

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

Madison Concourse Hotel
1 West Dayton Street
Madison, WI
April 9, 2018

The Professional Standards Council (PSC) convened Monday, April 9, 2018. The meeting was called to order at 9:00 a.m. by Chair Diana Callope.

Members Present:

Gus Knitt, Peggy Hill-Breunig, Brad Peck, Karla Schoofs, Deb Dosemagen, Kimberly Marsolek, Andrea Pasqualucci, Sherita Kostuck, Amy Traynor, Diana Callope, Barbara Van Doorn, Kym Buchanan, Lisa Benz, Rachel Hellrood, Joanna Rizzotto

Members Not Present:

Katie Roberts, Elizabeth Hayes, Elizabeth Lingen

Others Present:

David DeGuire, DPI; Ariana Baker, DPI; Shandowlyon Hendricks-Williams, DPI; Tony Evers, DPI; Sheila Briggs, DPI; Kathy Champeau, WSRA; Jeff Baas, WEAC; Forbes McIntosh, Government Policy Solutions, LLC [WSRA]

It was noted that the public meeting notice was posted.

REVIEW OF AGENDA

Request for two topics to be added:

- Discussion/concerns around the rollout of PI34.
- Role of PSC in relation to the State Superintendent's Leadership Workgroup on School Staffing Challenges.

Agenda modification:

- Switch discussion of Educator Survey results with review of the Talent Development Framework (TDF) information. TDF discussion will be the last topic of conversation.

M/S/C

ROLE OF PSC vs the LEADERSHIP GROUP

Council member, Kim Marsolek, requested an additional topic of conversation with State Superintendent, Tony Evers, prior to his opening remarks. Kim is also the PSC liaison at the State Superintendent's Leadership Work Group meetings, and wanted to discuss with the Council what the roles of the two groups are, as there seems to be overlapping topics arising at each groups meetings. Kim's main concern was that the Leadership Work Group is addressing issues, which the PSC has already covered. An example of this, was one of their ideas was to send around an educator survey; however the PSC just completed an educator survey. Dr. Evers explained that the Leadership Group is another group of stakeholders and that having the same conversations with various stakeholder groups is not a bad thing, in fact, it is positive that the two groups are coming to similar conclusions.

REMARKS BY STATE SUPERINTENDENT EVERS

Dr. Evers welcomed the group and thanked them for their attendance. He announced that Wisconsin is officially a state affiliate of Educator's Rising. There was a statewide summit held earlier this year, and 11 of the participants that attended will be going to the national conference. Being a state affiliate of Educator's Rising provides free materials, including access to standards and lesson plans, as well as access to the national group's information. We are working with different organizations to get the word out and to make sure this is implemented correctly. This is not something that we want an administrator to assign to a teacher, as this would be counterproductive.

The Supply and Demand survey has been completed, and the Library Media Specialist standards have been completed and approved. The Herb Kohl Banquet was recently held in Milwaukee, which is a great, uplifting event to honor great teachers.

We also continue to move forward with the process of licensing changes both due to Act 59 and the rewrite of PI-34. These changes are going to take some time but we are working with our approved programs and other stakeholder groups during these changes and hope the result will put the process in a better place.

PI 34 REWRITE CONCERNS

David DeGuire, Director, Teacher Education, Professional Development and Licensing, wanted to discuss with the group some of the questions and concerns they had expressed regarding the changes that are being made to Wisconsin Administrative Code PI 34. He opened up the discussion for members to ask their questions:

- PSC: There are a lot of concerns about deadlines – how are we getting the information out to educators?
 - DPI: We are planning to come up with a system to email educators once the information is available
- PSC: What about the information regarding background check requirements?
 - DPI: This will also be emailed out, similar to what was mentioned above.
- PSC: Provisional licenses were recently issued, however not everyone understood that an email would be sent out.
- PSC: The website can be difficult to navigate and understand.
 - DPI: We feel the same way about our website, we are working with our IT division to correct this
 - Educators want a one-stop shop for all of the pertinent information.
- PSC: Educators that have licenses expiring in 2018 are getting concerned about the background check part, they want to know when they need to have this submitted by.
 - PSC: Adding a blog post about the background check would be helpful.
 - PSC: A statement on the main Licensing web page, about where the DPI is at in the process, will make people feel better.
 - PSC: School District's used to receive a list of when licenses were about to expire, is this still going to be an option?
- PSC: What are the requirements for a lifetime license? How are people going to know the requirements and when they are eligible for a lifetime license?
 - DPI: The license level the educator holds will be reflected on license look-up, this will also include the requirements to keep a lifetime license valid.

- PSC: Is there a way to get info out to educators about what email address the notifications will come to?
 - DPI: This would be extremely difficult, as educators don't always use personal email addresses and if they change districts, then they can no longer access the email they entered into the system.
- PSC: What should those educators that do not have a valid license do in the meantime in order to get a lifetime license:
 - DPI: They can apply for a one-year extension if they have that option available, or a 5-year non-renewable (Retirement License) license, if they are eligible for that option.

APPROVAL OF THE FEBRUARY 23, 2018 MINUTES

M/S/C

EDUCATOR SURVEY RESULTS

David DeGuire, presented the group with a handout with the Educator Survey results and requested that they break into groups to go over the information. After the small group work, the group came back together to have a discussion about their findings.

- It's interesting that Urban district educators have a higher percentage of educators that want to leave the profession.
- Pay has become a large issue, as well as the feeling of being overwhelmed.
 - Past research shows that pay was not an issue in the past.
- It is surprising that educators who have been in the field for 1-5 years have the lowest percentage regarding thought about leaving the field. Those that have been in the profession longer would prefer how the profession was 10 years ago.
- In looking at the leadership structure responses on page nine, administrators feel the leadership is well distributed, however teachers and pupil services professionals answered strongly that they feel it is from the top down.
 - It would be nice if this information was broken down more. Who is the information coming from? Principals in specific buildings or those at the district administrator level?
- Between districts, teacher's level of involvement varies widely.
 - Post Act 10 the power structure completely changed in districts, so the structure varies widely around the state.
 - Educators should have input in the work life balance and pay concerns.
 - Administrator's feel they represent a teacher's best interests, however teachers can best represent their own interests.
 - DPI should provide guidance on some of these issues.
 - There are many things that things that are not defined and so many things have changed in the past few years.
 - Compensation models around the state vary greatly.
 - We can't control salary constraints, but we can control what is required of teachers in their school model.
- In many cases many administrators have not taken a stance on education such as, policies, testing, education reform; it would be nice to know what their stance is.
- Reexamining the administrative position is something we can control.
- This data shows that teachers and administrators roles are not equitable, there needs to be more collaboration.

- Eighty percent of administrators felt agreeable about collaboration, whereas only forty percent of teachers felt agreeable about collaboration.
- Administrators do need to keep the state report card in mind, which is more a reflection of student test scores, which doesn't reflect what is happening in the school. Why are schools being "graded" based off standardized testing?
- Administrators also need to keep the community in mind, realtors have said that a school district's report card rating can affect the housing market as people want to live in school districts that have higher report card ratings.
 - There are a lot of pressures from the community and parents with unrealistic expectations.
 - Administrators should be educating the community on what realistic expectations look like and what education looks like.
 - In 1976, 75% of a community had students in K-12, now 25% of people have students in K-12, so a lot of community members don't understand or feel that changes need to be made to our schools/education system.
 - Our legislator's need to understand what education looks like and what we are being asked to do.
- We need to start looking at education like a triage – what is vital?
- Leadership in schools and the feeling of being overwhelmed are the number one issues.
- It seems that the main goal of administrators is accountability, which does not reflect what we want the overall "vision" to reflect.
- Act 10 had many impacts, which now puts administrators in much more of a business role.
- Teachers have to leave districts in order to get a raise, which causes many to move around; in the past educators would stay in one district for their entire career.
- We cannot go directly to a business model, too many of our current initiatives are leaning more towards a "teacher technician" and removing the thinking from the profession. Teachers have a college degree and have been trained to think about various situations and education, they get restless and unhappy when they are told not to think.
- We should also examine why this didn't used to be an issue, now it is, why?
- We have the data, and we can see some of the things teachers want, where do we go from here?
- We need to be careful in using survey results to drive decisions. The time of year a survey is conducted can greatly influence how people answer.
- Respect as it relates to loyalty is a problem that has been created because of how people were and have been treated. People have been provided with mixed messages.
- We also need to keep in mind the students and what is best for students. This question is not always being asked.
- University students have been posing questions about how teachers are treated and how they can be treated better.

DIVERSIFYING THE PIPELINE

Dr. Shandowlyon Hendricks-Williams, Assistant Director of Teacher Education, Professional Development and Licensing, presented a power point to the group, which provided information on data, trends and strategies to address diversifying the teacher pipeline in Wisconsin. The data she presented reviewed the ratio of students of color and teachers of color. Statewide, students of color represent 30% of the student population; however, teachers of color represent only 5% of the teacher population. There is data that verifies that if a student has just one teacher that mirrors their racial background, they

are more likely to succeed. Wisconsin has been working with the national organization, Council of Chief State School Officers (CCSSO), to create a state team, who will work with other teams nationally to address the issues in our state. The situation we are in is both a moral and civil rights issues. Our state goal is to increase the percentage of Wisconsin teachers of color from 5% to 30% by 2022. Dr. Hendricks-Williams presented several strategies that Wisconsin will be using in order to address our state issues and to reach the goal of increasing teachers of color in Wisconsin schools.

- Strategy – attract in-state high school students to the field of teaching
 - Start identifying students that have a lot of potential, but are not necessarily “high fliers.”
 - The goal in this strategy is to work with 15 African-American high school students, they will take mentoring classes at MATC which will counts towards college credits and will be transferable to UW-Milwaukee, and they in turn will take on a mentoring role at their school and be paid \$14/hour for their time.
- Strategy – Eliminate barriers to teacher licensing for in-state and out-of-state teacher candidates
- Strategy – Recruit and develop out-of-state teachers
 - Minority Servant Institutions (MSI) – send representatives from WI to MSIs to conduct recruitments for WI schools.
 - Work with Historically Black Colleges and Universities (HBCUs) to have educators come to Milwaukee to complete their clinical, additionally setting these candidates up with community members to host them during their time in Milwaukee.
- Strategy – Recruit and develop in-state teachers
 - The school district and teachers would set aside money to pay for one of their students to receive a scholarship to attend an EPP.
 - Would also like to have discussions with community businesses to set up scholarship funds for students.

After the presentation, Dr. Hendricks-Williams took questions and comments from the group:

- There are many outside factors that we cannot control, many people of color don’t consider coming to this area, many choose to go South.
- Currently, there are waves of people leaving the Milwaukee area because of violence. Violence and Act 10 are big factors for potential educators not wanting to come to Wisconsin.
 - We are being very particular in our partnerships.
 - We are looking at the locations that have larger populations of students of color.
 - We need to have these important, relevant, and serious conversations with the community to discuss and implement these programs.
 - We have the largest achievement gap in the nation, which is not an enticing fact for teachers of color to want to move here, or put their children in our schools.
- Beloit has doubled the number of teachers of color in their district within the past three years; the strategy they are using is working with HBCUs out of Mississippi.
- Is the Menominee Indian Nation staff also inequitable?
 - Yes, they feel they are in a similar situation.
- We want to increase the population of all teachers, but we also want to make sure that the pipeline is diverse.
- It seems this has been an issue for a while.
 - We have hard evidence, which verifies that students that have even just one teacher that represents their race can affects whether or not they graduate.
 - The current situation really borders on malpractice.

- We need to deeply investigate our own processes and biases in hiring.
- Other industries are working on this also. Why is education lagging in this?
- Can we really consider this malpractice?
 - Why don't minority teachers apply? It's hard to entice people to apply if they don't feel they have a similar community in the area.
 - Communities need to be ready for this. Not all communities are ready for this. When students do not have a teacher that looks like them, we are doing them a disservice.
 - These initiatives also need to work with the communities.

TALENT DEVELOPMENT FRAMEWORK

David DeGuire asked the group to revisit the work they had done on the Wisconsin Talent Development Framework (TDF) in 2016. There were several components to the TDF, and it was determined by the State Superintendent's Leadership Work Group that they needed to work on the licensing components first, due to the changes brought about from Act 59 and the rewrite of PI 34. As the rewrite of PI 34 has been submitted to the legislature, now we can go back to the TDF and determine what components the PSC would now like to focus on. He gave the group sometime to go over and review the draft TDF and discuss in small groups what they would like to focus on next, he then asked the group to share their thoughts.

- The next focus should be on attracting (components 1-3) and retaining (components 6-9) teachers.
- The educator survey results should be shared with the Leadership Work Group.
- We need to make sure we have systems and structure in place.
- Administrators need to understand and work to have teacher leadership in schools.
- If you didn't experience teacher leadership as a teacher, the concept can be foreign if you then move to an administrative position.
- Administrative training programs need to change, they need to address how to obtain and utilize teacher voice.
- What do people think about the requirement of three years of teaching experience prior to being able to apply for an administrative license?
 - That time teaching is part of the learning process, perhaps we need to recommend to extend the years of experience one needs prior to obtaining an administrative license.
- The administrative programs vary so much, and the focus of those programs are also so different.
- We were having this same conversation regarding teacher programs ten years ago which eventually lead to the edTPA being adopted.
- California is looking into having a performance assessment for new administrators.
- We should look at what the administrative professional organizations are doing for professional development and review what concerns they may have.
 - We (DPI) has reached out to AWSA and WASDA.
 - College preparation for administrators and the professional organizations (AWSA and WASDA) are also talking about this.
 - How long have they been working on this?
 - It feels like this has been an issue for the past several years.
- Consistently, there are new initiative's on "how to teach," which leads to that feeling of being overwhelmed.

- There is a need for training for administrators to learn how to work with teachers to be effective.
- Principals are probably receiving better training on this than superintendents, training for superintendents seems to be more business focused.
- DPI used to have a fall conference for superintendents each fall, perhaps this is something we can reconsider.
- There are no courses during the superintendent training program on the personnel aspects of the job.
- Need to take a look at the superintendent training, ask WASDA for a state wide fall conference.
- WASB also needs to be involved. School Boards should be challenging superintendents as to how they are planning to retain teachers. School Boards and administrators need to work together.
- Some states have edTPA-like assessments for all educators, including administrators. One of the artifacts in the administrative assessment is video evidence of collaboration with teachers.
- Principals seem to be better at this than administrators are.
- It seems when we do have these large, state-wide meetings, we talk a lot about teacher prep, but we don't talk about other licensure areas.
- Leadership styles need to be reviewed and addressed.
- What is the definition of learning? I have seen educators get written up for being off pace, so it seems that administrators are driven by the report card results.
- Education has been presented to teachers like a game to win.
- Should we be sending the message that the high stakes testing is altering how we teach? One of the consequences of all the testing for teachers is the feeling of being overloaded.
- Most of what is required on the report card is in state statute, we have to have a way to assess schools.
- Can we change the report card requirements?
- One of our recommendations needs to be that administrative training needs to be reviewed.
- We also need to start looking at why teachers are leaving. Are their particular subject areas that have a lot of teachers leaving?
- We've collected a lot of data, but need to keep collecting in order to determine what the impact of our decisions are.
 - This is a good idea, it would help prospective teachers consider what certifications they want to pursue. It would also be a way for school districts to determine where changes may need to be made.
- We talk about equity, but then we talk about very standardized measures – these two things don't match up.
- Regarding the data that we've collected on teacher retention, where should this information be posted? It may have a backlash.
- It is good for schools to have this information; it allows districts to reflect on how normal some of their staffing changes are.
- This information probably doesn't need to be on the report card, but it does need to be out there some place.
- We need to be sensible in how we use the data.
- We need to review:
 - How the Leadership Group reacts to the survey results.
 - How to improve administrator training.
 - Why do teachers feel overwhelmed.

- These items all seem to fall into Component 13.
- We need to add the survey data to the TDF and update the TDF to reflect the changes that have been made.
- Component 12 should be reworked to provide for teachers being given more opportunity to be leaders.
 - Add in language about the National Board process.
 - We should use those master educators to be leaders and mentors.
 - The EE process could be coupled with the National Board process.
- There needs to be further inquiries into what the lack of respect teachers are feeling is and how we can help change that.
- Are these recommendations for the State Superintendent or for the PSC to work on?
 - These are recommendations for the State Superintendent.
- Based on TDF survey results the PSC is making the following recommendations, which will be formally submitted to Dr. Evers via a letter put together by Chairwoman, Diana Callope, on behalf of the PSC.
 - Modify administrator training
 - Review Component 13, sub point two (last page) to be more developed for meaningful impact,
 - Focus on administrative leadership, and
 - Focus on administrative training.
 - Consideration of required reporting of teacher attrition.
 - Teacher voice in the leadership framework – fully develop this work.
 - M/S/C

Several members' terms ending – if interested contact your professional organization.

Motion to adjourn

M/S/C

anb