Grants application form, may be obtained at no charge by writing to the Wisconsin Department of Public Instruction, Licensing Team, P.O. Box 7841, Madison, WI 53707-7841.

History: Cr. Register, February, 1999, No. 518, eff. 3-1-99.

PI 38.04 Mentor involvement. A mentor under this chapter shall have input into the confidential formative assessment of the initial educator and may not be included as part of the school

district's formal evaluation of an initial educator.

History: Cr. Register, February, 1999, No. 518, eff. 3-1-99.

PI 38.05 Review of applications and awarding of grants. The state superintendent shall review the applications submitted under this chapter and shall determine which of the applications eligible for funding will receive grants based on the following criteria:

(1) The extent to which teachers are involved in the program development and activities.

(2) The extent to which the goals and objectives relate to the purpose of the program.

(3) The extent to which the program activities are appropriate to the goals and objectives of the proposed program.

(4) The adequacy of the timeline for completion of each major activity and the extent to which continuation of program activities is ensured after the grant period is completed.

(5) The extent to which the program activities will enhance instruction and ultimately enhance student achievement.

History: Cr. Register, February, 1999, No. 518, eff. 3-1-99.