

Institute for Learning Partnership Accomplished Educator Professional Development Certificate

... for professional educators who want to improve their practice

INTRODUCTION

The Accomplished Educator Professional Development Certificate is a standards-based, job-embedded professional development program. It has been designed to meet a demand from educators and districts to provide a responsive and practical structure for continuing professional growth and improved student learning.

Educators who decide to enter the Accomplished Educator PDC Program will

- work with facilitators and colleagues to develop an individual learning plan
- learn to conduct practical action research to improve their practice
- learn to be reflective, inquiring practitioners
- make collegial contributions to the learning community
- develop a portfolio to profile their work

PROGRAM PHILOSOPHY AND VISION

Vision:

To bring quality learning to all students.

Mission:

To provide effective, practical professional development for educators.

Outcomes:

- Improve the quality of student learning and performance.
- Improve professional skill based on the five Core Propositions of the National Board for Professional Teaching Standards (aligned with Wisconsin Standards for Teacher Development and Licensure).
- Develop educators' disposition toward ongoing professional growth and renewal.
- Fulfill the Department of Public Instruction guidelines for renewing a license with a Professional Development Plan.

Guiding Principles:

- Student learning is impacted by teacher knowledge, skills, and practice.
- Inquiry and collegiality are critical components of professional development.
- The PDC is standards-based, not "time" or "credit" dependent.
- The PDC is different from the master's degree in content and expected outcomes.
- PDC candidates are committed to personal growth toward professional teaching standards.
- The PDC is a teacher-focused initiative embedded in a larger learning community.

HOW DOES THE ACCOMPLISHED EDUCATOR PDC WORK?

This certificate program includes: core seminars; an Individual Learning Plan including varied and rigorous Learning Experiences, Action Research, and substantive professional reading; a Portfolio.

The PDC program is self-paced; program completion is generally accomplished in 18 to 24 months.

Five Core Seminars	Individual Learning Plan	Portfolio
<ul style="list-style-type: none"> • Orientation; Standards; Learning Experiences • Planning Action Research; Collegiality; the ILP • Inquiry and Reflection; Conducting Action Research • Database decisions; The Learning Community • Portfolio Preparation 	<ul style="list-style-type: none"> • Learning Experiences and Action Plan based on the professional teaching standards • Action Research • Professional Reading 	<ul style="list-style-type: none"> • Self-assessment (professional teaching standards) • Learning Experiences: Description and Reflection • Action Research Report and abstract for PDC Data Bank • Annotated Bibliography

Core Seminars provide a common knowledge base for Professional Development Certificate candidates. The Core Seminars and quarterly "touch back" collegial connections give candidates an opportunity to work and learn together. Seminar attendance is required. Seminars must be attended in order. A missed seminar must be made up in the next seminar cycle with the next cohort.

* Application with payment due in Institute Office by 4:30 p.m., January 12, 2010.

Seminars for Cohort V (begins February 2010)

Seminar I	Friday, February 5 Saturday, February 6	4:30 to 8 p.m. 8:30 a.m. to 3:30 p.m.
Seminar II	Friday, February 19 Saturday, February 20	4:30 to 8 p.m. 8:30 a.m. to 3:30 p.m.
Seminar III	Friday, April 16 Saturday, April 17	4:30 to 8 p.m. 8:30 a.m. to 3:30 p.m.
Seminar IV	Saturday, October 2	8:30 a.m. to 3:30 p.m.
Seminar V	Saturday, January 22, 2011	8:30 a.m. to 3:30 p.m.

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The **Individual Learning Plan (ILP)** provides a structure and plan for professional growth and organizes learning efforts toward an Accomplished Educator Professional Development Certificate. The ILP is personally designed to build on each candidate's prior experience and career goals. Teams or partners may develop an ILP but assessment is individual. **The ILP includes:**

- **Learning Experiences:** teacher-selected learning experiences chosen to fit the candidate's needs and interests. The learning experiences will support professional growth toward competency in the first three NBPTS Core Propositions. Learning Experiences will also connect to district goals, teaching strategies, and classroom application for improved student learning.
- **Action Plan:** candidate designs a plan to achieve one standard for Core Propositions #4 and #5.
- **Action Research Project:** focuses on a particular problem or aspect of practice as a reflective investigation for the purpose of improving student learning. District/school support is an important part of the project. Action Research projects may be done by an individual, by partners, or by teams.

Assessment is administered by the PDC Quality Review Board (QRB) and includes the formative review of the Preliminary ILP, Adjusted ILP, and Action Research proposal as well as final scoring of the Portfolio.

Collegial Opportunity Groups (COGs): COGs meet with a trained facilitator to provide collegial support, progress checks for the ILP and portfolio development, peer critique, and guided reflection.

APPLYING FOR THE ACCOMPLISHED EDUCATOR PROFESSIONAL DEVELOPMENT CERTIFICATE

Applications must be in the Institute office by 4:30 p.m., January 12, 2010. Applications must be accompanied by the assessment/administration fee payment. The total assessment/administration fee is \$4,000 and may be paid in full at the time of application, or paid in four installments. Fee includes all instructional materials, lunches and refreshments, and all professional services rendered to the candidate by the Institute for Learning Partnership. Cancellation/refund policy provided upon request. (Candidates may incur additional costs outside the Assessment/Administration fee as they select and implement their Individual Learning Experiences.)

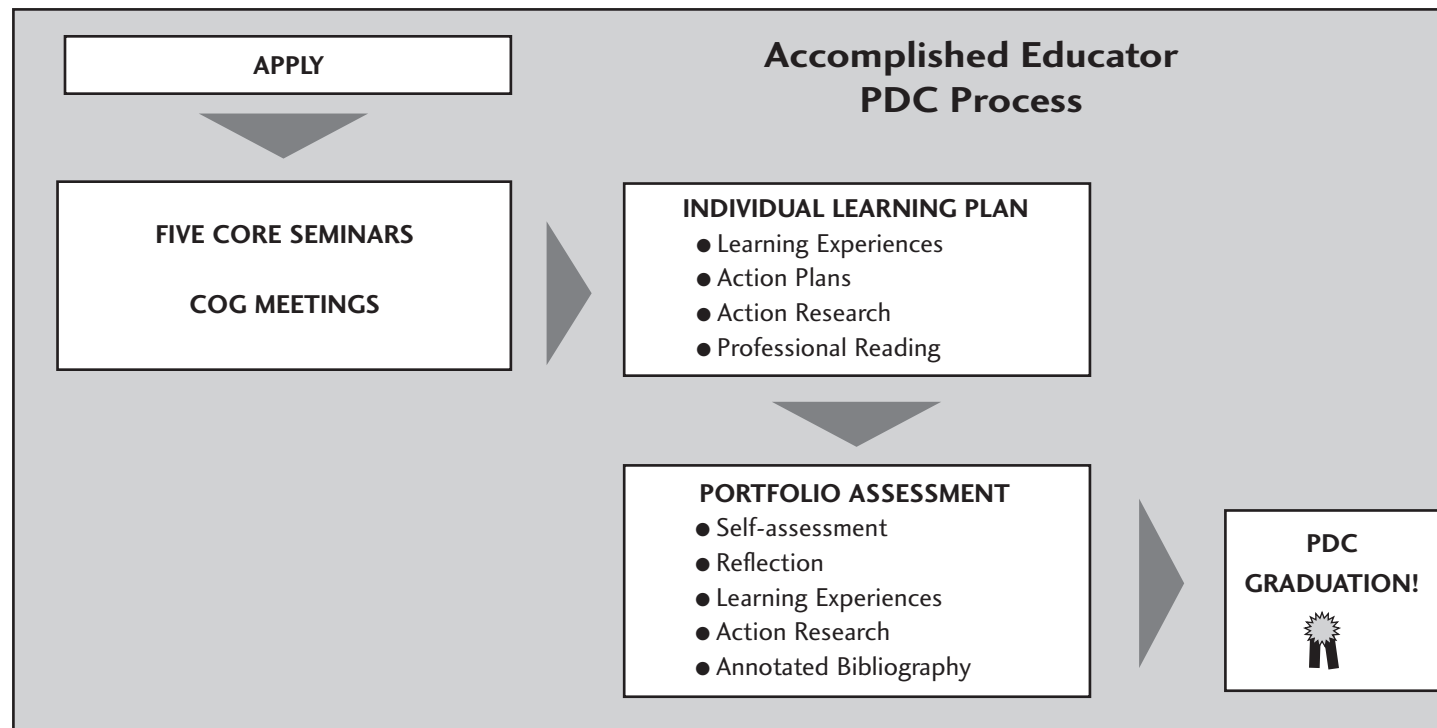
INSTALLMENT FEE PAYMENT SCHEDULE

To begin the Core Seminars in February 2010

1. \$1,000 on or before January 12, 2010
2. \$1,000 on or before May 10, 2010
3. \$1,000 on or before December 6, 2010
4. \$1,000 on or before May 9, 2011 or with the final portfolio submission whichever is earlier

Multiple Participant Discount — Save \$200 per payment when three or more people from the same school register for the same cohort. Payments would be \$800 rather than \$1,000 on January 12, May 10, December 6 and May 9.

Payment may be made by credit card (VISA or MasterCard) or personal check payable to the University of Wisconsin-Green Bay. Mail the completed application and fee to: Accomplished Educator PDC, Institute for Learning Partnership, University of Wisconsin-Green Bay, WH 424, 2420 Nicolet Dr., Green Bay, WI 54311-7001. For additional information, contact the Institute for Learning Partnership at UW-Green Bay: *phone* 920-465-5555; *fax* 920-465-5070; *e-mail*: learnpart@uwgb.edu



PDC CORE PROPOSITIONS AND STANDARDS

(from the National Board for Professional Teaching Standards and Wisconsin DPI)

Proposition 1: Teachers are committed to students and their learning.

Standards: **A.** Educators treat students equitably. **B.** Educators' mission extends to pupil growth beyond the development of cognitive capacity. **C.** (WI #2) Educators understand how children with broad ranges of ability learn and provide instruction that supports their intellectual, social, and personal development. **D.** (WI #3) Educators understand 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.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Standards: **A.** Educators demonstrate an appreciation of how knowledge in their subjects is created, organized and linked to other disciplines. **B.** Educators demonstrate specialized knowledge of how to convey to students knowledge and understanding in a subject. **C.** Educators generate multiple paths to their students' knowledge and understanding. **D.** (WI #1) Educators understand the central concepts, tools of inquiry, and structures of the disciplines they teach and can create learning experiences that make these aspects of subject matter meaningful for pupils. **E.** (WI #7) Educators organize and plan systematic instruction based upon knowledge of the subject matter, students, the community, and curriculum goals.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Standards: **A.** Educators help students learn to evaluate their own progress and make improvements in how they learn. **B.** (WI #4) Educators understand and use a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills. **C.** (WI #5) Educators use 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. **D.** (WI #6) Educators use effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom. **E.** (WI #8) Educators understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of a pupil.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Standards: **A.** Educators systematically record and construct meaning of their teaching experiences for the purpose of developing good judgment. **B.** Educators seek and reflect upon the advice of others. **C.** Educators use educational research and scholarship to improve their practice. **D.** (WI #9) Educators are reflective practitioners who continually evaluate the effects of their choices and actions on pupils, parents, professionals in the learning community and others and who actively seek out opportunities to grow professionally.

Proposition 5: Teachers are members of learning communities.

Standards: **A.** Educators contribute to school effectiveness by collaboration with other professionals. **B.** Educators create learning communities within their classrooms. **C.** Educators help develop a self-renewing school culture with shared decision making and a dedication to continuous improvement. **D.** (WI #10) Educators foster relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and act with integrity and fairness in an ethical manner.

**ACCOMPLISHED
EDUCATOR
PROFESSIONAL
DEVELOPMENT
CERTIFICATE**

The PDC is awarded by the
**INSTITUTE FOR
LEARNING PARTNERSHIP
AT THE
UNIVERSITY OF
WISCONSIN GREEN BAY**

- ◆ Recognized by the Wisconsin Department of Public Instruction
- ◆ Endorsed by the Wisconsin Educational Association Professional Development Academy

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MISSION STATEMENT
The Institute for Learning Partnership enhances professional development for educators to improve academic achievement for all learners.