

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

Crowne Plaza
4402 East Washington Ave
Madison WI
April 13, 2015

The Professional Standards Council (PSC) convened Monday, April 13, 2015, at the Crowne Plaza, in Madison, WI. The meeting was called to order at 9:00 AM.

Members Present:

Gary Williams, Jennifer Nickel, Paula Hase, Lisa Benz, Debra Dosemagen, Brad Peck, Linda Luedtke, Margaret Doering, Peggy Hill Breunig, Brian McAlister, Heather Strayer, Manjula Dammana, Wendy Ripp

Members Absent:

John Gaier, Briana Schwabenbauer, Kristi Mally (resigned), Brittany Mader (resigned), Jane Weidener (resigned)

Others:

Tony Evers, Mike Thompson, Tammy G. Huth, Sheila J. Briggs, Katie Schumacher, Ariana Radke, Jon Bales, Jim Lynch

REVIEW OF AGENDA:

One change – The section “Agenda Setting for 2014-2015 PSC Meeting” should read “Agenda Setting for 2015-2016 PSC meetings.”

M/S/C

REMARKS BY STATE SUPERINTENDENT EVERNS

Dr. Evers welcomed the members of the PSC to the meeting. He took a moment to recognize the members whose terms were expiring at the end of the school year, and thanked them for their service: Manjula Dammana, John Gaier, Paula Hase, Linda Luedtke, Jennifer Nickels, Peggy Hill Breunig, Briana Schwabenbauer, and Brad Peck. Evers then moved on to discuss ESEA/No Child Left Behind which is currently undergoing a reauthorization process and which might have a possible impact on the way schools are funded. Evers recently had a chance to meet with President Obama and the other state chiefs. When discussing the reauthorization process, Evers reminded the President that ESEA was created to address civil rights issue.

Other items he spoke about included the testing which districts were currently implementing, the state equity plan which is under development for submission to USED, the biennial budget process, and the alternative licensure proposal in the biennial budget.

Members shared their concerns that cuts to Institutes of Higher Education leads to cutting of programs that are great resources to teachers. Also, they noted that enrollment is down across the state in Educator Preparation Programs. They wondered how this alternative licensure proposal was going to

attract quality teachers. Members reaffirmed that teachers need to know the pedagogy as well as the content. Evers also discussed the work of the Promoting Excellence for all Task Force. He noted a meeting coming up in August to bring this task force together with the educator preparation programs to look at Wisconsin achievement gaps.

Evers highlighted the importance of the state equity plan and indicated one of the most important variables to student success is the teacher. He shared that we need to think more deeply about Wisconsin teachers and what they do. He also indicated that the School Administrators Alliance (SAA) had developed a policy document and SAA asked the state superintendent to address recruitment and retention of teachers and administrators. Evers charged the PSC with the task of using the upcoming year to address these issues and make headway on a statewide initiative.

APPROVAL OF OCTOBER 6, 2014 MINUTES:

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SCHOOL ADMINISTRATORS ALLIANCE (SAA) PK-12 PATHWAY TO WORLD-CLASS STUDENT SUCCESS

John Bales, Wisconsin Association of School District Administrators (WASDA), and Jim Lynch, Association of Wisconsin School Administrators (AWSA), were the representatives that presented on behalf of SAA. They provided a brief explanation of SAA. It allows Wisconsin public school administrators a chance to come together and discuss best practices for education, to propose ideas that help in shaping legislation, and to really work hard to make public school administration as effective as it can be. As of late, they have found the group is spending a lot of time with the question of how to move schools forward, which led to the group trying to be proactive. They wanted to start the conversation early in order to propose ideas that are good for schools, based off of research and known practices. SAA is recommending to the State Superintendent Tony Evers that a coalition be created around the topics and issues of teaching and learning. One of the largest issues is the shrinking applicant pool for teaching positions. The requested coalition would be working towards a solution to attract and retain quality educators. Their policy agenda is presented in *Wisconsin's PK-12 Pathway to School Success* document.

Following their overview, PSC members asked questions and shared in a discussion. Highlights of the discussion include:

- Will one of the issues be the Praxis 2? Disproportionate number of people of color who cannot pass this test and therefore not in the profession. Is the test culturally sensitive?
- The state superintendent provides another type of evidence in conjunction with the Praxis I basic skills; we don't have that flexibility for Praxis II or Foundations of Reading Tests
- Another way of thinking about skills assessment – may be ready in one element, but need to show more info in other areas – How do you use this?
- How did the SAA come to see these as their policy recommendations
 - clear evidence that there is a need to diversify the teaching population; How to improve diversity in WI; Indicators if any as to how to move this forward; No clear solution or pathway; How do we improve the pool, diversity,
- You discussed retention, which is an important issue that this group needs to address – this is a huge problem
- Seeing a flight out of rural WI for teachers – more lucrative in larger districts
- Uncertain landscape in this state

- Other states have tried the incentive route – doesn't seem to be working, but we still need to study what other states are offering
- We don't have data like we used to have, hard to know what the data is, how do we get back to the point where we have this data?
- Border counties are losing teachers across state lines – this impacts us also
- Retention, when a teacher comes to work, they want to feel that they are in control (of life and job) in a smaller district, teachers are given many other responsibilities; Salary isn't always the top motivator, appreciation and a sense of control are a big motivator, support and resources
- We are losing teachers to tech college, university faculty, to tech colleges because they can pay more
- Tech schools are doing a great job of recruiting kids, less kids wanting to go into teaching, manufacturing jobs are going up
- Applicants have gone down, and almost no applicants of color
- What happens when you don't have those quality people? Teachers who are in the profession who are not passionate about it.
- We need to have a whole other group of people out there promoting becoming a teacher
- Different kind of dialogue with be helpful, seems like we get conflicting information
- If there is data and information available we should look for it and see if it can make a difference
- Tech Ed teachers being hired at a higher rate than other teachers – do you think there will be a higher pay grade for teachers in STEM areas?
- If we are going to be in a free market, what is the best way to advise people? Need to be thoughtful about the things we chase. Many concerns about differential pay.
- Education or encouragement on how people in the profession can make a difference?

ATTRACTING AND RECRUITING EDUCATORS

Tammy Huth, Director of Teacher Education, Professional Development and Licensing Team, introduced the *Talent Development Framework for 21st Century Educators: Moving toward State Policy Alignment and Coherence* document developed by the Center on Great Teachers & Leaders at American Institutes for Research. This framework can serve as a way for the PSC to complete a scan of Wisconsin policy and practices, to identify gaps, and to develop a strategic plan for ensuring ongoing talent development within Wisconsin. The PSC reviewed the three components identified in the framework. Then the PSC was asked how the SAA work fit within the framework and concluded: SAA policy A would be in the Attracting component; Policy B fit in the preparation component and the Support component; and Policy C fit in the preparation component. As the PSC moves forward using this framework, the policy recommendations that the SAA has proposed, should be addressed.

Next the PSC was given a draft of a Wisconsin Talent Development Framework Scan. The TEPDL team has used the framework to begin identifying current policies/practices they are aware have been taking place in the framework components. This draft will continue to grow. The PSC can assist in adding to this document to prepare a "current status" of the state. What is included at this point is only the DPI perspective. It does not include other initiatives going on in local schools, educator preparation programs, or through organizations around the state. The PSC can use this as a way to collect what is currently happening. Then they will be able to identify gaps and develop a strategic plan for the state.

The PSC reviewed and discussed component one of the Wisconsin framework and provided additional questions and advisory feedback:

- So many pathways to licensure in this state
- You say on pg. 9 that these educators have been assessed on their pedagogical skills – how has this been assessed? Under license based on a content test; how have these educators been assessed on their pedagogical skills? *This pathway is only for additional licensure, they have already demonstrated pedagogy in their primary license area and three years of teaching*
- This pathway is not for people who are English teachers and want to teach Chemistry, it's for someone who is an English teacher and wants to teach another related area like Speech Communication
- Still how does this show the teacher is effective? I'm looking at breadth and depth. *Pathways indicate preparation and readiness to teach; effectiveness is measured during their teaching employment*
- Preparation of classroom management; how is this knowledge gained via a professional teaching permit? *This pathway only requires, per statute, 100 hours of "methods" of teaching*
- Before they get to the university, how do we identify kids who have the gift for teaching? Is this something we can identify at the elementary, HS level? Something else we can implement? What do you want to do? What would you be good at?
- If you're responsible for hiring, should know about these pathways. Probably a lot of HR directors who are unaware of all the pathways to licensure. This info needs to get out there.
- What is the minimal training or support needed to move someone into the profession?
- Special areas for urban teaching, but nothing for rural
- Pathways for becoming a leader? One alternative route program, are there other pathways?
- Future educators of America – creating a group, from multiple rural districts, coming to a campus and having monthly meetings now
- Every UW college has recruitment and retention specialist, students from under represented population
- Are there other associations that are doing similar things within their subject area?
- Current perception of the profession; what can we all do to work with our professional organizations to change the perceptions?
- Other outside marketing things in other professions and other areas, to recruit to the profession
- Alternative compensation models; Can we provide higher compensation for the best and brightest? What professional development can we offer?
- Professional Learning Community concept, giving people the opportunities to get together and discuss the issues
- Their choice to attend, gives a feeling of support
- What other initiatives currently exist that address this area?
- What additional information is needed?
- 2nd part of the discussion – about the data
- What the state superintendent challenged our group with, how will this work for us? How can we accomplish this?
- Happy that he was here today, very interested in what discussions you might have, and how we can accomplish this. This will be very helpful in moving forward.
- We collect data for a purpose, need to have an end idea in mind, how can we use the data. What is the vision? If there are 9 pathways, what is the end? How big does the pool need to be? How diverse? What is it supposed to look like? What is the big picture? What does an effective

graduate in this state look like? What is your job in the k-12 induction process? “Doing” doesn’t get us anywhere if we don’t know what we are trying to accomplish.

- We are really interested in your thoughts on process. Subcommittee of PSC? Probably more work than the 2-3 PSC year meetings.

EDUCATOR PREPARATION PROGRAM ANNUAL REPORT

Tammy Huth, Director of Teacher Education, Professional Development and Licensing Team, updated the PSC on the first educator preparation program annual report. The report was a requirement as a result of ACT 166. Annually the department must publish a report that includes the completer data from Wisconsin educator preparation program providers and candidates first time pass rate on state tests required for licensure. The PSC was provided time to review the report and share advisory feedback on what they were learning. Advisory feedback included:

- Looking at the trends, the candidates enrolled in programs is going down
- TH – programs only need to report teachers (not admin or pupil services) and only initial educators
- I’d like to see a comparison of teachers retiring/people leaving the profession compared to new teachers? Pre ACT 10, at least five years, data on people who have left the profession.
- We have not done a survey on supply and demand since 2008
- Are you able to get data on teachers that are no longer active – moving out of state or retiring
- This has always been a challenge, a lot of people going out of state, private schools, tech schools
- We need to try to get data on people who have gone out of state
- It would also be helpful to get data on how many permit people and retention in the field
- What are we doing to attract people to the profession?
- I feel like we are in a crisis, we can talk about attraction, but what can we really say to a new candidate?
- Human stability is a huge factor, why would someone want to put so much risk of stability out there when their jobs are constantly changing based on what a particular SD is doing.
- Cross-walk comparing WI, IL, MN, what are those states doing in comparison to us
- Lack of respect in teaching profession, live on MN border – seeing a lot of positive commercials in regards to education and going into education
- Data on the enrollment number and financials would be helpful
- Praxis II info – is there any way to get unduplicated information, completer information is unduplicated
- What is the data in the different music’s, and the different world languages?
- To what end are we collecting data?
- On page 24 in the report, certain content area, only 32% of this content area getting jobs in WI – need to take into consideration that not everyone is staying in WI.
- We need to dig deeper to get the story behind the data on where these people are going and why they are not getting employed; is this because there aren’t any WI jobs or is this because they were prepared in WI and purposely went out of state or returned to their home state, etc.
- Is the point of this to do targeted marketing? In regards to retirement – where are there gaps? Are there as many going out as coming in?
- What data is specific to making a difference or not? Example – License based on a content test – How many were successful? How many are still teaching in that area? How many schools utilized this pathway?
- Looking back at the 3 policy questions from SAA – what kind of process do we want to use?

WISCONSIN EQUITY PLAN

Sheila Briggs, Assistant State Superintendent Division for Academic Excellence, provided an overview of the process being used to develop the Wisconsin equity plan. She also presented the data used to identify the schools in Wisconsin that have the largest inequitable distribution of inexperienced or unqualified teachers working with students of poverty or minority students. These data were used to develop strategies in the state equity plan. The equity plan must be submitted by June 1, 2015. Briggs indicated the plan was not a compliance document where we just plan to check things off. The strategies being developed are what we want to put into place to impact action. After the presentation, the PSC was asked to provide stakeholder feedback to be included as part of the plan. The PSC asked follow up questions and provided the following advisory feedback:

- What strategies might we propose to mitigate this?
- Resources for Schools and districts:
- Getting data and actually putting it in School district's hands
- Coordination of teaching jobs
- Support for mentoring and effectiveness coaches within the districts with the largest equity gaps; will this affect the school district's that are currently receiving Peer Review and mentoring grants?
- We are working on getting a grant so that this doesn't happen, however we are also reorganizing that program
- Support for mentoring new teachers and future teachers
- Clearinghouse reward program
- Is there an assessment system to determine that the PDP process is helping teachers?
- no, there is currently no evaluation system around the PDP
- Suggesting that we don't know how effective the PDP process is.
- There is administrative rule on induction; grant funds did support that at the beginning; it was evaluated through three surveys; but we have not evaluated it since that point
- Student Loan forgiveness – will this continue?
- Teacher preparation already has a Continuous Review Process; are there any ideas do to this for School districts? K12 School improvement plan process – is very similar to this.
- Seems that it rests more on the students rather than the teachers
- Improve School Climate
- Continuous improvement and ongoing learning
- Do we have any data on why a teacher left? Is it because of climate?
- Each of the 9 districts was given an opportunity to come forward and provide information and provide more strategies, information on school safety was a high concern.
- Suspensions, expulsions, should be tied back to how effect the teacher is
- Ongoing Professional Learning; WI response to Intervention (RTI) Center – professional development on working with high needs students
- Teacher Preparation; Alignment of WI educative EE system and teacher preparation programs
- Aligning EE with edTPA
- Building a high quality teaching force to address shortage areas
- Looking into reciprocity with neighboring states
- Encourage the promotion of EPPs and School districts that want to work together
- Identifying high quality teachers
- Increase teacher proficiency when facing cultural and linguistic challenges for ELLs

- Enhanced regulation of educator prep programs; should this be in the CRP process?
- Included in continuous review process (CRP); does not apply to the Big 9 school districts; yes make it part of CRP, but do not require a new report
- I agree, part of the CRP
- Perhaps need look at question around edTPA and replace with this question
- Shortage report to educator prep programs
- Align teacher licensure requirements for teachers of Spanish-speaking ELLs
- Equity plan is due June 1st to the federal US Department of Education
- Getting feedback from other states, and giving feedback
- Will district's response be tied to funding? no, don't see this as a punitive response
- Anticipate that this is a multi-year plan

Agenda Setting for 2015-2016

- Feedback for developing a strategic plan
- Look at our challenges as opportunities? We can't fill tech ed, so market that to people entering the field.
- Structurally how can we get this work done? Do we need to increase meetings? Do we create sub groups? This is a difficult question for this time of day. Need some time to process.