

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

Madison Concourse Hotel  
1 West Dayton Street  
Madison, WI  
October 10, 2016

The Professional Standards Council (PSC) convened Monday, October 10, 2016. The meeting was called to order at 9:00 a.m. by Chair Kim Marsolek.

Members Present:

Deb Dosemagen, Margaret Doering, Heather Strayer, Joanna Rizzotto, Kimberly Marsolek, Brad Peck, Gus Knitt, Diana Callope, Sherita Kostuck, Carmen Manning, Christine Panka, Andrea Pasqualucci, Karla Schoofs, Lisa Benz

Members Not Present:

Michael Uden, Amy Traynor, Peggy Hill Breunig

Others Present:

David DeGuire, DPI; Tony Evers, DPI; Tammy Huth, DPI; Ariana Baker, DPI; Jenna Buchner, DPI; Sheila Briggs, DPI; Carol Trone, WAICU; Forbes D. McIntosh, Government Policy Solutions, LLC [Wisconsin State Reading Association]

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 and thanked them for their continued efforts on the Talent Development Framework Project. After PSC member introductions, Dr. Evers discussed some of his concerns regarding teacher shortages and the climate surrounding education. The data is showing that pay is a large issue regarding teacher shortages, teachers are getting paid more due to the subject they teach versus experience, making it harder for veteran teachers to advance. Other data shows that certain regions can't afford to pay teachers the same as others and therefore they are finding it much more difficult to retain quality educators. Adding to both of these issues is the data that educator preparation programs are preparing smaller and smaller numbers of future educators. All of this data makes the PSC's work on the Talent Development Framework Project even more important. Dr. Evers shared some national education information regarding the Every Student Succeeds Act (ESSA). The state-level work is going well; however, it is very complex and we are still waiting for the Federal government to pass regulations. Dr. Evers briefly discussed the rising numbers of English learners in our classrooms, stating that some states are working on programs to make all children go through dual emersion programs. On a final note, he addressed his goals surrounding mental health concerns in school districts. He would like to work with school districts to provide funding for training so that mental health issues can be recognized earlier. Mental health in schools is becoming a national issue and there

needs to be an emphasis on cultural competence and making sure kids are emotionally prepared to attend school.

Dr. Evers asked each of the PSC members to identify their top priority in the talent development framework project. Their comments were:

- Rural schools – concerned with any type of mandate because they are unfunded
- More interested in qualified special education teachers, and not rush through programs
- Retain the teachers we have
- Compensation for us, we are the boots on the ground, huge number of us
- Retention, I work with first year teachers, turnover
- Quality
- Interested in strategies, create pipeline coming into the profession
- Teacher retention, making us look as good as we are
- Teacher prep, making sure we don't contribute to manufacturing our own crisis, enticing into teacher education and pile on at entry and lessen others
- Pipeline issue and keep them there
- Interesting that this group is from the whole spectrum of the state
- Turnover in my own building, veterans who left due to act 10, young ones not staying, compensation limited and jumping ship to find a raise somewhere else, keeping people, paying more, stay in one place a while
- How the work we are doing will fit into a larger plan and be used to make influence in the state
- My child has loved teaching and dreams of being a teacher; will she still be interested; in her school classroom this year they are on her fourth sub this year already
- Treated like a professional, compensation, pitting the young against the old
- Capacity from teacher prep standpoint to meet the demands, capacity of teachers in the schools to do a good job with situation they find themselves in
- Education as a vocation, elevating the profession and sustainability, teachers are sad to see what is happening, committed to teachers and one more thing on the plate will break the plate
- We are in a crisis state, we have a teacher shortage and the quality of candidates we have to select from, every challenge is an opportunity, we have data but now what are we going to do with it, if we only work with educators what will be accomplished, lots who want to teach, salary isn't all of it, they want a job that is manageable, we eat our young and drive them out, boils down to quality education, we have to partner with UW's, legislators, and school boards

Dr. Evers noted a thoughtful article that was in the State Journal on impact of Act 10. Also noted that he is hoping to do something in the state budget with rural compensation and help with mental health issues. Dr. Evers asked for any comments the PSC had in these areas or other areas:

- Medical reimbursement for Medicaid
- Mental health first aid training – should be for everyone
- Noticing a lot of teachers getting children coming in at K4 that are unprepared for aggressive mental health behaviors

- Needs more emphasis on cultural competence
- In order for kids to learn they need to be emotionally prepared for it
- National issue – social/emotional learning
- Take a legislator with you when you go to a classroom!
- Rumblings that there is a desire to further consolidate rural schools – real reservations and concerns, more stress on children that have to bus
- Recruiting and retaining – each district has its own culture, need to take this into account
- We’ve been talking about this for 20+ years, every district has to pass referendums to make ends meet

#### APPROVAL OF SEPTEMBER 30, 2016 MINUTES

M/S/C

#### TALENT DEVELOPMENT FRAMEWORK

Tammy Huth, Director, Teacher Education, Professional Development and Licensing, brought the group back up to speed on the Talent Development Framework project that we continue to work on. We have been working in conjunction with UW-Madison to analyze the data we have received, and they have been able to identify some of the extreme shortage areas – Library Media Specialist, Bilingual/Bicultural, Speech and Language Pathology, and Career and Technical Education. At our last meeting we focused on Special Education, and we want to make sure we are addressing our other areas today. The PSC broke in to small work groups to continue working on strategies in areas of the strategic plan not completed.

#### REVISIT THE STATE SUPERINTENDENT WORK GROUP ON STAFFING FINAL REPORT ISSUES

Per the group’s request at the previous meeting, items from the State Superintendent’s Work Group Final Report were revisited to discuss the group’s thoughts.

**SSWG Strategy #1: Keep retirement-eligible educators in the classroom as long as possible, and make it easier and more attractive for retired educators to return to the classroom.** (This would fall under the Retain section of the Talent Development Framework Project.)

- **1a. Review and update policies, practices, and/or rules as needed to establish a non-renewable five year license extension for retirement-eligible and recently retired educators in an effort to retain and return these educators to the classroom.**
  - Retain and Recertification, component 10
- **1b. Eliminate/change the “double dipping” law that keeps veteran educators from returning to the classroom, even in part-time capacities.**
  - Compensation, component 11
- **1c. Provide proactive advice to districts on how to use contracting to hire retired educators for short-term, part-time or project-based roles.**
  - Compensation, component 11

**SSWG Strategy #2: Create new opportunities and pathways for educators to take on new roles.**

- **2a. Review and update policies, practices, and/or rules as needed create a district “residency” pathway or license to allow more licensed educators the opportunity to teach in new areas under the supervision of the school district, without having to go back to school or take additional state-required tests.**
  - Component 4, perhaps also component 1?
  - Comments:

- Would this be transportable? Once the residency is completed they would gain full licensure
  - Who is mentoring this person in the residency? Is it the school administrator, is it a teacher in that content area? Who is approving this person's residency?
  - Do they have to take a content test? No - residency would be enough.
  - Who is going to determine that that person is qualified to teach that area?
  - Feels like a very slippery slope
  - Not sure districts are prepared to be licensing people
  - Frightening.....not comfortable with this option...
  - There is no cost to this
  - Worry about slippery slope things, but also a lot of literature about people staying in the profession because of robust teacher prep programs
  - Worried about the desperation of districts desperate for a quick fix, creating a larger problem in the future
  - Shouldn't the EE plan weed these people out?
  - This does not have enough structure about who is evaluating these people.
  - SB – this is a concept, something that we can explore further, which is where we can add further parameters
  - Need checks and balances in order to feel comfortable with this
  - We need the ideas from the outside, there are not people in the districts that can make this decision, don't think they have the capacity for it
  - This will not work in a small district, we do not have the people that can do this. We can streamline, but it needs to be hand and hand with our EPPs
  - Should not be a transferable license
  - Can it be tied to the content test option?
  - This just becomes a training ground for small/rural schools to become the trainers and then as soon as they have a license, they jump ship to larger schools where they can make more money
  - Do we have any current pathways for an English teacher to become a math teacher?
    - Take test
    - Go to a program
  - Is this an idea that we want to put into one of the components of the talent development framework?
    - Idea bank – yes
    - Strategy - no
- **2b. Review and update policies, practices, and/or rules as needed to allow licensed professional educators to add on licenses in any area by passing a state-approved content test.**
  - Component 10, component 1, component 7, component 4, component 5
  - This was added as one of the emergency rules
  - The work group was hoping to expand this to any license area, what are your ideas/thoughts on this?
    - How many teachers would really want to do this?
    - This will impact people in the middle school levels

- Could this allow SD to place teachers in places they don't want to go – might take the test for very specific reasons, now opens up options for involuntary placement
- So little flexibility for EPPs to work with SDs – perhaps another way to approach this giving a little bit more flexibility to EPPs to find a happy medium
  - Making a rule change that allows a bit more EPP flexibility
- Looking at all of these alternatives, that completely bypasses EPPs
- In our attempt to make something available on the back end, are we creating loop holes for other areas
- Why is the test so hard? Perhaps the problem is that the test is too hard? Maybe we should be looking at the test?
- The legislator's passed the recommendation for the reading test – legislators can change/make statute
- State Superintendent can make changes to PI-34
- PSC could make the recommendation to get rid of Praxis II test for initial educators – CM, I would strongly recommend this! Expense is huge!
- Every license has a content test required
- Where does Praxis Core fall into the law?
  - Need to have a measure of the students communication skills
  - SS can adopt a text that measures this – adopted the Praxis CORE, a few years ago added SAT, ACT or GRE
  - This is in PI-34
- Is there a way to find a balance? So that people who can't pass the test have a way to verify that they are competent
- Based off of test score data, we can look at what the data is showing to find out who we are losing from the teaching profession
- Recommendation – that we eliminate the Praxis II test scores from the current completion requirements
- Our data says that our programs are providing enough content that 90% of our candidates are passing the test the first time – is it needed
- Maybe we need to look at the data for each content area
- Second Recommendation – FORT
- Study the results of the FORT and based off of those results make recommendations
- How many times someone needs to take it
- Praxis CORE/Basic skills – who is that keeping out?
- If we are looking at the testing info, we need to look at all of it
- What about edTPA? – edTPA looks at the pedagogy, lesson planning, teaching – creation of a portfolio
- Feels like this is another way to undermine their preparation.
- Feel that there is a lot of inconsistencies between EPPs
- Need to go back and look at the EPPs – who is doing what and how?
- This is another hurdle....need to get data on all the pieces
- There is 10 years of data on Praxis, 2 on FORT, and nothing on edTPA
- Disposition is the one area that is hard to asses
- Need to be able to coach on disposition, assess and provide feedback on a regular basis

- This is also why you need a strong Cooperating teacher, who is going to be honest and provide practical guidance and feedback
- Yearly program approval and CRP process

**SSWG Strategy #4: Reduce the time, cost, and effort it takes to obtain and renew a license.**

- 4a. Review and update policies, practices, and/or rules as needed to combine and streamline the Professional Development Plan and Educator Effectiveness processes.
  - Component 10
  - Comments:
    - Discussed at the August meeting
    - Removed before the emergency rule was released
    - WEAC – felt it was too vague to endorse, too many potential pitfalls
    - This rule was meant limit the duplicity between the PDP and EPP
    - KM – DC and KM spoke to WEAC reps, stressed the fact that the scores were not going to be a part of this, just a matter of confirming that you did it; DPI could have gone ahead with this without WEACs blessing
    - Big problem was that school administrator was checking off EE, what if you have an issue with your administrator? Now they potentially have the ability to affect licensing
    - This is not the only option, they still have the other options
    - DPI has been very adamant about EE not being tied to compensation/licensure
    - How do we have protection for teachers not getting caught up in potentially “bad” school climate
    - Are we comfortable with the Rigor? How do we measure and make sure that everyone is being consistent.
    - Checks and balances in EE process.
    - If you would end up on an improvement plan, isn’t that what WEAC is concerned about? Now your license might be jeopardy.
    - Will this scores end up for merit base pay?
    - This didn’t address National Board Certification
      - Profile of professional growth
      - Is there a way to reconfigure the PDP into profile of professional growth, and able to tie that to EE Plan?
    - Idea that teachers should be in charge of their own renewal and how they choose to renew
    - What is the best process?
    - Are we seeing some sort of problem having qualified people renewed?
    - Deal with outlier problems by making it difficult on the entire profession
    - Reflecting on the five years – what worked for you? Document that.
    - Let’s streamline this, but something that makes a recommendation that relates to standards
    - This is a great process that allows educators to do both the mandatory EE and get relicensed.
    - Taking the time to deliberately study this and get it right, might be our best option
    - Need to look at all the options, how are people able to renew? Are there better options? How does the person that left the profession renew their license?

Need options for all. Concept here is how we create options that will be inclusive to all.

#### EDUCATOR PREPARATION PROGRAM SURVEY

PSC members Deb Dosemagen, Carmen Manning, and Michael Uden, along with TEPDL consultants Paul Trilling, Jenna Buchner, and Cathy Cullen worked together to develop the Educator Preparation Survey. Deb Dosemagen and Carmen Manning walked the PSC through a draft of the survey. The PSC provided feedback and asked questions. The feedback will be incorporated into the survey and it will be sent to the field soon. Comments included:

- **Attracting/Recruiting prospective educators into the Profession**
  - #7 when asking about diversity – did you take gender into account? Need males...
  
- **Retaining candidates from the initial enrollment program completion**
  - How do you assess the effectiveness of your EPP programs?
  - What is the cycle of the continuous improvement?
  - Continuous improvement questions would be a good idea.
  - Any value in asking qualitative questions? What feedback have you received from your students?
  - Add something, #11, about disposition training support
  
- **Preparation of Candidates**
  - District survey's indicated barriers, we want to find out what options EPPs offer to aid some of the barriers that were mentioned
  - #35 – make sense to add the option, the EPP has a relationship with the cooperating teacher already
  - #36 – there is no option for “Decided to pursue a different career”
  - #36 – internal barriers also, need to ask questions about preparedness
  - Of this list what is your #1 or #2
  - Maybe ask them to rank order these options

We are hoping to get this out to EPPs soon so that we can also receive it back this month. At the meeting in January we can then add this to strategic plan. Also want to get out a simple survey to Professional Organizations. The PSC needs to develop the Teacher survey, the group recommended the need to do one more fall face-to-face meeting to get the teacher survey out.

Motion to adjourn  
M/S/C  
anb