

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

DPI-GEF 3
125 South Webster Street
Madison, WI
September 28, 2018

The Professional Standards Council (PSC) convened Friday, September 28, 2018. The meeting was called to order at 9:00 a.m. by Chair Karla Schoofs.

Members Present:

Brad Peck, Karla Schoofs, Deb Dosemagen, Kimberly Marsolek, Andrea Pasqualucci, Sherita Kostuck, Amy Traynor, Diana Callope, Barbara Van Doorn, Kym Buchanan, Rachel Hellrood, Joanna Rizzotto, Katie Roberts, Lisa Elliot, Gary Vose, Elizabeth Hayes

Members Not Present:

Elizabeth Lingen, Freda Russell, Lisa Benz

Others Present:

David DeGuire, DPI; Ariana Baker, DPI; Shandowlyon Hendricks-Williams, DPI; Mike Thompson, DPI; Sheila Briggs, DPI; Jeff Baas, WEAC; Sharon Schmeling, WCRIS

It was noted that the public meeting notice was posted.

REVIEW OF AGENDA

M/S/C

COUNCIL INTRODUCTIONS

REMARKS BY DEPUTY STATE SUPERINTENDENT MIKE THOMPSON

Deputy State Superintendent, Mike Thompson, opened the meeting with a personal story about his son's first year of teaching, which he loved and part of the reason it was such an enjoyable first year was because of the great environment he was working in. Mr. Thompson wanted to thank all of the Council members for creating these wonderful environments and believes these great environments should be promoted as one of the great things about the education profession.

Mr. Thompson then moved the conversation to recent administrative rule changes and upcoming proposals as part of the State Superintendent's state budget. Wis. Admin. Rule PI 34 was repealed and recreated and went into effect on August 1, 2018. He thanked the Council for their contributions throughout the process. Mr. Thompson then highlighted some of the proposals that were included in State Superintendent Evers's budget proposals. Highlights include:

- Increasing funding for mental health needs in schools;
- Increasing funds for pupil services needs;
- Increasing funds to support special education students, which will bring Wisconsin in line with what other states are spending;

- Increasing funding for after school programs;
- Advancing an equity budget around fair funding;
- Increasing stipends for master educators in the five largest urban districts;
- Creating the urban initiative which is recognition that urban districts face unique challenges; and
- Funding for full day 4K programs across the state and for 3K programs in urban districts.

Mr. Thompson next addressed the [letter](#) sent by the Council at the conclusion of the 2017-2018 school year with strategic recommendations. He thanked the Council for the recommendations. The Department will move forward with these recommendations by beginning conversations with the state organizations for school administrators (Association of Wisconsin School Administrators (AWSA)) and district administrators (Wisconsin Association of School District Administrators (WASDA)). As these professional organizations provide professional development, the Department wants to work with them to identify potential issues and to help develop streamlined professional development. We would also like to work with professional organizations to provide professional development for teacher leaders.

Mr. Thompson then opened the discussion up for any questions from the Council.

- Programs are receiving feedback from graduates requesting the need for more training in internal school politics. It would be great if programs could provide examples of various school models.
- Part of the intent of the recommendations made were because there are districts that believe they are operating on a shared leadership model, when in reality they are working on a top down model.
- Right now the only entity evaluating superintendents is the school board which seems problematic as most school boards' direct source of information is the superintendent. A tool needs to be developed for other entities to evaluate superintendents.
- The recommendation regarding reporting on teacher attrition could provide really good data, however we need to have a very clear focus on what the data is for and make sure it is not used for areas it was never intended to be used for.
- Regarding the revision administrative preparation, it was a very clear from the data we collected that a leading concern of educators is school leadership and climate in schools.
- Teacher preparation also needs to be looked at, as it does not seem there is variation in preparation focusing on where that new educator may end up – rural vs urban.

REMARKS BY INCOMING CHAIR KARLA SCHOOF

ELECTION OF VICE-CHAIR

The council has nominated Amy Traynor. Amy will accept the nomination.

M/S/C

APPROVAL OF THE APRIL 9, 2018 MINUTES

Change - Teacher voice and the leadership framework

M/S/C

PARTNERSHIP FOR ADMINISTRATOR PROFESSIONAL DEVELOPMENT

Katie Rainey, Director for the Educator Development and Support Team, provided information to the Council regarding professional development her team in collaboration with AWSA, WASDA and the CESAs have been working to create for those in leadership positions. One of the focuses of this professional development is “how do we create systems and supports for the opportunity to grow?” We would like to move away from one-day trainings, and focus more on continued training throughout the year. We are currently working on the Leading for Learning State Summit in June 2019. We are also planning five additional events throughout the year. There is additional work being done with the five largest Wisconsin school districts, the Wisconsin Urban Leadership Institute, which will focus on their specific needs. Ms. Rainey then opened up the discussion for questions from the Council.

- Are there any teachers involved in this planning? Is WEAC involved in this?
 - We do intend to bring teachers into the planning and it is a good idea to discuss this project with WEAC.
- We are not seeing the implementation of the principal evaluation at the level we had hoped. We need to change the training of the principal as it seems that administrators have not been trained on various aspects of educator effectiveness. Correct implementation of educator effectiveness directly impacts the quality of the tool and has direct impact on teacher retention in a district. We are providing our data to AWSA so they can create programs around this information.
 - Is this also being promoted to superintendents? They also seem to be an entity that is not understanding educator effectiveness.
 - A big issue is cost. Most districts cannot afford to send multiple people to these trainings. Also, those with families find it difficult to take time off.
 - We are hoping to remove the cost for some of these events.
- School culture matters, based off responses from the educator effectiveness survey, we are providing reports to administrators which contains feedback from teachers.
 - We have used this at our school, one thing that made it awkward was when our administrator was trying to make changes and asking about it, no one wanted to speak up. The survey was anonymous, staff meetings are not.
 - We are trying to coach administrators on how to use the data and brainstorm with their peers.
 - It doesn't seem like all educators get this survey.
 - The survey is sent from UW-Milwaukee, and we are planning that all teachers will get the survey. This used to be called the EE Exchange, but it will be rolled into Leading for Learning.
- It is frustrating that we keep working back through these cycles and it is shocking that administrators need an anonymous survey to understand that their school culture is not good.
- We need to have a collaborative effort to get everyone involved. We need teachers to move into leadership roles.
- A lot more has been added to the principal's plate with little to no preparation on how to handle it.

PI 34 RULE CHANGE UPDATES

David DeGuire, Director of Teacher Education, Professional Development and Licensing, provided [updates](#) to the Council regarding Wisconsin Administrative Rule PI 34 changes and updates. Per the legislative requirement, PI 34 has been repealed and recreated and went into effect on August 1, 2018. There is also an emergency rule in effect to define “regularly employed” and “successful experience”

which were terms identified in Act 206, which required the DPI to define these terms. We are planning a hearing for this emergency rule for which people can send in comments via email or attend the hearing in person. There is also a scope statement out to make technical changes and corrections to PI 34. Mr. DeGuire then asked the Council if they had any questions about the updates:

- When an educator retires they lose their lifetime license? If you are out of the field for more than five years, you are no longer licensed? Are educators able to substitute?
 - In order to maintain a lifetime license, educators will need to complete a background check application and verify they have experience in the field of education within the past five years.
 - If an educator's lifetime license does become invalid, they would be able to apply for a provisional license.
 - As long as your license remains valid you can substitute.
- Can you please provide more information about the background check process?
 - We are still working with our vendor to make the required changes for this process. Hopefully, we will have the application and process available soon and we plan to notify school districts and professional organizations when it is available.
- Does the legislature feel the problem they were trying to address has been corrected?
 - We cannot speak for the legislature. They made changes, and we made changes to PI 34 as was required.
 - There is also a legislative committee around Dyslexia, and a lot of things are being proposed, but no decisions have been made yet.

Mr. DeGuire then provided updates to the Council for 2017-2018 data collected around licensing. There was a dip in the number of one-year license with stipulations (formerly called emergency) licenses that were requested, however it is unclear if this is a result of the licensing changes. We also saw the number of program completers go down from previous years. Two points of data that we are paying close attention to is turnover and attrition. Turnover is when an educator takes an assignment in a new school district. Attrition is when the educator leaves the profession altogether. We saw a net loss of over 1600 teachers in one year. Mr. DeGuire then asked for any comments or feedback on this data:

- It seems there is a large gap in the middle when looking at experience, when I began teaching there was an even amount of experience on a staggered level, not it seems there are either teachers coming up on retirement or they are brand new, with not a lot of educators in the middle.
- National data supports these trends also, so it seems the trend here cannot only be attributed to Act 10.

EDUCATOR PREPARATION UPDATES

Shandwlyon Hendricks-Williams, Assistant Director of Teacher Education, Professional Development and Licensing, provided updates to the Council on changes to program approval. There have been several changes in the new PI 34 for educator preparation:

- In the past, the requirements for alternative route programs were different from what was required by traditional programs. In the updated version of PI 34, it was decided that all entities of teacher preparation should be aligned.
- Entities need to keep documentation of evidence, and the portfolio requirement has been removed.
- Entities need to submit a written plan of how they will diversify the candidate populations.

- Entities are required to complete a background check before candidates are accepted into the program.
- Content knowledge can be verified by passing the content test, a portfolio, or GPA.
- Only three clinical reviews are required, two of the three can be completed via video, at least one must be completed face-to-face.
- Wisconsin Improvement Plan (WIP) is still operating:
 - Allows teacher candidates to complete a one semester internship. They teach 50% of the time and the other 50% is completed by co-teaching or observing a veteran teacher.
 - WIP interns receive a \$4500 stipend.
 - We are seeing larger numbers of applicants for this program this year.

Questions or Comments about these changes?

- If a district is interested in the WIP program who can they contact?
 - The information can be found here: <https://dpi.wi.gov/tepd/programs/wip>
- What professional development does the district need to provide to WIP interns?
 - The district can choose the professional development and they can be reimbursed up to \$500.
- Observations at a distance is a great option to offer programs and student teachers. The Background check requirement is interesting, however school districts have been asking for this as they want to ensure future candidates are cleared to be in the classroom upon completion of their program.

PROGRAM APPROVAL HANDBOOK UPDATES

Dr. Hendricks-Williams then transitioned the discussion to the Program Approval Handbook, focusing on how the department plans to align this handbook with the new language. A work group of 15 representatives from institutions of higher education met four times in July and August to discuss and recommend policies and protocols for the updated handbook. The DPI was able to accept all of the work group's recommendations, except for one, which was the recommendation around initial approval. The DPI legal team provided information that the rule language did not allow for two separate processes, therefore, all entities would have to go through initial approval. There will be a Fall Institute on October 2nd so that the Work Group and DPI Program Approval staff can provide the updated handbook to the field. She then asked the Council if they had any questions about this process:

- Are we treating all Wisconsin entities the same, except the American Board (ABCTE) entity?
 - They are not a Wisconsin approved program, so they do not go through the same process. The ABCTE pathway is something the DPI is required to accept by the legislature.
- Programs are going to be at different stages of the approval process over the next several years.

PROMISING DISTRICT BASED PROGRAMS

Dr. Hendricks-Williams also discussed options for school districts to become endorsing entities. Even in old PI 34, the options for districts to become endorsing entities has always been an option, however, recently we have seen a raised interest and excitement for school districts to do this. The Racine Unified School District (RUSD) implemented the STAR program in August 2018 in conjunction with UW-Parkside. This program is focusing on paraprofessionals in the district, who hold a bachelor's degree and are seeking a special education teaching license. Other aspects of this program are:

- A cohort of substitute teachers that work with those going through the program, so students always have the same substitute on days the educator is in preparation classes.

- The educator has \$90 deducted from each paycheck to pay for the tuition costs.
- They attend classes every Friday.
- There is a three year commitment with RUSD upon completion of the program.
- Half of the cohort are people of color, and half are men.

The STAR program is currently an approved program with UW-Parkside as the endorsing entity, with the hope that the program will transition to RUSD to become the endorsing entity in the future. Several other large districts, (i.e. Oshkosh, Beloit, Milwaukee, and Madison) are looking at creating similar programs that either partner with current approved programs or become their own approved program. We are hearing that most districts want to keep people who are already working in the school district.

We are also working with school districts to come up with solutions for increasing diversity in the teacher pipeline. Milwaukee Public Schools (MPS) has created a Leading Men's Fellows program, which is working with 15 MPS graduates, all African-American males. They went to Washington D.C. to receive instruction on how to be literacy tutors over the summer and will work as literacy tutors with MPS this school year. At the end of the year they can then apply for the Milwaukee Fellows program which covers their tuition costs at an institution of higher education towards teacher preparation, and then they sign a contract with MPS agreeing to be teachers for five years.

REVIEW AND APPROVAL OF THE 2017-2018 ANNUAL REPORT

David DeGuire provided a draft of the 2017-2018 Annual Report to the Council and asked for their feedback. The group took some time to look over the draft and then Mr. DeGuire asked the Council for their thoughts on what they would like the report to look like.

- Is the data section data the PSC gathered?
 - It was previously reported on past annual reports, which is why it was added to this, it does not need to be included in the report.
 - Not sure if this should be included, it isn't really the Council's work.
- Rethink the active verbs that have been used.
- The letter of recommendations that was sent at the end of the 2017-2018 school year should be included.
 - Perhaps a summary of the letter, but not the actual letter.
- Where is the survey data?
- Recommendation: remove the educator data, include a summary of the recommendations letter, add information from the April minutes regarding the educator survey.

PSC PRIORITIES FOR 2018-2019

David DeGuire asked the Council to consider what they would like to focus on moving forward.

- We should continue to analyze the data from the educator survey.
- Taking a deeper look at the one-year license with stipulations (LWS1) in certain subject areas. How does having a teacher working under a LWS1 impact already vulnerable populations.
 - Do we know there is a negative impact on LWS1 teachers? Is there evidence?
 - We do have evidence that students of color and poverty are more likely to end up with a teacher working under a LWS1.
- We spent a lot of time during past school years working on the Talent Development Framework (TDF), should we go back to that document and pick up where we left off?

- The Leadership Group is focusing on retention. At our last meeting, we said we, too should focus on retention.
- We should revisit the TDF to determine our priorities and what data we want to review and analyze.
- We need data on the attrition rates and the LWS1 licenses.
- We should review the Educator Effectiveness (EE) survey data. It seems there is a correlation between EE implemented well, job satisfaction, and teacher retention. This would be helpful if our focus is retention.
 - Who determines if EE has been implemented well? Providing districts with best practices for implementation would be helpful.
- Is there any data on why the numbers of educators are dropping?
 - There is national data that can be used. We are seeing that salary, work conditions, and school climate are the leading issues.
 - A survey of millennial educators revealed they feel an erosion of professional status, and a feeling that being a teacher is not a lifelong career model.
 - They don't have a compelling reason to stay, the profession has become unattractive.
 - These are also reasons that people are leaving as soon as they become retirement eligible.
- The recent Marquette survey suggests that community members are showing more support than ever for public schools.
 - Teachers are good at advocating for our students but not good at advocating for the profession.
 - It is clear that people understand we need high quality teachers, the number one priority when people move is good school districts.
 - Teacher quality and a communities marketability go hand and hand. Perhaps we should have someone come talk with us to help come up with a plan?
- Professionalism vs. Professionalization. One is more internal and one is more external. Professionalization of teachers has been removed, we do not get to determine what we are doing with students or how the day is spent.
- We need to look at and review the TDF and EE survey prior to next meeting.
- What does this outlook look like to students in the educator preparation pipeline?
 - Most of the focus is on theories and methods, not receiving much on the basics of how schools operate.
 - Are you being provided with information on pay structures and school handbooks?
 - No, being told these things really are not relevant.
 - Have had two people drop out of the cohort, because they couldn't envision themselves doing this long term.
 - A global issue is that K-12 schools are not preparing students for their professional careers.
 - Students just are not ready of the challenge of college.
 - ACT scores are the benchmark for being college/career ready, but the benchmark for life includes so many other things.
- We need to review the TDF to determine what we want to focus on and what data to review.

COMMUNICATIONS: LICENSING WEBSITE AND PROMOTING THE PROFESSION

Tom McCarthy, Director of Educational Information Services, asked the Council to consider the licensing webpages. A focus group of nine people was formed to provide information and feedback on the web pages they interact with. Some of the feedback received was that they prefer an audience based navigation system, they would like access to learning materials in an on-line library, and they would prefer communication from the agency about licenses and licensing issues. We feel that a good website should be built around the user's experience. What are your thoughts?

- Not sure about the on-line library idea, the user would need to know what they are looking for.
 - We find that people skip the content and just scan for what they are looking for. The on-line library would be on the side bar.
- I like the idea of pushing out the information via email as much as possible.
 - Do you think superintendents would feel the same way?
 - It seems like there is a lot of information provided to superintendent's that is never shared.
 - We send out a lot of communications already, if we add licensing updates, does it become too much?
 - Is there a way for teachers to sign up for Connect Ed communication?
 - There is a component, especially information regarding licensure, that we would not want people to turn off.
- Would those educators with provisional licenses feel different about this?
- Would like to see more search criteria to help prospective educators determine format for teacher training – online, face-to-face, traditional, alternative.
- Would be great if there was a section about promoting the section, that, when clicked on would take viewer to the pathway page regarding becoming a teacher.

Motion to adjourn

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