

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

DPI-GEF 3, Room 325
125 South Webster Street
Madison, WI
January 25, 2016

The Professional Standards Council (PSC) convened Monday, January 25, 2016. The meeting was called to order at 9:00 a.m.

Members Present (in person and via Global Meet):

Lisa Benz; Deb Dosemagen; Wendy Ripp; Michael Uden; Margaret Doering; Brian McAlister; Heather Strayer; Joanna Rizzotto; Margaret Hessel; Kim Marsolek; Gus Knitt; Amy Traynor; Andrea Pasqualucci; Diana Callope

Members Absent:

Peggy Hill Breunig; Brad Peck; Noelle Mudrak; Gary Williams; Gus Knitt

Others Present:

David DeGuire, DPI; Tammy Huth, DPI; Katie Schumacher, DPI; State Superintendent Tony Evers, DPI; Ariana Baker, DPI; Michael Thompson, Deputy State Superintendent; Deb Gurke, MWCC

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

REVIEW OF AGENDA:

M/S/C

Opening Remarks from State Superintendent Tony Evers:

State Superintendent Tony Evers thanked the PSC members for being a part of this group and leading the Talent Development Framework. Talent Development includes retention and recruitment; having an adequate supply of quality teachers is very important. Evers indicated that when asking young folks why they are or are not considering a career in education, most young people indicate they do not relish the political rhetoric around public education and teachers. This is causing a backlash against young people not entering the teaching profession. A good share of it is negative political rhetoric. We need to tone down political rhetoric around teachers and lift them up.

ESEA was reauthorized and is now called Every Student Succeeds Act (ESSA). The biggest thing is stability for several years as this law was due for reauthorization years ago. The Department of Education used that hiatus time to create guidelines for what they wanted that bill to look like. It is one of the few laws that passed in a bipartisan way. It will go into full implementation in 2017-18 school year; some transition work will occur in 2016-2017. The biggest change is for schools that are not doing well on the report card; instead of implementing

four federal mandated turnaround models, the state has been given more authority to work with local school districts to help turn around low performing schools.

As president of CCSSO (November until next November), I am able to select a topic that states will focus on and I have chosen equity and the achievement gaps that exist. In Wisconsin, our achievement gap is primarily around race and economically disadvantaged.

Our Parent Advisory Board looked at the Promoting Excellence for All initiative and has developed some resources. These resources along with the other Promoting Excellence for All resources can be used in completing the Professional Development Plan (PDP).

We have seen a rapid pace of bills impacting licensing. The experience based Technical education license eased the requirements for technical education licensure; a new bill is proposed to expand this license point system to all Career and Technical Education (CTE) licenses; the department provided testimony in opposition. These bills came to the Legislature on behalf of several school districts. School districts cannot find people that are licensed in CTE areas. I don't believe these laws are going to make a huge dent in CTE teachers because there is not that many out there. Some shortages are created because people are not interested in entering the profession. CTE teachers can get paid a lot more teaching in the private sector than they can in public schools. We will continue to work to make sure we have high expectations for people entering the profession.

Initial results for edTPA have been positive. This is a large initiative that has moved forward.

Wisconsin has been selected to attend the US summit on teacher leadership in DC. There will be interesting things to report out at the end.

The virtual meeting was opened for comment and questions. The following questions and concerns were raised and answers presented:

- What is the name of the last thing Tony mentioned on teacher leadership?
 - This is the US summit on teacher leadership in Washington DC.
- My understanding is that states can set requirements on teacher licensure; is that correct?
 - There is nothing in the new ESEA act that prevents states from being able to set their own requirements for teacher licensure.
- What opportunities exist for teachers (school social workers, etc.) to get involved with the state's efforts to eliminate the achievement gap in Wisconsin?
 - There are a lot of opportunities to get involved through the Excellence for All initiative.
- Who is attending the Teacher Leadership Summit?
 - Wisconsin is one of 20 states elected to participate in the Teacher Leadership Summit in Washington DC.
- How will we engage with those outside of the education world to engage in the achievement gap work?
 - We are involving many stakeholders through the Excellence for All initiative.

- Is there anything we can do strategically at this time to fight the current legislation to expand the experienced based license?
 - The bill has not passed yet so you can still contact your legislators.

APPROVAL OF November 10, 2015 MINUTES:

M/S/C (Joanna, Kim)

Wisconsin Talent Development Framework Updates:

Tammy Huth, Director of the Teacher Education, Professional Development, and Licensing (TEPDL) Team, provided an update of the Talent Development Framework. There are three components of the framework; attracting educators; preparing educators; and developing, supporting, and retaining educators. This is the framework the PSC has chosen to use this year. The timeline for this project was established at the November meeting. This project is designed to get the lay of the land and develop a strategic plan moving forward. We hope to have our part of the scan done in February. In addition to the scan, we will work on the needs assessment surveys. In May, we will start to develop a strategic plan and include stakeholders in the development plan with a target date of having the plan in place in June. At the November PSC meeting, survey questions for different groups were identified. Since the PSC meeting, the TEPDL Team and Midwest Comprehensive Center (MWCC) have reviewed the survey questions. Surveys will be administered beginning in February. Stakeholders will come together to review data and then the PSC will review the data at the April meeting. The virtual meeting was opened for comment and questions. The following questions and concerns were raised and answers presented:

- Will the questions be shared with us before they are refined?
 - Yes, they will be shared with the PSC group.
- I have concerns that I am hearing more and more veteran teachers talking about leaving the profession. If we have a shortage on the front end and an exodus on the veteran end, that is definitely problematic.
 - This is an important concern and something we are looking at in the Talent Development Framework.
- There is a lot of concern about pre-service teachers not able to pass the Praxis II in particular, secondary math teachers.
 - We are also hearing concerns about math teachers not being able to pass the Praxis II.
- In working with preservice teachers, I think the standardization of teacher education requirements is a barrier. If states have the option to set teacher licensure requirements, will we do that?
 - This is something that will be a discussion point for the PSC. Some requirements are in administrative rule and other requirements are in statute, which would require a legislative change.
- The Foundations of Reading test is along the same lines as the Praxis II in terms of being able to pass; is anything being done to address this?
 - The Foundations of Reading test is a statutory requirement and would require a legislative change.

- There has been conversation among many of us in teacher education related to whether to allow students to student teach, if they have not yet passed the FORT.
 - This decision is up to the educator preparation program.
- I have concerns that the edTPA will result in a smaller number of “qualified” initial teachers, thus, creating even more shortages. This is happening at the same time alternative pathways like the experience-based licensure are being created impacting the quality of initial educators, especially in low performing schools.
- I am concerned with students that have to re-take Praxis tests and the cost involved for those students.
- When I went through the program, these tests were not required and I am now one of the veteran teachers. How did I make it this long if I am not qualified?
- As education professionals, we know that standardized measures are one piece of student learning. When it comes to teacher preparation, it seems to be the thing that is used to measure preparedness.
- We also have examples of individuals that could not pass the Praxis test, and, in my option, while maybe some could be good teachers, many should not. We now have a new path through the experience-based license that provides a pathway for them in technical education and eventually CTE areas.
- The secondary focus seems to be more on content and less on methods.
- Kim The elementary focus is the opposite; can we find a happy medium?
 - Thank you for sharing these good concerns. These will need to be discussed by the PSC group.

Educator Preparation Program Updates:

Tammy Huth, Director of the Teacher Education, Professional Development, and Licensing (TEPDL) Team, provided updates on educator preparation programs. In the past, educator preparation was based on specific set of courses and credits. After August 31, 2004, candidates are measured on their proficiency in the standards and performance expectations through performance assessments. Other educator preparation program updates include the revision of the library media specialist content guidelines. We will be in need of PSC feedback regarding these content guidelines at our April meeting. We also are hoping to return to working on the English Language Arts and Mathematics content guidelines.

Educator Development Updates:

David DeGuire, Assistant Director of the Teacher Education, Professional Development, and Licensing (TEPDL) provided an update on educator development. The professional development plan (PDP) team member training for new PDP reviewers is a blended learning model in partnership with CESAs. Refresher training for PDP Team members is also being provided. The virtual meeting was opened for comment and questions. The following questions and concerns were raised and answers presented:

- There are a lot of teachers in my area looking for PDP reviewers; is that up to teachers to find their own PDP review team?
 - CESAs can help find PDP Team members. We will soon have a search feature in our website where educators can search for PDP Team members.
- Does the CESA network help with IHE reviewers?

- Yes, they do. Recommend initial educators contact the program they are graduating for. If you contact EPP, should be able to find IHE member. If they completed program out of state, they are going to need help.
- I heard some grumbling about the need to get recertified mainly about the time commitment?
 - The feedback we have gotten has been overwhelming positive

DeGuire continued by providing updates on the Interstate Portability Project. Licensing is often confusing when you are moving from one state to another. Approximately 50% of teachers coming to Wisconsin are coming from Minnesota or Illinois. Educator preparation programs want to be able to prepare educators for both states. A matrix about what an educator needs to do to get licenses in both states will be developed between the states. We get the most questions from elementary education teachers coming from other states to Wisconsin; for example, they often ask about the tests they need to do for specific elementary licensure developmental levels. Initial drafts should be ready by summer. The virtual meeting was opened for comment and questions. The following questions and concerns were raised and answers presented:

- We need more than a matrix; is there a way to bring these requirements into alignment?
 - You are absolutely right; some states have developed their own tests; lots to consider and compare. We are expanding the matrix to include the comparison of preparation.
- Did the legislation pass something related to licenses transferring?
 - License based on reciprocity pathway but this is really just for educators coming into Wisconsin; there is nothing for Wisconsin educators going to other states
- If we are trying to have across the board Educator Effectiveness (EE), why not have across the board stuff for licensure?
 - EE system are also different across states but that is beginning to happen; have to see how changes to ESEA regarding EE play out

Educator Licensing Updates:

Katie Schumacher, Assistant Director of the Teacher Education, Professional Development, and Licensing (TEPDL) provided an update on educator licensing. The 2016 licensing cycle started on January 1, 2016. Educators with licenses expiring on June 30, 2016 are applying to renew their licenses. We are also getting applications from those applying for their initial educator licenses and emergency license applications as districts are getting their licensing audit results back and working to ensure their educators are properly licensed.

We continue to work to improve our ELO system in order to help educators submit complete applications that show how they have meet the licensing requirements. The major change we have made for 2016 is to make the application for the short term substitute permit and special education program aide a one part application instead of a two part application. This means that educators can complete the application on the same day instead of waiting for part one of the application to be approved and part two to be created for the educator to complete.

Another change for 2016 is a change in the application fees. After careful consideration, the Department has increased licensing fees by \$25 for every license application type. The last fee

increase occurred in 1994. The \$25 increase took effect on January 1st for all applications besides emergency license and permit applications. The \$25 increase for emergency license and permit applications will take effect March 31, 2016, which will allow educators requesting an emergency license or permit for the 2015-16 school year more time to get their licenses before the fee increases.

Our Team is finishing sending out licensing audit reports to districts. The licensing audit is used to ensure that educators employed by districts are properly licensed for the grades and subjects they are teaching. The licensing audit process starts with districts entering their staff's assignment data (the subjects and grades they are teaching) in the WISEstaff reporting system. The licensing audit is then run which compares the licenses an educator holds with the assignment an educator is reported as working in at the district. If an educator is reported in an assignment that they are not licensed for, the licensing audit system produces an audit error result. Our team reviews the audit error results to provide technical assistance to districts so they can help get their educators properly licensed. The virtual meeting was opened for comment and questions. The following questions and concerns were raised and answers presented:

- Do you still create a report identifying the number of emergency licenses by license?
 - We can generate that upon request; we will also be posting that information for the equity plan.
- How quickly is a district informed if a person is properly licensed?
 - We help districts identify staff that are not properly licensed as part of the licensing audit. This is also something districts can monitor on License Lookup.
- How do you monitor whether school districts are managing preparation for those hired under the experienced based license:
 - While this is something they verify as part of their application, the Department will not be monitoring that. When the applicant renews, they must have completed the curriculum.
- What is the timeline for the audit?
 - By September, staff must be licensed. In October, districts report the assignments their staff are in. In November and December, we conduct the licensing audit and districts are notified so they can update assignment data and correct any errors.
- Do individuals that have the experience based license also have to do a PDP?
 - Not as part of their initial license application. The administrative rules have been drafted and submitted so they may have to do a PDP.

Motion to adjourn (Kim;Lisa)