

**MINUTES OF THE MEETING OF THE
PROFESSIONAL STANDARDS COUNCIL (PSC)**

DPI-GEF 3
125 South Webster Street
Madison, WI
October 25, 2019

The Professional Standards Council (PSC) convened Friday, October 25, 2019. The meeting was called to order at 9:00 a.m. by Chair Amy Traynor.

Members Present:

Brad Peck, Barbara Van Doorn, Amy Traynor, Andrea Pasqualucci, Elizabeth Lingen, Joanna Rizotto, Lisa Elliot, Kimberly Marsolek, Barbara Herzog, Dana Ryan, Tracy Dobkoski, Rosanne Hahn, Lori St. Germaine, Matthew Wigdahl

Members Not Present:

Diana Callope, Sherita Kostuck, Katie Vogt, Mitra Fallahi

Others Present:

David DeGuire, DPI; Ariana Baker, DPI; David Sepúlveda, DPI; Beth Giles, DPI; Carolyn Stanford Taylor, DPI; Sheila Briggs, DPI; Jeff Baas, WEAC; Forbes McIntosh, WASRA; Kathy Paul, WAICU; Chan Stroman, member of the public

It was noted that the public meeting notice was posted.

OPENING REMARKS BY CHAIR

Chair, Amy Traynor, asked the Council members to introduce themselves. After introductions, she provided an overview of the Council responsibilities and member roles. She stated that she enjoys this Council because it is open and honest, and encompasses many roles of the teaching profession. She then provided an overview of the work the PSC has completed over the past few years, which has mostly focused on the Talent Development Framework and identifying the teacher shortage crisis that is both a statewide and really a nationwide issue.

REVIEW OF AGENDA

M/S/C

ELECTION OF VICE CHAIR

Amy Traynor asked for any nominations for this role. Kim Marsolek provided a self-nomination.
M/S/C

UPDATES

Council members asked for updated information about State Superintendent's Leadership Group on School Staffing Challenges. This group brought together leaders from the various professional organizations. Kim Marsolek is the PSC representative on this group. She reported that this group is meeting again in December, where they will decide what their next aim is.

REVIEW OF APRIL 12, 2019 MINUETS

M/S/C

OPENING REMARKS BY STATE SUPERINTENDENT CAROLYN STANFORD TAYLOR

State Superintendent, Carolyn Stanford Taylor, welcomed the Council members and thanked them for their continued work. She reflected on questions that she has been asked mainly how to recruit, train and find people to be educators. There was an article in one of the papers recently about there not being a teacher shortage, but a teacher exodus. Questions that she posed to the group were how to retain and recruit educators. Specific questions were:

- How do we encourage people to go into education considering the current climate?
- What can we do about the educators who have retired and can only come back on a limited term?

She then opened up the conversation to the group.

- PSC: What do you think are some of the factors of this teacher shortage?
 - Stanford Taylor: Hear a lot about pay.
 - Stanford Taylor: There seems to be propaganda around educators, which devalues educators. This is where we all (educators and those in the education profession) come in, we need to speak positively about this profession. It is a noble profession and a profession of the heart, which changes lives for families and kids.
- PSC: Do you feel the exodus is part of the conditions and climate we serve in? DPI can help by supporting the teacher voice and empowering teachers in decision-making. Teachers are responsible for the majority of the work, take 100% of the blame, but have less than 50% of the voice. Any help DPI can give to teachers would be appreciated.
- PSC: It seems like there is increasing in enrollment in private schools. An educator friend, left a public school for a private school and says it is so much more relaxed in the private school setting.
 - Stanford Taylor: Choice schools do not have the same requirements and restrictions that public schools are. If we are running under two different systems, we need to adequately fund both and not take money away from public schools to fund choice schools.
- PSC: Feel that DPI does give teachers a voice, however there seems to be a disconnect in the administrative component, which is between teachers and the DPI, and they are not valuing teachers.
 - PSC: I have been learning about ESSA and teacher voice should be included in the ESSA plans. We have been talking about this in WEAC, ESSA is the engine that drives teacher voice, however looked at 15 different school district's ESSA plans and realized that there is no teacher voice in any. Perhaps, if DPI could support that school district need to include teacher voice, parent voice, and community voice in these ESSA plans.
 - Stanford Taylor: We need to pay more attention to this as we heard this feedback also, that not all voices were a part of that report.
- PSC: There should be guidance as to how those stakeholder teams are developed.
- PSC: We also need to consider the voice of young teachers. We do not have the depth of candidate pools we used to get. For someone to feel they are making a difference, they need to feel they are in control of their work place. So much is expected of teachers, especially new teachers, however it is not about the teaching and learning, as so much time is spent on things that are not classroom teaching, but rather a "checking off of the boxes." It probably often feels to new teachers like they don't have a life. How do new educators

deal with the outside issues of the students in their classrooms? They end up taking on so many extra responsibilities, that the actual teaching part gets left out.

- Stanford Taylor: This is something I try to be mindful of as I was a classroom teacher. I try to be mindful of connecting the dots. If veteran educators can take time to help new educators develop those social emotional skills on the front end, they do not have to worry about all the other distractions. For new teachers, having mentors helps them feel less like an island.
- PSC: Administrators need to let teachers know that it is ok if something does not get completed on a particular day because they had to address behavior or mental health issues that day.
 - Stanford Taylor: Teachers need to give themselves permission to help that child.
 - PSC: Younger staff do not have that experience and are afraid to give themselves that permission. They are afraid to speak up to administration about this.
- PSC: Veteran teachers have lived through No Child Left Behind (NCLB), no forward thinking, and focusing on testing.
- PSC: This is not what teachers are assessed on. The school district report card does not reflect the whole child and it is hard to get administrators to consider this.
 - PSC: There is the science of teaching and learning, having that battle of I want to teach, but I don't want to do this....
- PSC: We expect a lot of veteran teachers. We need to be careful that we are not asking too much of the experienced teacher. It is essentially a whole other job for them to mentor a new teacher.
- PSC: It feels that the profession is made out to be a box, and to new educators if they don't fit in that box, they feel that the profession is not for them.
 - Stanford Taylor: Current programs cannot prepare new educators for everything they need to face in their own classroom. New educators tend to fare better if there is a professional learning community in their school and there is a collaboration.
- PSC: What amenities are available in small rural districts? We need to make sure the entire state has access to electronics and Wi-Fi as this tends to be a deal breaker for young teachers considering rural districts. There also needs to be consideration for student loan repayment and returning retirees which allows them to bypass all the administrative rigmarole.
- PSC: A lot of educators leave for different professions because other professions allow them to go to work and leave, and they can leave all work concerns at work. Teachers take a lot of concerns home with them.
- PSC: We don't talk about the realities of teaching and don't feel empowered. There is room for growth here. School boards hear about teacher experiences through administrators' voices.
- PSC: Schools have to be careful about what they take on and they need to be smart about leveraging community partner. Some of the most important work we do is looking out for kids' wellbeing, however we are assessed as educators. Before we ask teachers to take on more, we need to consider community partners. Teachers can't take on everything because there isn't capacity to do this. Consideration needs to be given to educator wellness.

- Stanford Taylor: I heard from an administrator who worked with school district technology staff in order to shut down all access to school district systems in the evening to force teachers to take time away from their job.
- DPI: We agree that DPI does not have a good conduit to hear teacher voice. We have developed a teacher-leader network around one school improvement strategy we are working on. There are about 150 teachers involved and we will be meeting with this group four times over the school year.
 - PSC: Professional associations of teachers should recommend the teachers for this type of opportunity, not administrators.
 - DPI: We wanted an educator who was going to feel comfortable communicating with the principal. By asking the principal to nominate, we knew there would be a good relationship with the teacher and the principal and the educator would feel comfortable relaying the information back to the principal.
 - PSC: There is power in selecting a teacher and allowing them to be an influencer. If continuously choose someone who is already an influencer, what voices are not being heard? Things are always going from the top down when we need to start going from the bottom up.
 - PSC: This is a good starting point
 - DPI: We need to find spaces for all to come to the table.
 - PSC: We have to provide forums for all, because it is all about voice.

LEGISLATIVE AND PI 34 RULE UPDATES

David DeGuire, Director of Teacher Education, Professional Development, and Licensing, provided an update to the Council on AB 195, which was proposed in the state legislature. AB 195 proposes changes to the license based on reciprocity. Currently, this license is a five-year, renewable license issued at the Tier I level, which means this license is not eligible to advance to the Lifetime license level. AB 195 proposes that with verification of a valid out of state license and one-year of experience in another state or in Wisconsin, the DPI issue a Tier II – Provisional license. This would mean that educators that utilize this option will not have to pass any of the required Wisconsin testing for the license they are seeking or have to verify completion of statutory requirements. DPI would also be required to convert all current licenses based on reciprocity to a Tier II - Provisional license. This bill has currently passed both the houses and is pending the signature of the Governor.

- PSC: So if an educator completed ABCTE in another state and received a license, they will just need to verify they hold a license and have a year of experience, and then they can get a Wisconsin license.
 - DPI: Correct.
- PSC: How is this supposed to boost morale amongst Wisconsin educators?
- PSC: How did this happen?
 - DPI: A legislative representative received information from a family member who completed a program outside of Wisconsin and was told they needed to pass the Foundations of Reading Test and edTPA. The representative thought it was unfair that there were additional requirements that needed to be completed.
- PSC: Untrained teachers come into the profession with a lot of enthusiasm, but turn out to be a huge undertaking for school districts to support them as there are a lot of fundamentals that are missing.

- DPI: We need to change our language that this is profession of the mind, not a profession of the heart.

EDUCATOR PREPARATION UPDATES

Beth Giles, Assistant Director of Teacher Education, Professional Development, and Licensing, started by thanking Council members for their service to Wisconsin students. She went on to emphasize that she sees the work of the Council, the impact educators and those in the profession have, and the energy and the brilliance that keep them in the profession. She then went on to present a power point with education preparation updates - [PSC higher education updates.pptx](#). Below are highlights from the presentation:

- There is a communication plan between DPI and educator preparation programs (EPPs)
 - Certification officer group
 - Monthly updates from DPI to deans and directors to inform them of updates
- Resource creation
 - Helping create DPI resources for educators
 - Looking for a way for current educators to provide information that might be helpful to other educators or new educators.
- Legislative updates
 - AB 194 – proposes alternative options to the Foundations of Reading Test (FORT) requirement for special education teacher candidates.
 - This proposal does not remove FORT all together, rather it gives an alternative through the completion of a course of study in the science of teaching reading a portfolio
 - It should not be considered a lessening of the standard
 - There is a federal requirement for obtaining a full license within three years if the teacher is simultaneously completing their preparation program.
 - Currently pending the signature of the Governor
 - The bill gives DPI authority to promulgate rule
 - SB 230 – proposes full time, full semester student teaching requirement *or the equivalent*
 - Allows flexibilities to get this done
- Innovative Discussions around other options for licensure
 - Need to start building this and then, if it works, figure out how to continue the growth
 - Milwaukee Public Schools (MPS) is working on an alternative route option for educational assistants who want to become teachers
 - STAR Program is a collaboration between the Racine Unified School District and UW-Parkside is route for school district staff to obtain a special education license.
 - Wisconsin Ojibwe immersion school plans to partner with a few approved programs to create licensing opportunities for school staff.
- New License Program Report – Appendix B
- Content Guidelines
 - DPI is in the process of redoing the Wisconsin license program content guidelines as what we currently use are outdated.
- Questions?
 - PSC: Council member, Barbara Van Doorne, has a website called The Stretched Counselor, which is a great resource for young teachers who want inside information

- about the profession. Provides information on the balance about the actual “crabby” teacher and working within the dysfunctional system.
- PSC: From the survey conducted by the PSC we heard from teachers who have 11-20 years of experience that they were wanting to get out of the profession, need to look at what made that teacher “crabby.”
 - PSC: There is a big difference between telling your story and talking about the realities of the education profession.
 - PSC: There needs to be guidance on connecting the dots.
 - PSC: One of the most startling statistics from the survey was hearing about the teachers, that should be the backbone of the profession, that want to leave.
 - PSC: Our school district created a High School class that mentors kids who want to become teachers, the students work with local EPPs for college credit, and get those kids real life experience.
 - PSC: Programs that are embedded in the school district are fantastic.
 - PSC: Teachers are advocating for structural change. The current education climate is dysfunctional.
 - PSC: We need to look at the data.
 - PSC: It feels that most judgement on teachers and school districts is generated from the school report card.
 - PSC: In the 70’s 73% of married couples had children in K-12 schools, now 25% of married couples have children in K-12 schools. Who is the report card meant to appease? How are schools financed? Challenge the research that states class size does not matter. Salary is not a motivator, but a de-motivator.

REVIEW AND APPROVAL OF THE 2017-2018 ANNUAL REPORT

David DeGuire, presented the 2017-2018 annual report to the group. The group was previously presented with this report and had provided several edits. The language edits were made and the teacher certification data was removed.

M/S/C

RESULTS FROM EDUCATOR EFFECTIVENESS Stanford Taylor MULTIYEAR EVALUATION

Per the agenda a presentation from Curtis Jones, UW-Milwaukee, was scheduled, however Dr. Jones was unable to attend the meeting.

PSC PRIORITIES FOR THE YEAR – RETENTION, EQUITY, DIVERSIFYING THE TEACHER WORKFORCE

Beth Giles asked the group to think about what their priorities are for the year and what they need to accomplish those priorities. Looking back at previous work, during the 2017-2018 school year the PSC had discussed making their focus teacher retention and cited three specific issues around teacher retention they wanted to focus on:

- Modification of administrator training;
- Consideration of required reporting of teacher attrition; and
- Teacher voice in the leadership framework.

She then opened up the conversation to the group for them to reflect and discuss these issues.

- PSC: There needs to be modification and change to the evaluation instrument for evaluating principals.
- PSC: The current principal rubric is very management focused; it is not focused on building teacher leadership and teacher capacity.
- PSC: Principals are not driving policy, that is the superintendent's job.
- PSC: Which vision of education are we chasing and what are we going to do?
 - PSC: Interested in restoring the true purpose of teaching and returning to the roots of professionalization.
- PSC: Going forward, we need information from principals about their training.
- PSC: We should pull out strategies from the Talent Development Framework (TDF) focus on how to accomplish these things.
 - PSC: Components 3 and 13 are similar; components 9 and 12 are similar.
 - PSC: Induction and mentoring are a focus for early career educators.
 - PSC: What can we do for those mid-career, who are ready to fly, but not being given the opportunity to, and then want to leave?
- PSC: What are the functions of what we are doing?
 - PSC: PI 34.108 (4) - Duties of the PSC, under (d) in this section, discusses proposal of policy and practices to the state superintendent.
- PSC: We could suggest to DPI that they change the principal evaluation framework, or, we can provide our recommendation for how to change the principal evaluation framework.
 - PSC: How do we use this thought to continue moving the work forward?
 - PSC: Dig in further on the TDF and actually make recommendations for suggested changes.
 - PSC: As a union representative, our group has tried both ways, and either way when we hand in proposals, we are told no. It was the same with the TDF that the PSC proposed, the Leadership group said no.
 - PSC: Providing ideas will help make the actual change.
- PSC: Career and advancement
 - PSC: What has DPI done?
 - DPI: We did conduct an educator survey on behalf of the PSC.
- PSC: Can we as a committee be given more feedback on what the DPI would like?
- PSC: In order to make suggestions a reality, we need to identify specifics to make the suggestion feasible.
- PSC: Can we have DPI track certain models of retention and identify if that is helping?
- PSC: Career pathways
 - PSC: What would make a difference?
 - PSC: What made you think you want something different?
 - PSC: Where is the salary point in that?
- PSC: Our current issue is to change conditions in schools. Current conditions are poor for teacher professionals.
 - PSC: How do we change climates for teachers in schools?
 - PSC: How can higher education help support that?
 - PSC: Conditions are poor, and we leave it up to teachers to deal with on their own. Which is why we recommended that we change the administrative preparation.
 - PSC: We can't place all the blame on admin preparation. We have to look at the whole picture, which includes what schools are taking on and the workload.

- PSC: As a teacher, we are not the boss, so if we say something that our administration doesn't like, we can lose our job.
- PSC: There was a national survey regarding teacher voice. Some topics covered were:
 - Who has control of job demands?
 - Who has power giving teachers a voice?
 - Our own socioemotional voice
- PSC: What can DPI do to eliminate or make changes to the school report card?
 - PSC: This would take some of the pressure off. It feels that the report card really does more damage than good.
 - PSC: Can we make a recommendation and if it is turned down, tweak the suggestion and send it back?
- PSC: Our collective voice needs to mean something, perhaps it needs to be done in progression
- PSC: What about the school report card that can be changed?
 - PSC: Change the names of the classification, the current language is punitive.
 - PSC: Acknowledge that standardized testing is not equitable and not reliable.
 - PSC: Need to recognize that all students need to be regulated
 - College readiness benchmarks
 - Online learning programs
 - PSC: Isn't the goal that students graduate, not how long it took them?
- PSC: Who created the report card?
 - DPI: State accountability system
 - 2011-2012 school year is when school report cards went into effect.
- PSC: What is written in the legislative policy and what can DPI actually do to make changes?
 - PSC: Would a change on the school report card change retention?
- PSC: Some districts use educator effectiveness for bonuses which really has an impact on morale.
- PSC: Schools need to identify a pay structure that works.
 - PSC: See a lot of money going towards technology in schools, not educators.
- PSC: School climate is important to retaining teachers.
 - What are things that are harming school climate?
 - How can we advise the state superintendent to improve school climate?
 - Describing what the ideal would be?
 - Work backwards and identify what the hurdles are right now?
 - How would we fix the hurdles?
- PSC: Feeling overwhelmed is the third highest item listed in the data we collected from educators. How do we carve out time for teachers to reflect and/or apply strategies/ideas from others?
 - Benefit of changing the school report card
 - Relates to job demands
 - Teacher controlled prep time
- PSC: We talk about professionalism, but then expect that teachers to go above and beyond.
- PSC: Teachers don't actually get the opportunity to learn from each other, rather most information is from outside resources.

- PSC: Wisconsin has the largest achievement gap and it is widening. We are research rich in this state and there are districts that are probably doing some really amazing things around teacher professional learning, not just using student test scores. We should find those schools and look at what they are doing.
- PSC: Creating a list of promising practices. Ideas but not road maps.
 - PSC: The leadership group is the group that can make some of these things happen.
- PSC: What is the ideal school climate?
 - PSC: Teacher leadership, choice and voice - empower teachers.
 - PSC: Leveraging internal expertise
 - PSC: Be able to spot methods that de-professionalizes teachers and challenge things that put educators in silos.
 - PSC: What barriers do not allow a teacher to attend a colleagues class to observe their teaching style and vice versa?
 - PSC: Equitable access to learning for each student.
 - PSC: What does that look like?
 - PSC: Health and well-being for teachers, administration, and students.
 - PSC: Create a culture and climate where teachers know who to reach out to for help.
 - PSC: Empower teachers to become integral in decision-making policies in schools.
 - PSC: A directive or legislation that says teachers are equitable partners.
 - PSC: Teachers are currently working with a “power over” structure, it would be better to have a “power with” structure.
 - PSC: Since Act 10 took away collective bargaining, it has been a deliberate choice to stop listening to teachers.
 - PSC: Choice and leadership into the mainstream of our work.
 - The model needs to consult with teachers.
 - PSC: This really effects those that have been in the profession for 11-20 years.
- PSC: For the ESSA plan the right stakeholders need to truly contribute.
- PSC: There should be a focus on learning, not a focus on grades and test scores.
 - Learning beyond math, science but life readiness skills
 - Redefine learning
- PSC: Colleges are willing to re-evaluate requirements but K-12 is not matching that willingness.

Areas of focus for the PSC:

- Identify, collect and share promising practices.
- There is a lot of recognition given by DPI, AWSA, WADA
 - We should examine recognition – what is a blue ribbon school? Partner with WEAC to do this.
- Evaluating ESSA plans and making recommendations to districts.
- From TDF, component 3, strategic plan #1 – we need to double down on this and component 3, strategic plan #2.
- WASB – would be a good partner, non-voting teacher representative elected their peers
- From TDF, component 12 strategic plan #1, we need to study compensation models. Reach out to WASBO and WASPA.

- From TDF, component 12, strategic plan #2 career advancement pathways. We should reach out to WASPA and ask about their current career pathways. DPI can also look at national board and how does an educator lead beyond their classroom.
 - Education Commission of the States, look at what other states are doing for career advancement pathways.
- Evaluation is a huge part of teacher autonomy, we need to look at and make recommendations on this.

For future meetings:

- Can the agenda be more structured around the TDF?
- Put this into some kind of cohesive structure
- Council would like a full day, face-to-face winter meeting – we will look at potential meeting dates.
- The Leadership group meeting is December 16th
- Joanna, Kim, and Amy will meet to polish areas of focus language.

Motion to adjourn.

M/S/C

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