

What is the Institute for Learning Partnership?

The Institute for Learning Partnership is a dynamic collaboration, launched in 1998, to focus on educational excellence with special emphasis on learning. Its mission is to enhance professional development opportunities for educators to improve academic achievement for all learners. (Adopted January 2003)

Who are the 'partners'?

You. If you live in Northeast Wisconsin, chances are that you are connected in some way to the Partnership. It continues to expand as a dynamic entity. The partners are:

- University of Wisconsin-Green Bay
- Northeast Wisconsin Cooperative Educational Service Agencies (CESA 7 and its 38 school districts and CESA 8 and its 26 school districts)
- Regional school boards
- St. Norbert College
- PK-12 educators and administrators
- Wisconsin Education Association Council (WEAC)
- WEAC's Professional Development Academy
- Technical colleges of Northeast Wisconsin
- Green Bay Area Chamber of Commerce Partners in Education
- Regional business and community leaders

Who are its representatives?

The Institute Board of Directors' membership is carefully balanced to represent Institute membership and provide expertise as an advisory body. Membership falls into two categories: members by virtue of their position; and members selected for the personal expertise they can offer the organization and/or as representatives of the Institute's constituent groups.

A VISION FOR THE FUTURE

The Institute for Learning Partnership will continue to focus its partners' combined efforts on activities, events and initiatives that improve learning for all. Specific initiatives include:

- Funding research and publication of "best practices" based on action research in PK-12 classrooms. Preference is given to projects that focus on narrowing the achievement gap—the Institute's newest focus.
- Sponsoring an expanded annual Fall Conference that provides speakers and brings educators together to focus on current and critical education and reform issues and responds specifically to the needs of educators in Northeast Wisconsin.

In 2003, the Fall Conference presented successful strategies for complying with the new Elementary and Secondary Education Act referred to as "No Child Left Behind."

- Supporting collaborative opportunities between PK-12 educators, community members and UW-Green Bay faculty in school settings to improve learning and focus on narrowing the achievement gap.

The Institute funded a pilot early literacy program that focused on narrowing the achievement gap at Fort Howard Elementary School, Green Bay. The project was a collaborative effort by the Institute, UW-Green Bay's early childhood program, the Fort Howard-Jefferson Resource Center and Green Bay Public Schools.

- Encouraging personal involvement by Institute staff on community committees and initiatives, and funding efforts, that focus on narrowing the achievement gap in local communities.



"My new learning has helped me become more thoughtful and explicit about the tasks, assessments, and instruction I provide my students. As a result of my PDC experience, I take more risks both in and out of the classroom. I've learned tons from my students and other teachers. I've changed the way I teach and I believe those changes have positively affected my students."

*Pam Aikins, Reading Specialist
Washington Junior High School,
Manitowoc*

Institute for
Learning Partnership

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Institute for Learning Partnership

Improving learning through professional development opportunities for educators



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COMMUNITY PERSPECTIVE

“There is a lot of political noise surrounding the issue of how we improve the quality of education. We have to



move quickly to develop and support practical programs that produce skilled educators and enhanced learning. That’s the essence of the Institute. It promotes constructive dia-

logue through its high-level conferences and builds better teachers in hands-on fashion through its PDC and other programs. I am confident there will be more tangible progress to come.”

Cliff Bowers, Institute board member Vice President, Corp. Communications American Medical Security Group

“The Institute has proven to be an exciting creative cooperative effort to focus on advancement in learning for all students. I have been privileged to be



involved in the Institute since it was initiated, and its programming and leadership have become stronger every year. I am especially excited by conferences bringing new

knowledge to the educational community, and by innovative professional development initiatives for our teachers and educators.”

Judy Crain, Institute board member, Community leader

LINKING LEARNING — THE INSTITUTE’S FOUR FOUNDING GOALS

An Accomplished Educator **PROFESSIONAL DEVELOPMENT CERTIFICATE** program grounded in the National Board for Professional Teaching Standards and linked to district/school goals.

A competitive **GRANT PROGRAM** to fund school-based, collaborative action research projects focusing on the documentation of effective practices that lead to quality teaching and learning.

A standards-based undergraduate **TEACHER PREPARATION PROGRAM** for students seeking certification in elementary and secondary education.

A **MASTER’S DEGREE** in Applied Leadership for Teaching and Learning that integrates the National Board for Professional Teaching Standards and focuses on leadership and reform.

PROFESSIONAL DEVELOPMENT

The Accomplished Educator **PROFESSIONAL DEVELOPMENT CERTIFICATE** (PDC) program has graduated 61 educators and seven school districts have recognized the PDC for salary compensation. Certification is geared to those in traditional teaching settings and those in student service areas. Those with master’s and Ph.D. credentials choose the PDC because of its rigor and flexibility in areas of emphasis.



“The PDC program gave me an opportunity to examine and evaluate my entire teaching process. I learned a great deal from studying research from the most successful people in the field of student learning as it relates to instrumental music education. I have fine-tuned my delivery system. I have broken down student learning into conceptual components that when learned make students more successful.”

Steve Bader
Band teacher
De Pere High School



*“Through the Institute **RESEARCH GRANT** my students and I were able to provide a free service to the local residents in testing their drinking water. I am grateful for the support that the Institute extends to area educators who are willing to make a difference in the lives of their students and communities.”*

Dennis Rohr
Science teacher
Seymour High School

GRANT PROGRAM

Through the Institute’s grants program more than \$425,000 has been awarded to educators in CESA 7 and 8 districts to support projects that have enhanced students’ learning and improved communities. Up to \$70,000 is available to support projects each fiscal year.

TEACHER PREP PROGRAM

Dramatic changes have been made in the **TEACHER PREPARATION PROGRAM** to meet the new teacher licensing regulations (legislation PI 34). Faculty members have redesigned the syllabi to align the 10 Wisconsin standards with all student work. Rich field experiences for pre-service teachers will ensure they acquire the knowledge, skills and dispositions required for an effective teaching career.



“Because of my involvement with the Early Literacy Program at Fort Howard, I feel I have developed a strong foundation on which to build a successful balanced literacy program in my future classroom. This program has given me an indication of what is possible for me to achieve as a teacher.”

Chris Potter
UW-Green Bay,
Elementary Education major

*“With focus on an ever-increasing diversity of students in our public schools, I found the multiage, team-taught classroom could meet students’ individual needs and learning styles. Self-study was not easy because of having to back these practices with solid research while being self-reflective. But UW-Green Bay’s **MASTER’S PROGRAM** kept me on track, and the hard work paid off for me because now I have a better understanding and deeper realization of why this type of classroom serves as an effective environment for children and learning.”*

Kathleen Masse
First-grade teacher
Fort Howard Elementary School,
Green Bay



MASTER’S PROGRAM

The Master’s Degree in Applied Leadership for Teaching and Learning has enrolled 110 educators and graduated 56 from PK-12 classrooms and other educational settings or business and industry since 1998. Graduates say their own learning has made a significant difference in their students’ learning.