

## Minutes for the Meeting of the Professional Standards Council (PSC)

DPI-GEF 3  
125 South Webster Street  
Madison, WI  
February 7, 2020

The Professional Standards Council (PSC) convened Friday, February 7, 2020. The meeting was called to order at 9:50 a.m. by co-chair Kim Marsolek

Members Present:

Tracy Dobkoski, Rosanne Hahn, Barbara Herzog, Elizabeth Lingen, Kim Marsolek, Andrea Pasqualucci, Brad Peck, Joanna Rizzotto, Dana Ryan, Lori St. Germaine, Amy Traynor, Barbara Van Doorne, Michael Harris, Mitra Fallahi, Katie Vogt

Members Not Present:

Michael Wigdahl

Others Present:

John Ashley, Sheila Briggs, Will Cannon, David DeGuire, Beth Giles, David Sepulveda, Scott Jones, Curtis Jones, Forbes McIntosh

It was noted that the public meeting notice was posted

Introductions

Beth Giles conducted the introductions of the council members. Providing an overview of each council member's role and responsibility.

Review of Agenda

M/S/C

Review of October 25, 2019 Minutes

Presentation from Curtis Jones (University of Wisconsin Milwaukee Educator Effectiveness). Three presentations.

Presentation 1: evaluating educator effectiveness.

- New teachers were surveyed.
- Overall teacher satisfaction with job.
- Feedback process with teachers and their direct supervisors.

- Teacher retention is a challenging issue. 1/3 of new teachers have left the school within two years after starting their career.
- Teacher evaluation/feedback: participating in one feedback session did not seem to show an increase of results in teacher effectiveness, but two feedback sessions seems to bolster morale and teacher effectiveness.
- When teachers received accurate and useful feedback the teachers believed the principal was a stronger leader
- Teacher retention if you view your principal as a strong leader teachers are more satisfied with their jobs are more committed, increasing retention rates.
- School commitment is in direct correlation to retention

Comments in Response to Presentation 1 from the group:

- PSC: Having more open interaction with your principal is a huge for educator effectiveness. Surveys used on a school server are potentially skewed because teachers don't want to provide feedback that will potentially be problematic to them in the long run. Teachers are leaving the profession because of the things that surround the profession that don't revolve around teaching. Agreeing with the EE presentation but acknowledging that it's hard to meet these goals because of the structural issues mentioned above. Taking Counselors into account would be necessary for future ventures diving deeper into Educator effectiveness. The end of the year should be a way to self-reflect upon the work you have done and assess where you stand as an educator.

Presentation 2: Student Achievement:

- Using the Support and Retention Survey
- Student achievement/student growth percentiles value added analysis on how productive a teacher was.
- Looked at 3 consecutive years of feedback process and 3 consecutive years of student achievement.
- Responding teachers were representative of their schools.
- The quality feedback in the average school in 2018 was better than the feedback in 82% of the schools in 2016.
- Increased feedback showed an increase in student achievement.
- Opportunity to use feedback that was being provided to their teachers they seen improvement equivalent to 23 additional math instructional days for one year's improvement and another 18.8 for a second year of growth.
- Data does not include CESA 6 model schools along with MPS
- CESA 6 and MPS are now included in the new research and will be implemented in the new set of data presented.

Comments on presentation 2:

- PSC: Is there a direct correlation with improved EE and improvement in Student Achievement? Did we compare these results to a school that did not/ does not participate in feedback? We're looking to correlate standardized teaching processes to influence standardized test scores?
  - CJ: We see that we need to measure the fact that if educators actually use the constructive feedback given to them they will improve student achievement student Achievement was used because it's an important talking point and is a recurring question amongst principals and district administrators.
  - DPI: Most other states weave Student Achievement into educator effectiveness and this is more increased student achievement as an outcome. EE was directly designed to be supportive of teachers and in the places where this is being implemented well teachers are comfortable and want to remain in the profession.
- PSC: Feedback wasn't a mechanism years ago and implementing that feedback is necessary to align and assist with the growth of the teacher. We can't just isolate EE and talk about EE we have to talk about the system EDTPA etc. New teachers encounter intense scrutiny in the beginning of their career and don't feel supported and feel overwhelmed. Also Principals providing feedback have limited opportunity to provide that feedback through the course of a year.
  - CJ: The idea is to get individuals from multiple districts with different demographics to see their process on feedback and the achievement that they have experienced and what they are doing to get continuous improvement.
  - DPI: If schools or districts wanted to participate they have to participate in the survey.

#### Presentation 3: Racial Representation:

- Schools in Wisconsin are increasingly diverse 50% more students of color today compared to ten years ago
- Attempting to attract more teachers of color
- Teachers of color have a higher academic expectation of the students who share their racial makeup.
- Having one teacher from the same racial makeup makes a huge difference for students in academic achievement.
- Wisconsin does not have enough teachers of color to work with our students of color
- 71% of all African American teachers are in MPS 40% of Latinx teachers are in MPS
- 86% of Wisconsin schools don't have any African American teachers
- 83% of Wisconsin schools don't have any Latinx teachers
- Teacher retention for African American teachers leave within two years.

- Regardless of race teachers who stay in public education past two years are likely going to continue to work in public education.
- Perceptions of trust with principals of different racial backgrounds are all around low
- Should organize how teachers of different backgrounds could come together and work together.

Comments about Presentation 3:

- DPI: Representation is huge but its all-encompassing not only seeing people that look like you but reviewing and understanding curriculum that is relatable to students of color.
- CJ: Doing a study on Ed prep programs throughout the state and why people of color aren't interacting.
- PSC: WE have to stop talking about test scores and we need to focus on the individuals and understand they aren't numbers.
  - CJ: we need to get passed the group expectation and understand the individual expectation.
- DPI: Reading comprehension is tied to the topic you're reading and the experience that you have surrounding that. When we put a standardized score on reading that will be skewed because it's flawed.
- PSC: We need to understand there are multiple realities for multiple individuals. We are teaching students one way which has worked for the majority but may not and does not work for all. Equity conference evaluating instruction materials at the elementary schools they do not have material with students of color represented.

PSC Leadership report:

- Future focus on leadership group
- Next meeting will be on supply and demand
- LBR is no longer an issue
- PSC: At the end of the meeting what is the plan?
  - We meet at Mar 27<sup>th</sup> they want to review the data on supply and demand
  - What is supply and demand?
  - They wanted to look at elevating teaching and the status of the profession
  - Is our group and the leadership group moving in the same direction?
- DPI: The next leadership group will be looking at data on supply and demand along with one year license with stipulations. The way the spring meeting ended I think we conveyed that message that retention is a strategy that needs more attention
- PSC: What kind of work do we need to do today on this process?
  - DPI: We will get you information on the teacher pipeline
  - DPI: Is there anything that you need to get out of the next leadership meeting?

- PSC: Convey our message to Carolyn Stanford Taylor

#### DPI legislative update:

Director David DeGuire provided an update on the following legislative updates.

- Three bills were signed into law act 43 based on reciprocity if they have one year experience outside the state they get a three year provisional
- [Act 44](#)
- [License Based on Reciprocity](#)
- Student teaching add the phrase or its equivalent “full day full semester or its equivalent.” Gives more flexibility to individuals with extenuating circumstance.
- Draft rule to remove EdTPA requirement comment closed yesterday 2/6/2020. When we looked at EdTPA score and EE there was no relationship. Proposed rule is that educational programs will assess pedagogical knowledge. Providing a lot of different options an flexibility for prep programs. It has turned out not to be a great assessment of who is classroom ready and who's not

#### Opened up for comments on the legislative updates

- PSC: Will we need a rule change?
  - DPI: I do not believe we will need create a rule change
- PSC: What is equivalent?
  - DPI: Instead of full day full time it can be half day half year.
- PSC: Does this apply to people in ABCTE? Are we giving them any best practices or etc?
  - DPI: Right now it's just a draft rule and we will not deliver any guidance until the rule is no longer a draft
- PSC: EdTPA is a very stressful process an individual suffered a panic attack when gearing up to take the evaluation.
  - DPI: A peer reviewed article evaluated the EdTPA and said that it was not conducive or a viable examination
- PSC: Students have to take a practice EdTPA it is enormously stressful thank you for listening to us and understanding.

#### Analysis of Teacher Attrition:

- DPI: Amy stated that the council has seen enough of the data on the retention issues and would like to review the framework and its components. How would you like to proceed?
  - PSC: Did we decide on what components we will go over?
    - 3, 9, and 12 we should work on component 3 or 12. At the end of the last meeting we as a group pulled these components out and if we could focus on those 2 we will have what we need to convey to Carolyn and the leadership group.

- An issue that we see at Parkside is that our program is growing but a lot of students are saying they may not want to be teachers because of the negative issues that come with that so essentially we can't recruit if teachers aren't being treated well even teachers are asking them why do they want to become teachers.
- PSC: let's look at the strategic plan for option 3. Two of the three talk about policy decisions and the other ones highlight decision making. We went from abstract to definitive on how we are going to empower individuals.
- PSC: is everyone aware about the legislation about reinstating collective bargaining? It's circulating right now looking for sponsors. Public education reinvestment act in terms of our work here we are not sure it matters. It's safe to talk about budget. Even though the bill is out there what else can we do and how can we support the bill
- DPI: I'm not sure if the council can do that...
- PSC: A while ago we talked about attract, recruit, retain. I believe we decided to focus on retention at this point. If we want to talk about retention we have to address what was discussed in the presentation. (referring to Curtis Jones' presentations early in today's meeting)
- PSC: the letter highlights what needs to be done at multiple levels
  - DPI: One thing to think about is that you're making recommendations to the state superintendent the state superintendent only controls certain things
- PSC: We are working on guidance if we had guidance from DPI to support teachers interacting with each other. What exactly are we doing for Carolyn?
  - DPI: instead of having Carolyn come at the beginning of the meeting we would like to have her at the end of the meeting and have her here your voices on what you have all discussed.
- PSC: We hear a lot about empowerment and we see a lot of stoppage of empowerment major decisions that are being made does not involve the teaching body. It is really looking at the realities. We have had many students stuck at the FORT level and leave for the state of Illinois they won't stay here because there is no way for them to become teachers. They passed the EdTPA and can be employed in that state (Illinois). The conversation of taking control of our own profession has been around forever.
- We have to get the word out on retention we need to get the word out on how it really is. You do not have control over the following; professional development, policy decisions, or a seat at the table on policy discussions. You may not have prep time, the filter of how the profession is operated or conveyed is not entirely accurate.
- PSC: What is our goal when conveying this message?
  - PSC: to make teachers feel whole and to have that reflect to their students that they are whole.
  - DPI: Of every profession as a whole teaching should have the least issue with a pipeline issue because they hold a constant captive audience.

- PSC: We have to be careful here though when new teachers come in they're very fragile. If there are veteran teachers are talking about how bad it is today in comparison to now. It can ruin a new teachers outlook, and I don't want that.
- PSC: that's putting an issue on it being real and conveying a real message. If systems can be in place where teachers can be heard that takes away the ability of teachers talking about how terrible the profession is around new teachers. It's an unhealthy culture to ignore how dysfunctional the system is. Teachers voice survey 70% of the teachers felt like it was a top down management style in their district and 30% did not feel that way. Somehow we have to take everything we have talked about and convey that to Carolyn.

John Ashley from the School Board joined the PSC Meeting:

The following are comments from PSC to John Ashley of the School Board

- PSC: One thing that came up was that some districts have a non-voting member on the school board.
  - JA: I am not aware of what district does this. I think a systemic process where all teachers have a collective voice is a better avenue. I actually don't know of any districts that have a non-voting member. What I hear from teachers often is that we have many people who have backgrounds as educators on our school boards. We are looking for ways to have that input, but as far as putting a teacher on the board I really haven't had that thought. The challenge for school board members is how do we govern and assist in the human resource part. Since the board isn't a teachers supervisor we don't want them evaluating. We want them to be receptive on what are the issues and is there a voice.
- PSC: I care about teacher power because voice can be discredited I want teachers to be viewed as the same as administrators. Having a teacher be in that role would elevate a teacher's voice. Delivering a system of checks and balances, right now the administration makes all decisions.
  - JA: Its not a democratic system we try to remind our board members that they have an oversight role. It seems like there is some distrust between the administration and teachers.
- PSC: Or can we get a dedicated time in the meeting in which teachers have the ability to debrief and explain what they are going through?
  - JA: We want school board members to worry about the students. We know teachers are in trenches we get that our members understand that and what I hear is our board likes our teachers. I believe there is support going in both ways, we have a governor who gets
- DPI: John is also on the leadership group so he will be receiving this information.
- PSC: School board members can do things independently they should be visiting schools. A lot of educators feel they can't speak candidly to school board individuals. A teacher's perspective is important to me. Before act 10 we had a group that met monthly and they would talk about issues and settle them then and there before they

bubbled up to something big. In order to elevate the profession we need clear credible ways to contribute and say how you will be treated equitably. I'm hearing you say its productive and its also kind of scary because it rattles the power structure. At the board meetings teacher voice is only valuable when they (the board) want it.

- PSC: it is viability important to go into the schools when we had a previous superintendent we would go have lunch at 4 different schools a week we talk to the kids and the teachers.
- PSC: we have to think what it is that we should suggest as a solution DPI can go and voice opinion.
  - DPI: Yes you can ask the State Superintendent if there are bills that you are interested in.
- PSC: the biggest problem I have is that the people that make the decisions have never been teachers and they don't know what teachers go through. There is a lack of representation and how can we change that?
  - PSC: shared governance.

#### Discussion on Teacher Attrition/Retention Continued

- PSC: We need to continue to come up with concrete processes. Maybe the Superintendent can hear what we've been talking about we can advise her on the concerns she has a voice and can bounce that around her office.
  - PSC: I'm not hearing that we have a direction here we typically have a direction on where we need to be on going forward and I'm not hearing that.
- DPI: I don't know what her (Amy Traynor's) intentions were other than going back to those components.
  - PSC: Look at component 3 and make a decision point on those recommendations look at component 3 strategic plans. Recommendations are good but they are missing concrete instances
- PSC: component 3 #1 is that still good? Yes #2? Yes #3 Yes. We can tell her that's what we want. We can tell her that's what we want but instead we can tell her this is the conversation that we have been having.
- DPI: We can't speak for her on how she will be willing to handle that for the school board or delivering best practices by that. It might be more beneficial to be delivered to people closer to that body.
  - DPI: addressing these components to her and her leadership group in which she puts a lot of faith in. You all should work with the leadership group.
- PSC: They say you should never put more than 3 items in front of anybody because it's tough to focus on it.
  - PSC: Can we focus on component 3 and make decision points on that? We did talk a bit about component 9 this morning. Yes, but no decision points were made other than continuing to collect data.

- PSC: I think component 13 is similar. It looks like our recommendation here is more how we administer that. We've always talked about administrative education, do we currently have a superintendent on this group?
  - PSC: Yes, Lisa Elliot from Greenfield.
  - PSC: School board members do you evaluate superintendent?
  - PSC: two individuals wanted to use a Michigan method where someone comes and teaches you we kind of come up with our own ideas for an evaluation method. We revised it working with WASB tied it with what's in the job description and a strategic plan. I'm not aware of a single document that uses an evaluation plan. Part of an administrative evaluation should be from there teachers. If feedback is beneficial for teachers it should be beneficial for administrators too.
  - PSC: Would they put their name on it?
  - PSC: No because of the power imbalance if they felt as equals then they wouldn't feel as if they couldn't put their names on it.
  - PSC: We aren't equals we are we have different expectations.
  - PSC: The evaluation questions would be written subjectively as to not come across as bashing.
- PSC: The principal's job is so vital in that building the principal should get multiple levels of feedback from multiple avenues and one of them should be the teacher faculty.
  - PSC: It's the competition for resources the board of Education says it's your job to determine how to allocate these resources even though it's the leadership team and it's a consensus individuals will still be upset.

Dr. Scott Jones joins the PSC meeting for the Progress Report to the State Superintendent

- DPI: As we discussed earlier we asked that the state superintendent come hear our report at the end of the meeting unfortunately her schedule doesn't allow her to join today so we are being joined by Dr. Scott Jones.
  - SJ: Thank you for being here today the Superintendent values your voices and we look forward to hearing what you have to say today.
- PSC: At our last meeting we said licensure and things we talked about have come to an end. We looked at the talent and developmental framework and we decided what components we would like to look at going forward #3, #8, #9, and #13. We put are talking points in a document that was for the leadership team. Today our focus has been looking at component #3 and working with the leadership team to have the same voice same goals. The early focus on this group was attracting and that has begun to wain so now we would like to focus on retention and that's why we've selected these specific components. The letter to the leadership group is a bit aspirational, but the letter is a bit more specific analytical and detailed.

- SJ: can I ask you a clarifying question? Across the state is everyone affected about the retention issue?
- PSC: Yes it's a state wide, urban, suburban, and rural issue. So we're asking what is it about the teacher profession?
  - PSC: Lack of value we don't have organizational structures in place that gives teachers power.
- SJ: And do you see that changing since 2010?
- PSC: Yes, did we need legislation in place to be viewed as equals?
  - PSC: one of the main reasons teachers leave the profession is lack of voice. The first ones to figure it out will crack the code and retain their teachers. Bloomer school district treats them (teachers) as professionals. A system of accountability have set teachers up to be a low quality high turnover profession we need to figure out a way to flip that. We recognize that the SS can't legislate this but we would like to recommend that you convey our message about uplifting our schools and our students so when she visits places it may enhance our voice.
- SJ: State Superintendent said that she recognizes right now that educators are being asked to do more than ever before. I believe this will resonate with her because she is familiar with the demands that are placed on educators.
- PSC: Letter to the leadership group that talks about state level change, the report cards are driving emphasis and focus on our districts and can be counterproductive. The data becomes more teacher driven and it goes back on the teachers and asks the question what you can do to be better which turns districts on each other. Which in turn drives the educator to teach to the test. The report card is correlated with funding and resources. SLO it's not helpful to gather data simply because it's easy.
- PSC: The letter was giving concrete strategies for things within the framework. Peer selected recommendations on all matters we want elected reps on matters that impact our profession. Admins may work with teachers on lesson plans but may not dictate.
- SJ: In Chicago are pacing was based on our curriculum.
  - PSC: The lower your SCS the more strict the curriculum is. In Kenosha and rural Racine parents prefer the day by day curriculum because they are afraid their kids aren't learning the same as a kid in a school outside of a rural area.
- DPI: There is an important nuance of different expectations from classrooms
- PSC: Prep time teacher controlled professional development teachers can have full autonomy on professional development.
- Scott: On half days they get professional dev on wed/half days
  - PSC: we get told what to do during that time. Overall training on products to be able to do the job is needed as well.

- DPI: I don't consider training on the product Professional Development. Viewing assessment and scaffolding processes versus Professional Development on the standards or the product.
- PSC: that's not happening unfortunately. It's based on the unilateral control and there is no training and it changes all the time.
  - PSC: Is professional development content compliance or behavioral management and content management. Behavioral management is something we cannot learn because we did not have the training in university we need Professional Development for that.
  - SJ: are you also talking about mentoring? Ms. Hawthorne was my mentor through mentoring I gained the trust of those kids.
- PSC: Our desire from last meeting is there was no clear picture so this is an outline on areas that need to be worked on.
  - PSC: We focused on the area of handbooks contracts no longer exist we need to know how handbooks are actually made.
- DPI: We will make sure the Deputy and the state Superintendent are briefed on this information and also see in the state leadership meeting where we can fit this information in. Thank you very much for all you do thank for what you do for the kids

Motion to adjourn

M/S/C

wjc