

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 gave an update on the Common Core State Standards. Hearings regarding the Common Core State Standards had taken place recently which made headlines in this state and other states across the country. Many educators and over 100 school district administrators came in front of the committee at the hearings.

Other initiatives he spoke about included the educator effectiveness system, edTPA implementation, and the ELO licensing system. Educator Effectiveness piloting is currently underway across Wisconsin, and the department is receiving a lot of feedback. This feedback is allowing the EE team to customize further development of the system. Evers also highlighted the edTPA preservice teacher performance assessment initiative. Implementation of the 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. Finally, Evers noted the Educator Licensing Online (ELO) system which opened January 15, 2014.

APPROVAL OF JANUARY 2013 MINUTES:

One change – Peggy Hill Breunig attended in person
M/S/C

TERMS ENDING:

The PSC Chair William Dallas announced that some PSC members' terms will be ending including: Arthur Anderson; William Dallas; Katherine Swain; Julie Underwood; Vacant – PTA. Those interested in being nominated for a future term, should contact the organization they represent and indicate they are interested in a future nomination.

EDUCATOR LICENSING ONLINE (ELO) UPDATE

Jill Underly, Assistant Director of Teacher Education, Professional Development and Licensing Team gave an update on the new Educator Licensing Online (ELO) license application system. Prior to the meeting, homework was sent out to the PSC members. PSC members reported back on how well they were able to “onboard” in the ELO system; about half reported success. Underly reported that educators and the DPI have had some difficulties with the new system; the department is working through the difficulties and trying to make things better for the user.

A brief demo of the ELO system was provided:

- Logging into ELO educators are prompted to enter a WAMS ID
- Educators enter information, which is what matches them to their data records from the former license database
- The “QUICK START MENU” is very personalized
- Educators are prompted by messages such as, “IT IS TIME TO RENEW”
- “MANAGE YOUR LICENSE INFORMATION” – shows all of the licenses that an educator has held; this is also where an educator can print a license certificate
 - No license position codes anymore, use developmental levels
 - 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
- License information will be shown on the right side of the screen
- Once an educator clicks “SUBMIT” they move to an attestation screen, which replaces the notary signature previously used
- The final step for an educator is to complete the “CONDUCT AND COMPETENCY” questionnaire and make “PAYMENT”
- Almost 30,000 applications are expected to apply in this licensing cycle

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
- A PSC member reported that some of her colleagues renewed using QEI – what is the distinction?
 - QEI is a Professional Development Plan (PDP) provider – The PDP is verified by QEI and the information is relayed to ELO via QEI or WECAN;
 - So there are no documents to upload? No

- A PSC member asked, “What if I have a license with stipulations, do I prompt the University?” No – the University will send that information directly to DPI once a candidate has completed their program, it is referred to as Endorsed Candidate for Licensure (ECL) Data
- As candidates graduate from their educator preparation program, are they automatically provided with this 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? 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
- Verifying the Degree?
 - Correct – we need to make sure that a person is eligible to move forward before we accept payment
- "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 these licenses are at the professional level; the system will allow an educator to synchronize all of their licenses.

The PSC members reviewed the DPI ELO website and noted additional information and provided additional comments:

- The department wanted to release all the applications January 15, 2014; however, the timeframes was delayed due to the amount of license transactions that still needed to be developed within the system
- 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
- 1,992 Initial In-State applications have been submitted, 1,799 have been approved
- “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 turnaround 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?”
 - Via email from the Deputy Superintendent to District Administrators and also other distribution lists
- The PSC private schools representative thanked the DPI for working with private school life license holders who had licenses that expired in the transfer to ELO. A lot of teachers are not in a place where they might get this information – a lot of little holes

LICENSURE PROGRAM CONTENT GUIDELINES

Tammy Huth, Director of Teacher Education Professional Development and Licensing, provided an update and shared handouts regarding the development of the Licensure Program Content Guidelines development process. An overview of the administrator standards and the preparation process was presented. Then, PSC members were asked to review a draft of the revised Career and Technical Education Coordinator licensure program content guidelines.

The following comments and suggested revisions to the CTE Coordinator Licensure Program Content Guidelines were noted:

- What do you envision this position doing?
 - Coordinate the Carl Perkins funding and application process
 - Agriculture Education, Family and Consumer Education, Marketing Education, Technology Education
 - There is a significant amount of reporting that needs to be done – information on student demographics, how funds are spent, how long a person has been taking career and technical education courses
 - There is statutory language regarding courses towards employment, the school district needs to provide employment skills to students
 - Work with Career and Technical Education teachers in professional development; CTE Coordinator 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 requirements are a bachelor’s degree and completion of the Career and Technical Education licensure program
 - 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 identify their assessments, which is where we get consistency
- Instructional Program Standard
 - Box A. - please insert “PK-12” into this line
 - Box D. – education for employment may be replaced with ACPs?
- Management Standard
 - 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, director, district administrator)
 - There are a lot of opportunities for Peer Coaching
- Community Family Relations Standard; Ethics Standard; and Context affecting Schooling Standard -- No suggested changes

Once feedback from the PSC is incorporated into the CTE Coordinator content guidelines, the guidelines will then move forward to the Superintendent for review, revisions, and approval. Huth provided a general update on other administrator licenses in the content guidelines development process. Reading Specialist – we are still working on, once the ELA Content Guidelines are complete, this work will move forward. Library Media Supervisor and Instructional Technology Coordinator content guidelines are currently on hold, as the department is working on a plan for how these might overlap with the library media specialist teaching license content guidelines.

Next, the current status of teacher licensure content guidelines revision process was reviewed. Our original content guidelines were based on national INTASC standards and national program standards. They were developed in 2001. After presenting an overview of the teacher preparation process the following items were noted:

- The 2011 InTASC standards have been reordered and updated to focus more specifically on student learning.
- We will develop all of our content guidelines based on the new, reordered format of the 2011 InTASC standards
- The state required performance assessments are content tests
- The edTPA teacher performance assessment will be included in the assessment system beginning in 2016-2017
- Teaching Content Guidelines Development Timeline – Math and English Language Arts work groups are underway
 - Math
 - Came together in January and March 2013
 - Integrating 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
 - Integrated Common Core into the licensure areas
 - 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. Then PSC members asked questions and provided feedback.

- 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 as 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

PATHWAYS TO LICENSURE

Tammy Huth, provided handouts for the group with information about Emergency Permits pertaining to school districts. Then the PSC analyzed the emergency licensure data to detect trends and share insights.

- 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 – in the data we are reviewing, these individuals will show up as an Emergency Permit, code 9
- A school district may decide to hire a teacher that is already licensed, but not in that specific subject area – in the data we are reviewing, these individuals will show up as an Emergency License, code 10
- Are the school districts with a lot of emergency permits, large or small?
- What trends are you seeing in the emergency permits?
 - Bilingual and 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?
- Spanish license/Early Childhood to Adolescence World Languages
 - School districts struggle in trying to find someone to teach Spanish

- It doesn't seem like 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
- Professional Teaching Permits may help
- Trade Specialist Permit may help

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 6, 2014; 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? What are the qualifications?
 - Yes; You need to have a professional educator license

ADJOURNMENT

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