

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

DPI-GEF 3, Room 325
Meeting held via Global Meet
125 S. Webster Street
Madison, WI
January 23, 2017

The Professional Standards Council (PSC) convened Monday, January 23, 2017. The meeting was called to order at 9:00 a.m. by Chair Kim Marsolek.

Members Present (in person and via Global Meet):

Deb Dosemagen, Margaret Doering, Kimberly Marsolek, Brad Peck, Diana Callope, Carmen Manning, Michael Uden, Amy Traynor; Heather Strayer, Andrea Pasqualucci, Rachel Hellrood, Katie Roberts

Members Not Present:

Lisa Benz, Peggy Hill-Breunig, Joanna Rizzotto, Sherita Kostuck, Karla Schoofs, Gus Knitt, Heather Strayer

Others Present:

David DeGuire, DPI; Shandowlyon Hendricks-Williams, DPI; Ariana Baker, DPI; Brielle Harwick, DPI; Sheila Briggs, DPI, Tony Evers, DPI; Mike Thompson, DPI; Forbes McIntosh, WI State Reading Association; Jeff Baas, WEAC; Carole Trone, WAICU; Kathy Champeau, WSRA

It was noted that the public meeting notice was posted.

REVIEW OF AGENDA

M/S/C

REMARKS BY STATE SUPERINTENDENT EVERS

Dr. Evers welcomed members of the PSC to the meeting and thanked them for their continued efforts on the Talent Development Framework Project over the past two years. Dr. Evers discussed statewide concerns over retention and recruitment of educators as well as one of the largest barriers school districts have to face, adequately prepared educators in the classroom. Educator Preparation Programs (EPPs) and school districts are trying to work together to come up with ideas to overcome these obstacles. Dr. Evers believes this is an opportunity to look at some flexible options in regards to staffing that will ultimately lead to strengthening the profession. He has recently held meetings with professional organization leaders to review information provided by the PSC and data collected to brainstorm ideas in regards to licensing. (These ideas were presented by Deputy State Superintendent, Mike Thompson later on in the meeting.) Dr. Evers asked if the group had any questions. There were several questions asked regarding the previously discussed pilot to use the Educator Effectiveness Plan (EEP) towards renewal of an educator license.

- What will happen if an administrator will not sign off on an educator's EEP?
 - The EEP option will be a third option for renewal for educators. They can still choose to renew with credits (if that option is available to them) or a PDP.
 - DPI is working on an appeal process for this type of situation.

- What about the SLO in an EEP?
 - The SLO is mirrored in a PDP (artifacts and dates). We are hoping that the EEP option will eliminate having to copy and paste the information from one system to another.
- Not all school districts have implemented EE the same. What effect will this have on this option for educators?
 - The EE system is a continuous improvement process. The primary concern is to provide support and ongoing professional development to school districts. We are continuing to collect data so that we improve the process.
 - DPI is working with evaluators and administrators to make sure everyone understands the continuing growth process as well as make sure everyone is trained properly.
- What is the timeline for offering EEP as an option?
 - We would like to get feedback from the pilot districts.
 - We will have to go through the emergency rule process. This may be an option beginning as early as next year.

Deputy State Superintendent, Mike Thompson, introduced the Leadership Group on School Staffing Challenges recommendations for changes to the current licensing system.

- Amend administrative rules to consolidate developmental levels from the current five to two: PK-9 and PK-12 for all subject area licenses and special education. PK-9 licenses will be offered with an early childhood, elementary school, or middle school emphasis. Special education licenses will be offered PK-12 with emphasis opportunities in developmental ages or specific disabilities.
- Change administrative rules to consolidate current subject area licenses with multiple subcategories (e.g. Broad field Science, Physical Science, Chemistry, Physics, Earth and Space Science) into single subject area licenses (e.g. Science). Candidates will be offered opportunities to pursue an emphasis in specific area within the consolidated subject area license (e.g. science license with an emphasis in biology; social studies license with an emphasis in history).
- Change administrative rules to offer universal licensure for certain pupil service, supplementary, and additional license categories that are substantially similar to licenses offered by the Department of Safety and Professional Services (DSPS), (e.g. social workers or speech and language pathologists).
- Change administrative code to consolidate multiple pathways to licensure into new identifiable “tiers” to enhance simplicity and transparency; create new opportunities to use interns, residents, and others who are pursuing but have not yet completed full licensure as teachers of record on a limited term basis; and eliminate barriers in the licensing system to encourage greater use of retired educators in part-time or short term roles.
 - Break for Questions:
 - One of the group’s members, who is a school social worker, stated that there were additional classes that she had to take towards getting her school social worker license that were significantly different from classes for those who were only getting a social worker license. Who was consulted on this recommendation? We need to engage school social workers around the state and EPPs to see if there are requirements that need to be addressed to make this possible.
 - What is the purpose of PK-12 in a subject area?

- We are considering due to limitation mostly between middle school and high school levels.
 - Wouldn't this impact educators who could be assigned to grade levels they don't want to teach? It gives more power to school districts and administrators.
 - That could be an unintended consequence.
 - This is an attempt to balance the need for educators to be more marketable and school districts to have more hiring flexibility.
 - We think the benefits outweigh the negative aspects.
 - Will we (the PSC) have a chance to give insight into these recommendations?
 - Yes
 - What is the purpose of the introductory tier?
 - To place those holding a license or permit who need to complete an approved program in a separate tier while helping to identify what they need to do to move forward to the next tier.
 - Simplify where they are at in the process.
 - MC-EA pre-service teachers need a minor. Will new licensure areas need a subject minor?
 - Decisions have not been made on requirements.
 - Emphasis is an aid to the hiring authority. It doesn't need to tie the educator to a very specific subcategory of a subject.
- DPI should convene leaders from PK-12, higher education, and workforce development on a semi-annual basis to review educator workforce data; identify emerging and critical workforce shortages; and develop concrete workforce development strategies (e.g. "fast track" credentialing in areas of identified need).
- Compile a clearinghouse of innovative and "fast track" licensing programs in shortage areas
- Amend state law or administrative rules as needed to allow new or enhanced internship/residency experiences for students who are not yet fully licensed. Specifically, the group recommended the option for interns/residents to obtain a Tier 1 license as described above and flexibility to do the following:
 - Serve as teachers of record;
 - Work full time;
 - Serve for a full year;
 - Be paid for work; and
 - Be hired at different points in the year.
 - Break for questions/comments:
 - Can we discussing these changes with colleagues so that we can get a better understanding of pros and cons?
 - Yes, we will send further information as a follow up after the meeting
 - Using the educator that has a Tier 1 license as the teacher of record could be a way for school districts to fill a position for a cheap hire.
- Update administrative rule and policies as needed to grant automatic license reciprocity for candidates prepared out of state who successfully pass the edTPA.
- Consider license reciprocity for military spouses.
- Provide educators who are prepared out of state the opportunity to receive a Tier 1 License with Stipulations as described above.

- Adopt changes to administrative code or policy as necessary allowing students to demonstrate competency in a subject through either a 3.0/4.0 GPA or higher or through successfully passing a content test. Continue to require content exams for alternative route programs or adding on license. Develop waiver policy that mirrors EdTPA and CORE waiver policies to address extraordinary situations.
- Seek flexibility in administrative code, as needed, to allow prospective educators who are required to take the FoRT but have not yet passed the exam to acquire a Tier 1 license with stipulations, as described above. Require successful passage of the FoRT as a condition of endorsement for licensure as an initial educator.
- Seek flexibility in state law and administrative code as needed to allow educators currently required to take the FoRT but who have not yet passed the exam to acquire a Tier 1 license with stipulations, as described above. Allow those educators the option of demonstrating competency in an alternative way, such as providing multiple measures of improved student performance in reading as a condition for endorsement as an initial educator.
- Update administrative rules to create a new pathway allowing experienced, licensed educators to teach and acquire licensure in additional subjects or developmental levels outside of their license area under the supervision of the school district.
 - Final questions:
 - Can IHE's assist with this for smaller districts?
 - The DPI will be encouraging SDs to work with IHE's for appropriate training and assessment. Not a requirement, but highly encouraged.
 - Will the license be portable between districts?
 - The Tier 1 license would not be. If an educator received the full license, it will be transportable and therefore valid in other school districts.

WISCONSIN DEVELOPMENT FRAMEWORK PROJECT

David DeGuire, Assistant Director of Teacher Education, Professional Development and Licensing team, reviewed of the Strategic Plan draft that was completed at the November meeting. It was shared with Dr. Evers and posted on the DPI website. He asked the group if they felt that any edits or anything further needed to be added. The group agreed that nothing needed to be changed or added. Mr. DeGuire introduced the Educator Preparation Program Survey results and reviewed key findings. When asked "What are the perceived barriers by EPPs for their licensure programs?" the main responses were: testing, financial burden, lack of career opportunities, balancing academics with other demands, and lack of incentives to go into teaching. "Other" was the most common barrier that EPPs checked, however there was no option for the EPPs to expound upon "other". We need to address this on future surveys. Mr. DeGuire went on to discuss options for the Educator Survey. DPI completed an agency wide survey to see what other surveys are already being processed. We discovered that there are two: an Educator Effectiveness (EE) survey from Steve Kimball, Wisconsin Center for Education Research (WCER) and Curtis Jones, University of Wisconsin-Milwaukee, as well as the survey for the Every Student Succeeds Act (ESSA). Further information about the questions on the EE Survey:

- Questions specific to educator effectiveness and its implementation.
- Asks about school climate and what teacher thinks about instructional leadership, instructional planning.
- What are districts doing to encourage an educator to stay?

Mr. DeGuire will send a copy of the survey out to everyone to consider additional questions needed for future surveys. One of our members stated the need to include the private and parochial teachers in the survey.

Mr. DeGuire concluded with follow up information regarding the current emergency rules. A 60 day extension was just approved. DPI is working on finalizing the permanent rules and then there will be another hearing.

NEXT STEPS

Kim Marsolek, Chair, closed the meeting with a few final comments. She proposed that a summary of each meeting be provided to members. The summary will not replace meeting minutes, but rather provide a quick summary for members to have at their disposal until minutes are finalized, approved, and posted. The group agreed that this was a good idea. As discussed during the meeting, the group would like convene face to face prior to the April 3, 2017 meeting to discuss the recommendations that were presented earlier.

Motion to adjourn

M/S/C

bh/anb