

Grantee Name: Wisconsin Department of Public Instruction

Project Name: Wisconsin’s Support for Mid-Career Advancement & Retention through Transition-To-Teaching (SMARTT)

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Partner Districts/LEAs: One urban district in South Central Wisconsin: Beloit, and thirteen rural school district covering the entire state: Augusta, Bayfield, Bowler, Cashton, Crandon, Glidden, Granton Area, Hillsboro, Menominee Indian, Northwood, Norwalk- Ontario-Wilton, Royal, Wausaukee, and Weston school districts.

Wisconsin’s Support for Mid-Career Advancement & Retention through Transition-To-Teaching (SMARTT) project was submitted by the Wisconsin Department of Public Instruction in collaboration with Wisconsin local educational agencies, institutes of higher education, and alternative route to licensure programs. The ultimate goal of this project is to increase the number of highly qualified teachers in three critical shortage areas; mathematics, science, and special education. The objectives are 1) to recruit at least 100 participants over a five-year grant period to enroll in educator preparation programs and become eligible for an initial educator license in mathematics, science and special education; and 2) to retain, support, and monitor all SMARTT project participants in high-need schools for at least three years. Each year, the project will recruit at least 20 participants and place them in the participating high-need LEAs. This project is designed to alleviate the critical shortage of teachers in both urban and rural school districts in Wisconsin. Targeted candidates for Wisconsin’s SMARTT Project includes qualified mid-career professionals not currently licensed to teach, highly qualified paraprofessionals, recent college graduates without an education degree, and honorably discharged military personnel who qualify. Participants interested in placement in rural school districts will be encouraged to pursue double certification in mathematics, science, and/or special education. A special feature of the SMARTT project is to focus on the recruitment of members of underrepresented groups such as African Americans, American Indians, Southeast Asian refugees, and individuals from refugee families. Representatives of these groups will be valuable resources for Transition to Teaching programs in the future.