**MINUTES OF THE MEETING OF THE**

**PROFESSIONAL STANDARDS COUNCIL (PSC)**

Crowne Plaza

4402 East Washington Avenue

Madison, WI

April 7, 2014

The Professional Standards Council (PSC) convened Monday, April 7, 2014. The meeting was called to order at 9:00 a.m.

Members Present:

 Lisa Benz; Bill Dallas; Manjula Dammanna; Deb Dosemagen; Karin Exo; John Gaier; Paula Hase; Peggy Hill Breunig; Wendy Hughes; Linda Luedtke; Sue Nelson; Jennifer Nickel; Molly Walsh; Gary Williams

Members Absent:

 Arthur Anderson; Katherine Swain; Julie Underwood

Others Present:

 Sheila Briggs, DPI; David DeGuire, DPI; Tony Evers, DPI; Tammy Huth, DPI; Jill Underly, DPI; Ariana Radke, DPI; Wendy Wink, WAICU; Ron Jetty, UW-System; Scott Jones, DPI

It was noted that the public meeting notice had been published in the Wisconsin State Journal.

REVIEW OF AGENDA:

M/S/C

REMARKS BY STATE SUPERINTENDENT EVERS

Dr. Evers welcomed the members of the PSC to the meeting. He offered a shout out to John Gaier, is the basketball coach for the Girls Basketball team that went to state this year.

He gave an update on the Common Core State Standards. A hearing regarding the Common Core State Standards had taken place recently which made headlines in this state, and other states across the country. Over 100 school district administrators came in front of the committee at the hearing. Common Core will continue to be an ongoing saga, and after the November elections, it will again be revisited.

Other initiatives he spoke about were:

* Educator Effectiveness: Piloting is currently underway around WI, and they are receiving a lot of feedback, which is allowing them to customize development for educators
* Higher Education: Implementation of edTPA is beginning, which will revolutionize the way educators are prepared. It will be a tool to engage both communities of higher education and school districts.
* Educator Licensing Online (ELO): has been online since January 15th, and it has moved into a good place in the 21st century.

APPROVAL OF JANUARY 2013 MINUTES:

One change – Peggy Hill Breunig attended in person

M/S/C

TERMS ENDING:

Arthur Anderson; William Dallas; Katherine Swain; Julie Underwood; Vacant – PTA

EDUCATOR LICENSING ONLINE (ELO) UPDATE

Jill Underly, Assistant Director of Teacher Education, Professional Development and Licensing gave an update on Educator Licensing Online (ELO).

* Homework was sent out to the PSC Members prior to the meeting
* How many were able to Onboard? – about half
* We have had some difficulties with the new system, and we are doing our best to work through them and trying to make things better for the user
* A brief demo of the system
	+ Anytime you log into ELO you will be prompted to enter a WAMS ID
	+ When you log in you will be prompted to log in information, which is what matches you up to your information in our former database
	+ The Quick Start Menu is very personalized
	+ If you are renewing, you are prompted by, “IT IS TIME TO RENEW”
	+ “MANGE YOUR LICENSE INFORMATION” – shows all of the licenses that you have held
		- This is where you will print your license certificate
		- No position codes anymore, we use developmental levels currently
		- Codes for subject or assignment also changes – formerly 3 digits, moved to 4 digits by adding a 1 in the front, formerly 2 digits for administrative codes, added a 50 in the front
	+ Your license information will be shown on the right side of the screen
	+ We are having some difficulties on the “ATTACHMENTS” part of the application, we are planning on putting out more guidance on this
	+ Once you click “SUBMIT”, you will move to an attestation screen, we are now using this in place of notarization
	+ You will then move to the “PAYMENT” screen which also includes the “CONDUCT AND COMPETENCY” questionnaire
* This spring we generated almost 30,000 applications
* Are any of our members renewing this year? 4

The PSC members then gave feedback and asked questions with a discussion following:

* In the Quick Start, the most recent license was not on top, which was confusing
* Some colleagues renewed using QEI – what is the distinction?
	+ Professional Development Plan (PDP) – That information is relayed to us via QEI or WECAN
	+ So there are no documents to upload? No
	+ Example, what if I have a Library license with stipulations, do I prompt the University? No – the University will send that to us once you have completed your program, it is referred to as ECL Data
	+ If you are going through an application, however notice that your ECL Data is not there, it means that you are not approved by your Educator Preparation Program (EPP) yet
* If I’m renewing three licenses this year, and then getting another license the following year, in four years then can I get everything on the same cycle? Yes – as long as all of your licenses are at the professional level, you can request to synchronize all of your licenses.
* We wanted to release all the applications January 15, 2014, however we have so many licenses with so many different pieces that not everything was ready at that point
* Walked through the DPI ELO website
* Emergency licenses?
	+ Several license types are two part applications
	+ The school district needs to sign off on these applicants
	+ The applicant will need an electronic copy of the request form in order to attach it to the application
	+ Once the first part is complete, the applicant will get an email informing them part one has been approved and they can move onto part two
	+ Quick turn around on these
* Verifying the Degree?
	+ Correct – we need to make sure that a person is eligible to move forward before we accept payment
* Once all of the applications have been rolled out, there will not be a certain time to apply, they will always be available
* As kids graduate from the school of information science, you are automatically provided with that information, along with the coursework, etc.?
	+ Not all of the information, but the biographical information (first and last name, DOB, University) and eligibility
	+ Who is providing this? The school of library science?
		- No – there is a representative at each campus that reports all of this information to us – they are given the information by each department, and then they fill in a spreadsheet that is sent to us
* 1,992 application have been submitted, 1,799 have been approved for Initial In-State applications
* Are you on schedule with the dates?
	+ Yes, for the most part, we are rolling them out as fast as we can
* What is the current turn around time now?
	+ Depends on the application type
		- Out of State – 6 weeks
		- Initial In-State – 2-3 weeks
		- Renewals – we don’t know yet, we just released this application type, so we are still gathering the data
* You indicated that this information is going out to everyone – how?
	+ We will be sending this out via email from Mike Thompson to District Administrators and also other distribution lists
* Thanks to Jill, we are working with her on the private school life licenses. A lot of teachers are not in a place where they might get this information – a lot of little holes
	+ Yes, please send any information you might have to Jill, we realize there are people that are not in a place to be notified about ELO
	+ The advantage of ELO is it allows people to log in and update their information whenever they want, we have never had a system that allows us to have a continually updated database

LICENSE PROGRAM CONTENT GUIDELINES

Tammy Huth, Director of Teacher Education Professional Development and Licensing, provided an update and shared handouts regarding the development of the Content Guidelines.

* When PI-34 was created we had to move to a standards system
* There are two sets of standards – building standards and district standards
* There are 7 administrator standards in PI-34
* The performance based part of the system has to in some way measure a person in a program before they go out into the field
	+ Need to do a clinical practicum with teachers/EPP
	+ Need to have a portfolio of evidence that a candidate prepares
	+ Content test/common state assessments/edTPA
* ISLIC revised their statements, WI’s are very similar
* We would like your feedback on the Career and Technical Coordinator Content Guidelines

The group then walked through one of the handouts, making comments and giving feedback as the group worked through the chart on the handout:

* What do you envision this position doing?
	+ Coordinate the Carl Perkins funding and application process
		- Agriculture Education, Family and Consumer Education, Marketing Education, Technical Education
	+ There is a significant amount of reporting that need to be done – information on student demographics, how funds are spent, how long a person has been taking these classes
	+ There is statutory language regarding classes towards employment, the school district needs to provide employment skills to students
	+ Work with Career and Technical teachers in development, they should have access to cutting edge professional development
	+ Work with Technical Colleges for class credits via Technical Colleges
	+ This position used to require a master’s degree, a license, and 3 years of teaching experience, now the only requirements are a bachelor’s degree and the Career and Technical Education license work
		- UW-Stout is the only program that prepares Career and Technical Education teachers
* Vision Standard
	+ Educator Preparation Programs need to come up with an assessment
	+ This concerns me a bit, there is a lack of consistency
		- When a program receives approval from the DPI, they also need to ID their assessments, which is where we get consistency
* Instructional Program
	+ Box A. - please insert “PK-12” into this line
	+ Box D. – education to employment may be replaced with ACPs?
* Management
	+ In Box A. – please add “evaluation”
		- “Evaluate” is intentionally not there, this is not a role that can evaluate
		- That is unfortunate, they act as teachers, and are involved in hiring and working with teachers
		- They might hold another license that allows them to evaluate (principal or administrator)
		- There are a lot of opportunities for Peer Coaching
* Community Family Relations
	+ None
* Ethics
	+ None
* Context affecting Schooling
	+ None
* The teacher content guidelines align back to the Danielson Method
* The next handout reflects the teacher
	+ The standards are the same
	+ In 2011 InTASC went back to the original 10 standards, updating them to be more focused on teaching
	+ We will develop all of our standards to be set up the same as the InTASC Standards
	+ The teaching standards are on the left and the content guidelines are on the right – this helps EPPs know how to prepare their students
	+ The state required performance assessment are content tests
	+ The performance assessment will be the edTPA
	+ EPPs need to come up with Clinical Student Evaluations
		- This dictates what they can teach, the subject area and developmental level
	+ Reading Specialist – we are still working on, once the ELA Content Guidelines are complete, then we will move forward
	+ Career and Technical Education, once feedback from this group is incorporated they will then be passed onto the Superintendent
	+ Library Media Specialist is currently on hold, we are working on a plan for these and then will put it all together
	+ Pupil Services – there are no national standards, WI created their own set of standards
	+ Teaching – Math and English Language Arts are underway
		- Math
			* Came together in January and March 2013
			* Common Core – if a student needs to know this, what does the teacher need to know?
			* Math is on hold until English Language Arts is complete
		- English Language Arts
			* The work group gathered twice in January 2014
			* Each group took a common core
			* It was broken down by developmental levels and categories
			* Then aligned with the InTASC standards
			* There is a meeting on May 1-2, 2014 to complete the guidelines
		- Do the work groups you are referring to include K-12?
			* Yes, we reached out to all EPPs and School Districts to create a cross-section from all across the state

EDUCATOR EFFECTIVENESS UPDATE

Sheila Briggs, Assistant State Superintendent, gave an update on educator effectiveness.

* We are continuing to gather feedback from our pilots
* Preparing for full implementation in the fall
* The law covers both teachers and principals
	+ Wondering who is covered by the new law? – There is a user friendly flow chart online
	+ The new law did not change the frequency of how often an educator needs to be evaluated – the first year, and every third year after
	+ Only about 1/3 will be getting evaluated in the fall because not everyone is up for evaluation
* There are several videos online
* In February we rolled out step 2 as a module, which takes about 1-2 hours to go through the entire module
	+ The module is designed as a training, but also as a resource for later
* Step 3 of training will be coming out this spring and is geared towards administrators and evaluators
	+ How to manage the evaluation
	+ There is a tool kit available for this training
	+ The CESA networks will also be providing support and training at no charge to the districts
* The final portion for implementing next fall
	+ In early August a very specific online module for what needs to be done will be released
	+ Regarding goal setting, making plans, etc.
* A new toolkit has just been released – Coaching Conversations
* The Educator Effectiveness webpage was redesigned in January
* There is a weekly live chat on Monday’s at 9 PM to ask questions about EE
* Is the self guided module on the DPI webpage?
	+ Yes, it is located on the Educator Effectiveness homepage
* What is the most valuable information for EPPs?
* UW-Green Bay is in a pilot with DPI
* Administration programs are working to have students complete as a certified evaluator as well
* Superintendent Evers referred to the purpose of the system
	+ USDE praised our work on implementation of the Educator Effectiveness system in WI
	+ It is better to ID the strengths and weaknesses for educator growth and to help find better professional development
	+ Charlotte Danielson stated that we were doing it the way she envisioned it
* Some in the districts are viewing this a punitive experience, they feel like they are being penalized.
	+ As we move along with trainings, many are saying that they are feeling better about the process
* Really requires us all to change the conversation to a positive environment
	+ Educator Effectiveness is working on another video with testimonials from people who attended the Educational Camp in March
	+ WASB and WASDA are looking for tools that help school districts in their role for Educator Effectiveness, Common Core, and School Assessment Initiatives
* Is that the timetable, to have a draft by May?
	+ Yes, we plan to have a draft for final feedback
* This focuses on what kids learn, not what we teach or assume we have taught, but what happens when you have a group that doesn’t meet the report card grade? What happens to all that good work they did?
* Our school was a pilot school, we have monthly Educator Effectiveness meetings, where teachers and principals come together to discuss what they did that month for Educator Effectiveness. This is educators working together on something, not a non-educator telling us this is what we need to do.
* Our administrators are concerned with numbers, there is barely enough time to evaluate now.
* What about teachers that come back that haven’t been in a classroom for a while.
* This seems like a management issue – how to redefine the principal role
* Is DPI offering any grants?
	+ The Peer Review and Mentoring grant was repurposed for this exact purpose
	+ More information will be online this fall

COMMON CORE STATE STANDARDS UPDATE

Sheila Briggs gave an update on the Common Core State Standards.

* There are a huge amount of resources available on the Common Core website
	+ Check out the Live Binders
* The College and Career Readiness Summit had great attendance
	+ There are additional meetings coming up on April 22nd at UW-Whitewater, and April 23rd at UW-Stout
	+ There has been great feedback, and we have been asked for more sessions in other regions
* There are some frustrations with Science professionals, feeling like their initiatives are on hold, some of the great projects that were in place, have stopped
	+ Yes, Science has been put on hold
	+ There is a lot of scrutiny about what is taught for Science
	+ Some districts have moved forward with Next Generation science standards, which does not have the support of the Common Core

PATHWAYS TO LICENSURE

Tammy Huth, provided handouts for the group with information about Emergency Permits pertaining to school districts.

* A school district that has an unsuccessful recruitment for a teaching position can hire a person with a bachelor’s degree, but no formal training – this person would need an Emergency Permit, code 9
* If a school district that decides to hire a teacher that is already licensed, but not in that specific subject area – this person will need an Emergency Permit, code 10, and will need to enroll in an Educator Preparation Program for that subject area
* Are the school districts with a lot of emergency permits, large or small?
* What trends are you seeing in the emergency permits?
	+ Bilingual
	+ ESL
	+ Special Education
	+ Science
* One member stated that she didn’t realize that so many teachers were considered cross-categorical
	+ One of the dynamics a district faces
	+ Years ago school districts had a lot more staff members
	+ As staff’s have had to shrink, school districts are looking for someone with multiple licenses
	+ Cross-Categorical is becoming pretty common – they have been prepared with a broad understanding of the disabilities, but they can teach in all areas
* Permits for someone that doesn’t have a teacher education background?
	+ Depends on their work experience and what subject their bachelor’s degree is in
* It seems like there are enough applicants out there, so why would we hire someone without any teacher training?
	+ Districts are different from one school year to the next
* Early childhood regular education is an emergency area because of 4K programs
	+ Early childhood, years ago, was not a shortage area, but because of adding 4K it now is
* Special Education is the largest shortage area
* Subjects we need to be concerned about
	+ Reading Teacher
		- In the current structure you add reading teacher to a license you already hold
		- Reading Specialist is an administrative license
		- Licensed elementary teacher can teach reading as a discreet course to a self contained classroom, but not to various age levels
	+ Do we need the discreet reading license, or should it be part of the preparation for an elementary teacher?
	+ What percent of your job do you need to be teaching reading, to hold the reading license?
		- Any percent
* Family and Consumer Education and Career and Technical Education
	+ Permit – if a person held a bachelor’s degree
	+ A lot of people prepared at a technical college, they have the subject knowledge, they just need to be prepared pedagogically
* Some districts are looking for help in basic instruction areas such as Science and Math
* In our middle schools we don’t have subject area certified teachers, we see a lot more people that are certified 1-8, so they don’t have that same passion/knowledge for a particular subject
* Is there certification for middle school?
	+ No
	+ Middle Childhood to Early Adolescent candidates also need to have a minor
	+ There is a lot of things going on at the middle school level – family dynamics, independence…..it seems like no one is specializing on the middle grades of 6-8
	+ A district can go above and beyond as to what they require, but as for licensure that is the minimal requirement
* Library Media Specialist popped up a lot, is a master’s required for this licensure?
	+ Depends…..
* Spanish license/Early Childhood to Adolescence World Languages
	+ School districts struggle in trying to find someone to teach Spanish
* It doesn’t seem there is anything in regards to STEM, where do we find these instructors?
	+ We currently don’t have a license that allows you to get certified in Science/Math so now they can teach Science and Math
* If you take out the big districts, we still have a lot of school districts that have quite a few teachers on emergency permits/licenses
* Typically received around 1700 that come in mostly in September and October
* Recommendations?
	+ Increasing awareness about what is available out there
	+ Need to continue to be flexible with emergency licenses and permits
* License based on a content test
	+ We began developing this in 2010
	+ If you were a professional educator you could add on a license by taking a test
		- This has really helped some of our school districts in hiring
	+ To get a professional teaching permit
		- You need a bachelor’s degree in that subject area
		- You need 5 years of experience in that area
		- You need to take a content test
		- You need 100 hours of training in modern curriculum planning
* Trade Specialist Permit
	+ Specific skilled trades
	+ Requires that you have completed an apprenticeship program in your skilled trade
	+ 3 years of experience in your skill area
	+ The initial permit is 2 years, then renewed professionally for 5 years

PROFESSIONAL DEVELOPMENT PLAN (PDP)

David DeGuire, Assistant Director of Teacher Education, Professional Development and Licensing, gave an update on the Professional Development Plan:

* Online PDP Reviewer Training
	+ We are focusing on training new reviewers
	+ Our first pilot with Madison Metropolitan School District was completed last week
	+ Our second pilot with CESA 5 started on April 6th
	+ A third pilot with MPS is yet to be scheduled
	+ We will also be scheduling one training for each CESA where there will be open registration
* What are the components?
	+ There are 5 chapters
		- Short video introduction
		- Reading
		- Articulate module
	+ 3 live moderated sessions
	+ The training takes place over a 12 day time period
	+ There are some quizzes and performance tasks through out
	+ Lists of supporting resources for further information
* What about reviewers already trained?
	+ They have a certificate that expires 6/30/2015
	+ They will have to complete an online refresher
	+ Workshops will start late summer/early fall
	+ We have had some issues with the new ELO system and data migration
* Additional PDP Resources
	+ An updated PDP toolkit is being developed
	+ There will be more examples of PDPs on our website
	+ Materials developed by the CESAs will be made available
	+ We will continue to work with QEI and WECAN PDP to support online PDPs
* Is the pilot program just for new reviewers?
	+ Yes
* What are the qualifications?
	+ You need to have a professional educator license

ADJOURNMENT

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