

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

Crowne Plaza
4402 East Washington Ave
Madison WI
October 6, 2014

The Professional Standards Council (PSC) convened Monday, October 6, 2014, at the Crowne Plaza, in Madison, WI. The meeting was called to order at 9:00 AM.

Members Present:

Lisa Benz, Manjula Dammanna, Deb Dosemagen, Paula Hase, Peggy Hill Breunig, Wendy Ripp, Linda Luedtke, Jennifer Nickel, Molly Walsh, Gary Williams, Margaret Doering, Brittany Mader, Brian McAlister, Heather Strayer, Jane Weidner

Members Absent:

Brad Peck, Brianna Schwabenbauer, John Gaier, Kristi Mally

Others Present:

Sheila Briggs, DPI; David DeGuire, DPI; Tony Evers, DPI; Ariana Radke, DPI; Wendy Wink, WAICU; Carol Trone, WAICU, Ron Jetty, UW-System; Pat Neudecker, MSOE

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

REVIEW OF AGENDA:

One change - Educator Effectiveness update will be moved to 10 AM presented by Sheila Briggs
M/S/C

REMARKS BY STATE SUPERINTENDENT EVERS

Dr. Evers welcomed the members of the PSC to the meeting. He gave an update on testing in Wisconsin and the implementation of the new Smarter Balanced Testing in grades 3-8, which would provide all testing results online for faster results. He also discussed the ACT at the High School level which should be a good indicator if students are college and career ready.

Other initiatives he spoke about included the implementation of Educator Effectiveness. One of the outcomes they are looking to achieve is that the system can be used as a tool to help teachers understand their strengths and weaknesses, which can then help formulate personalized professional development. Evers discussed the School District Report Cards, which he is hoping will continue to evolve. At this point, they are primarily measuring success in Reading and Math, but he would like to see it encompass all subjects. Evers mentioned the achievement gap in Wisconsin, which is the largest in the country. The Achievement Gap Task Force has been working to address these issues. Finally, Evers discussed topics in the area of licensing; we are working on streamlining the new Educator Licensing Online (ELO) system, moving to an online forum for the Professional Development Plan (PDP) team training, and working on the implementation of edTPA.

RESPONSIBILITIES OF THE PSC:

Linda Luedtke has taken on the role of PSC Chair due to the resignation of the previous Vice Chair. There was a discussion of Vice Chair responsibilities in order to entertain nominations for vice chair, Wendy Hughes volunteered for the position.

M/S/C

APPROVAL OF APRIL 7, 2014 MINUTES:

M/S/C

EDUCATOR EFFECTIVENESS:

Sheila Briggs, Assistant State Superintendent for the Division of Academic Excellence, provided an update on the implementation of Educator Effectiveness (EE). She began with what Wisconsin is doing differently in this implementation. Wisconsin is trying to be flexible and to use the system as a way for educators to continually improve their practice as a teacher. In discussions with the US Department of Education and Charlotte Danielson, both agree that Wisconsin is implementing the system they way they had envisioned it to be done. There have been some roadblocks with the Teachscape software; however EE team members are working with leaders at Teachscape to make changes.

Briggs did an overview of the EE system; educators are evaluated in the first year of employment and then every third year after; teachers are assessed on all 22 components and principals on all 21 components; after the pilot, changes were made to the assistant principal evaluation allowing the school district to determine how to evaluate this position. In regards to student outcomes, if reading is not used, the outcome will default to graduation rates. Principals will have a school wide evaluation added. The District Choice was removed, as there was far too much work involved at every level. At this point in time, teachers do not have the "Value Added" calculation as a part of their summary score. The DPI is currently working on building a database to help with this; however, it is anticipated 2017 would be the earliest anything would be ready.

EDUCATOR LICENSING ONLINE (ELO) UPDATE

David DeGuire, Assistant Director of Teacher Education, Professional Development and Licensing Team gave an update on the Educator Licensing Online (ELO) license application system. When ELO was launched, January 15, 2014, only about 5% of transactions were available to applicants, at this point in time 95% of transactions are available. Since the launch approximately 32,000 applications have been approved. Throughout the implementation of ELO there have been challenges, which has led to increased call and email volume; however, improvements have been made to help applicants. These improvements include: developing more precise instructions, adding "help text" changes in the application, developing how-to videos, and using DPI staff from other departments to aid with phone calls and emails. PSC members who have used the ELO system provided feedback. They indicated that the educator preparation programs are experiencing success with the new system. They also felt additional directions about how to attach documents would be helpful.

PROFESSIONAL DEVELOPMENT PLAN (PDP) UPDATE

David DeGuire, Assistant Director of Teacher Education, Professional Development and Licensing Team gave an update on the Professional Development Plan (PDP). The PDP team member training is moving to an online environment. To date, three pilots have been completed and one more will occur this

spring. The feedback from these pilots has been key in making revisions. There are several components to the training: five chapters, three “live” moderated sessions, quizzes/performance tasks; all completed over a 12 day period. Workshops for PDP reviewers are on target to occur in fall. DeGuire also mentioned additional resources for educators working on their PDP are available on the DPI website. Additionally, the department hopes to post some sample PDPs for educators to reference.

PATHWAYS TO LICENSURE

David DeGuire, Assistant Director of Teacher Education, Professional Development and Licensing Team discussed pathways to licensure. There are several shortage areas in Wisconsin: Reading, Sciences, Math, Library Media, Music, World Language, ESL, Special Education, and Career and Technical Education. There are a few options available for someone who wishes to become a licensed educator in a shortage area beyond the traditional pathway. Three options shared in more detail: License Based on Equivalency, Trade Specialist, or a Professional Teaching Permit.

The Licensed Based on Equivalency (LBE) pathway requires a bachelor’s degree, three years of experience as a teacher, and a major or major equivalent. It also requires passing scores on basic skills and content tests, and a demonstration of competency in the teaching standards. There are two provider’s available at this time. The DPI process includes the edTPA performance assessment and a portfolio for Standards 9 & 10 to fulfill the competency in teaching standards. CESA 1, the other provider, requires a portfolio to demonstrate competency in the teaching standards. This license is a five year license.

The Trade Specialist pathway requirements are completion of an apprenticeship program and at least three years of work experience in that trade. Licensure via this pathway would allow someone to teach upper level classes provided at the 11 and 12 grade levels in the specific trade area. This license is initially granted for two years, and then can be renewed for five years.

The Professional Teaching Permits pathway is for people who have a bachelor’s degree in Engineering, Math, Science, Computer Science, Art, Music, and World Languages and have professional work experience in the area of this bachelor’s degree. The applicant is required to complete at minimum 100 hours of formal instruction in the application of modern curricula in the subject areas, from a state-approved alternative training program and post passing scores on the Praxis II or ACTFL content exams. This permit is then granted for three years.

A handout specific to licensure data on Technology Education in the state was reviewed. The information presented data and how these three pathways may be utilized to meet some shortage areas needs in this area.

The Professional Standards Council was then asked for advisory feedback on these questions:

- 1. In what areas is your school district having trouble finding fully license teachers?**
 - a. Special Education and Science
 - b. Business Education, Tech Education, Math, and Science
 - c. Family and Consumer Education

- d. Business Education, Emotional Behavior Disability, Technical Education, Speech and Language, Spanish
 - e. Early Childhood Specialist, Speech and Language, Agriculture Technology, Advanced Placement and AVID trained (PLTW)
 - f. Know of teachers in these areas that receive signing bonuses in this area
- 2. Has your school district used any of the above mentioned pathways to help fill positions?**
- a. Emergency licenses and Trade Specialist
 - b. Using alternative education licenses
 - c. Emergency licenses
 - d. LBE
- 3. What can DPI do to help increase the number of fully qualified and licensed educators in shortage areas?**
- a. Make the educator field more attractive
 - b. Loan Deferment Plans
 - c. Funding
 - d. Ensure that high school Seniors or college Freshman looking at educator preparation programs know what the shortage areas are
 - e. Target people who are wanting to go into the areas of math and science
 - f. Add on licenses simply by taking the Praxis
 - g. In the Trade Specialist pathway there are probably not a lot of people that have completed an apprenticeship who then want to teach
 - i. Lack of pedagogical knowledge is concerning
 - ii. 100 hours? Really?!?
 - h. Trade Specialist – concerning
 - i. Perhaps partnerships with the tech colleges
 - ii. Might know how to do it, might not know how to teach
 - i. Reposition SAGE dollars for other purposes
 - j. Each district has different needs; can funds be made available for districts that are finding it hard to compete?
 - k. Need to find a way to assist districts that are struggling financially
 - l. Alternative Education teachers are being hired in special education – are they qualified to teach kids with special needs?
 - m. Creating a “Special Education” mentoring program for teachers that already hold a license, so they can become eligible to teach Special Education positions
 - n. Creating a committee to “campaign” for becoming a teacher
 - o. Discussions with high school students about careers in the teaching profession
 - p. Teachers need to market the profession
 - q. Grants to cover the cost of Post-secondary education
 - r. Creating a better data base to portray where teaching positions are located
 - s. Work with technical colleges on a 2+2 – 2 years at technical college, then move to a 4-year college or university to complete the final 2 years
 - t. Mental health services that help teachers in supporting EBD students
 - u. Alleviating the stress of people who are willing to move to a shortage area
 - v. Tuition reimbursement is a good incentive
 - w. Marriage of emergency licensures/teacher apprenticeship
 - x. A rigorous program, get classroom time in a position with a salary and benefits

- y. Create a database of school districts that offer stipends or internships for people going into shortage areas
- 4. What are your thoughts on STEM licensing?**
- a. Is there a specific STEM license?
 - b. Make it “friendly” to add on a STEM license for teachers already in the field
 - c. Definition of STEM and what someone with this license would teach
 - d. What are other states doing?
 - e. What are the specifics?
 - f. Why do we need it?
 - g. It seems most practical at the elementary and middle school levels, but not at the high school level
 - h. Interesting for the specialized licenses
 - i. Increased pressures in math and literacy
 - ii. Not being as prepared in science and technology
 - i. These areas are already shortage areas, are we not just setting ourselves up another shortage area?
 - j. Are you looking for breadth or depth in these areas?
 - k. We need this at all grade levels
 - l. This should be an add-on license, you might limit your employment opportunities if it is your only license
 - m. STEM VS STEAM

AGENDA SETTING

Agenda topics suggested for upcoming PSC meetings included: The academic achievement gap and middle school licensure; 5-8 licenses--are these something we used to have?; an update on the PDP pilot; and the status of Academic Career Plans.

ADJOURNMENT

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