

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

Crowne Plaza  
4402 East Washington Avenue  
Madison, WI  
October 5, 2015

The Professional Standards Council (PSC) convened Monday, October 5, 2015. The meeting was called to order at 9:00 a.m. by Chair Wendy Ripp.

## **Members Present:**

Lisa Benz, Deb Dosemagen, Wendy Ripp, Gary Williams, Margaret Doering, Noelle Mudrak, Brian McAlister, Heather Strayer, Joanna Rizzotto, Margaret Hessel, Kimberly Marsolek, Brad Peck, Gus Knitt, Amy Traynor, Andrea Pasqualucci, Diana Callope, Peggy Hill Breunig

## **Members Absent:**

Michael Uden

## **Others Present:**

Sheila Briggs, DPI; David DeGuire, DPI; Tony Evers, DPI; Tammy Huth, DPI; Katie Schumacher, DPI; Ariana Baker, DPI; Carole Trone, WAICU

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. He gave a brief overview of the Council and indicated their advice was critical to education efforts in Wisconsin. He noted that the PSC has several new members and noted that the council includes three teachers of the year. Following the PSC member introductions, Dr. Evers gave a brief update on national education issues. He indicated the reauthorization of the ESEA No Child Left Behind Act will likely not occur before year end. Dr. Evers discussed his recent State of Education address and reiterated that he is becoming increasingly worried about where teachers are going to come from. The numbers of young people entering preparation programs are down and a lot of people are leaving the profession. This is leading to staffing problems in our school districts. Our northern regions are getting hit especially hard by this. The Council is going to play a crucial role in looking at recruitment and ideas to improve the recruitment. He also mentioned the recent biennial budget, which included about 60 pages of changes that affected the DPI and which the department had to work to implement. The state superintendent participated in an open question and discussion time with the PSC members. Questions and follow up discussion points included:

- Inexperienced teachers in high needs districts, what is DPI doing regarding this?
  - Created a new system of Program Approval
  - Needs to keep evolving
  - Need to make sure to hold the line on our expectations
  
- Whole school funding formula? Continues to be unaddressed. Getting tax payers upset, so much conversation about funding. Is anybody talking about the funding formula?
  - Yes, locally
  - Only two ways for it to change, locally, local level groups that take the issues to their state representatives; or a lawsuit
  - The trouble is the economy, we don't have the resources
  - We are becoming a state of haves and have nots
  - We are able to find revenue for all sorts of things, so there is money there
  
- Election of State Superintendent?
  - Yes, I'm aware of it; Rep. Sanfilipo proposed that the position no longer be an elected position but instead an appointed position
  
- We need to have a different conversation, not always affected by what is going on, just deal with it; need to be blunt with the problems. How do we use this to build on things?
  - Need to be positive and helpful as we move forward
  - This group has a great opportunity to have these conversations
  
- Concerned about licensing. Seems that whenever there is a shortage a group gets together to come up with a new pathway to work around what the standard is. How do we stop this and come up with a way to work within the system to make it work?
  - Tough question, just don't have an answer
  - Recent group, rather than working with organizations or DPI, went directly to state senator
  - Up to professional organizations and state superintendent to make it clear that we cannot dumb down the teaching profession
  
- Frustrating that new people coming in, do not buy in to the unions, and that is a great support network
  - We need to change the conversation around education
  
- Need to be so careful how we talk about our profession. Teaching is a calling not a job. There needs to be some kind of incentive to get people attracted back to the profession; toughest summer in 20 years of hiring; a lot of people taking positions in something other than teaching. Clearer communications so that people know what to do.

**REMARKS BY THE INCOMING CHAIR:**

Wendy Ripp, the incoming PSC Chair, provided an overview of the PSC responsibilities. She then invited nominations for the vice chair position. The vice chair serves in the absence of the

chair during this year and is the incoming chair for next year. One nomination was presented. Kimberly Marsolek was elected as Vice Chair.  
M/S/C

#### APPROVAL OF APRIL 14, 2015 MINUTES:

M/S/C

#### CHANGING EDUCATIONAL LANDSCAPE IN WI:

Jeff Pertl, Senior Policy Advisor gave a brief overview of the changing Wisconsin educational landscape. Wisconsin currently has five enrollment options for students: Traditional Public School, Charter School, Virtual Charter, Private School, and Home School. Of those options, 83% of students are enrolled in the traditional Public School, and 96% attend a school that answers to a public school board. The number of children coming from families of poverty is increasing. In 2001, 21% of Wisconsin students were eligible for free and reduced price lunch. In 2012, that number increased to 43%. These numbers are increasing faster in rural school districts. Another issue we are facing is that 75% of Wisconsin students are in 30 school districts. Of the 25% that are located in the remaining school districts, 55% of those districts are under 1000 students. Another change in Wisconsin schools is school diversity; 25 of the most diverse districts enroll one fourth of all Wisconsin students. There is a strong relationship between economic opportunity and transportation routes and schools. Most voters support raising taxes to support schools and stopping funding cuts. School spending in Wisconsin is relatively narrow. We are working towards making sure that every child who graduates is College and Career Ready. How do we make sure that every student has what they need to succeed?

The PSC members asked follow up questions and shared thoughts including:

- How can you make your PowerPoint and this information available
- The script has been written for us. Teachers need to confidently speak about their profession. We have spent a lot of time talking about standardized testing, but we haven't talked about teaching as a profession.
- Relationships with educators , administrators and school board
- Schools promoting themselves in areas other than test scores
- Teaching is a passion, but teachers are never taught how to sell themselves. Yes it is a passion, but need to be able to tell a story
- Teachers are going to take care of what is thrown at them. The general public doesn't know what has been placed on them in recent years.
- How are we preparing teachers for the changing demographics?
  - Recruitment matters, being engaged, economic - what they can make as a teacher vs other higher paying jobs
- Teacher prep is only 1/3 of the equation, there is also induction and ongoing support

#### WISCONSIN PATHWAYS TO LICENSURE:

Tammy Huth, Director of the Teacher Education, Professional Development and Licensing (TEPDL) team, discussed pathways to licensure. A PowerPoint presentation was presented which overviews the PI 34 licensing structure and the preparation program building blocks. Each of the pathways to licensure were detailed and PSC members asked follow up questions to gain a context for their upcoming work on the talent development framework project.

The PSC members were reminded that the TEPDL website has a series of web pages with information regarding the various pathways to licensure available here:

<http://tepdل.dpi.wi.gov/licensing/pathways-to-licensure>.

As a result of the biennial budget ACT 55 passage July, 2015, an addition was made to the trade specialist pathway and three new licensure pathways were created. The Trade Specialist Permit Pathway was updated to include someone that is certified by the technical college system board to teach an industrial arts or similar subject. Three new pathways are: Experience-based Technology Education Pathway, License Based on Reciprocity Pathway, and the Montessori Pathway.

The Experience-Based Technology Education Pathway is for a candidate that: 1) has training and/or experience in a trade or technical field; 2) has pedagogical training/experience; and, 3) has a district interested in hiring him/her to teach Technology Education. This pathway uses a point system established in the state statute. Evidence of 100 points is required, with a minimum of 25 points in the technical area and 25 points in the pedagogy area. In this pathway, the school district must provide a professional development curriculum determined by the school board that the applicant must complete during the initial three-year license.

The License Based on Reciprocity Pathway is for a candidate that: 1) has a valid teacher or administrator license in good standing from another state; 2) has at least one year of experience as a teacher or administrator under the license in that state; and, 3) receives an offer of employment from a school district in Wisconsin. The license is requested by the school district.

The Montessori Pathway is for a candidate that: 1) has a Bachelor's degree; 2) has completed a teacher education program accredited by the Montessori Accreditation Council for Teacher Education; 3) has completed an introductory course in special education for which the individual earned at least 3 postsecondary credits; and, 4) has earned a passing score on any standardized examinations required by the state superintendent (Basic Skills, Content, edTPA) for a license to teach the same educational levels and subjects issued in accordance with s. 118.19. The license allows the applicant to teach in public Wisconsin Montessori schools in the area of the Montessori training certificate.

#### WISCONSIN EQUITY PLAN FOR U.S. EDUCATION DEPARTMENT

Sheila Briggs, Assistant State Superintendent for the Division of Academic Excellence, provided an overview of the Wisconsin Equity Plan. Current data shows that the inequitable distribution of inexperienced or unqualified teachers occurs in schools in nine school districts. When these schools/school districts are removed from the data, Wisconsin does not have an inequitable distribution. The conclusion that has been reached is that by increasing the number of credentialed and experienced educators serving in these districts is the fastest way to alleviate inequitable distribution of inexperienced or unqualified teachers in Wisconsin and the most efficient way to apply strategies at scale. There are four strategies that are going to be utilized: 1) Resources for school districts and schools; 2) School Climate; 3) Ongoing Professional Learning (Skill Gaps); and, 4) Teacher Preparation. The PSC will complete the talent development framework as an activity within the equity plan.

## WISCONSIN TALENT DEVELOPMENT FRAMEWORK PROJECT

Tammy Huth, Director of the Teacher Education, Professional Development and Licensing (TEPDL) team, introduced the Talent Development Framework Project. This framework will serve as a guide for us to conduct a scan of what is currently in place in Wisconsin right now. Then we can determine what we would like to do collectively as a state to attract, prepare, recruit, and retain educators? One place to start is by gathering workforce data and surveying stakeholders. The Midwest Comprehensive Center (MWCC) is going to be providing support to the DPI in gathering this information. We need to be gathering information from three areas, Schools and School Districts, Educator Preparation Programs, and Professional Organizations. Once the data and information is collected, the PSC will review the information. We will also have small groups come together winter 2016. We want to have a strategic plan together by the end of spring 2016. PSC members previously received the Talent Development Framework document, the Wisconsin talent development framework document to date, and the SAA policy document.

Members of the PSC broke into small groups to brainstorm potential questions for the stakeholder survey. An additional meeting will be scheduled to move this work forward. The preliminary brainstorm questions and resulting information is included at the end of these minutes.

## ADJOURNMENT

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The PSC will be developing a needs assessment/survey to collect information from school districts, educator preparation programs, and professional organizations. This activity was a brainstorming activity to generate some initial ideas about potential questions we should ask in the survey.

In the first round, we focused on questions related to **Attracting** individuals to become teachers/leaders. In the second round we focused on questions related to **Preparing** individuals to be teachers/leaders. In the final round, we focused on questions related to **Retaining** individuals as teachers/leaders.

What questions would you like to ask about how they <b>ATTRACT</b> individuals to be teachers/leaders:		
School Districts	Educator Preparation Programs	Professional Organizations
<ul style="list-style-type: none"> <li>• What do you do to pursue applicants? (WECAN)</li> <li>• Systems to ensure career progression (development and pay)</li> <li>• How/Where do you market yourself?</li> <li>• Housing, community, access to social things</li> <li>• Partner with WEAC on recruitment</li> <li>• Mentoring supports</li> <li>• School environment, climate</li> <li>• Fair employee policies and benefits</li> <li>• Do you participate in hiring fairs?</li> <li>• FEA – Future Educators of America (new association)</li> <li>• How do you support teachers in maintaining licensure? Pursing higher ed/training?</li> <li>• Supports like: professional development</li> <li>• What kind of community partnerships will help teachers and students?</li> <li>• Partnerships with colleges and universities?</li> <li>• Campus tours to the School of Education</li> <li>• Are teachers growing their own future teachers?</li> <li>• What incentive-based system has been implemented for salary and benefits?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you identify students with a passion for education?</li> <li>• Are the requirements you are bound to follow getting in the way?</li> <li>• Are your standards higher than the DPI requirements? If so, what are they? National accreditation?</li> <li>• Scholarship program for education students</li> <li>• Who does the recruiting? What are they recruiting for? Recruiting methods?</li> <li>• What resources are being used for recruitment?</li> <li>• How cooperative are area school districts?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the relationship between WEAC and other professional associations? (WASB, districts, etc)</li> <li>• Is mentoring a part of your organization? (IE – math professionals with students?)</li> <li>• How are you promoting or recruiting for a diverse membership?</li> <li>• What are your benefits of membership for your organization?</li> <li>• Is recruitment part of your mission?</li> <li>• Who are you targeting in your marketing?</li> <li>• How often do you report positive examples? PR?</li> <li>• What public events or marketing efforts have you engaged in within the last year?</li> <li>• Do you sponsor scholarships for future educators?</li> <li>• How are you promoting the education profession?</li> </ul>

What questions would you like to ask about how we **PREPARE** individuals to be teachers/leaders:

School Districts	Educator Preparation Programs	Professional Organizations
<ul style="list-style-type: none"> <li>• How involved are you with placement of future teachers? (field study, student teach, volunteers)</li> <li>• Who is involved in the decision-making? (eg- placements)</li> <li>• Why would you shy away from taking student teachers?</li> <li>• Does your climate encourage/discourage teachers new to the profession?</li> <li>• Which schools do your strongest/weakest new teaching candidates come from?</li> <li>• What criteria do you use for who can be a cooperating teacher?</li> <li>• Follow-up with new educators and ask them what they need to be successful.</li> <li>• Are you collaborating on grants for teacher prep?</li> <li>• Do you welcome students for clinical work? Before student teaching?</li> <li>• Does your district welcome student teachers?</li> <li>• Do you feel your newer teachers are prepared? If not where are the gaps?</li> <li>• Asking if there are other ways you are working with your local teacher prep programs.</li> </ul>	<ul style="list-style-type: none"> <li>• How do you stay abreast of current k12 trends and topics?</li> <li>• Getting college students in the classroom earlier</li> <li>• Do you differentiate between teaching a subject “to teach it” or to use it in a non-education environment?</li> <li>• Urban/rural education preparation</li> <li>• At what point to you place ed students in classrooms? How early and how often?</li> <li>• How much time do your methods teachers spend in current classrooms?</li> <li>• How do you teach ed students to be reflective practitioners?</li> <li>• How do you teach student to integrate technology in authentic and meaningful ways?</li> <li>• How are you teaching students to teach to the changing demographics? (21<sup>st</sup> century)</li> <li>• How do you foster the importance of involvement and relationship in the art of teaching?</li> <li>• What are you doing to recruit minority students from high schools?</li> <li>• How dedicated and passionate are your own educators toward careers in education?</li> <li>• How involved are you in the professional networking and placement of recent graduates?</li> <li>• What supports do you have for testing (Praxis) edTPA, etc? (general and academics)</li> <li>• Do you address structural racism? (through programming and training)</li> <li>• How do you market your ed prep program?</li> <li>• What opportunities do you offer above and beyond classes required?</li> <li>• How do you partner with local schools?</li> <li>• How do you blend special ed/regular ed/ELL tracks?</li> <li>• Does your program mirror good teaching/learning?</li> </ul>	<ul style="list-style-type: none"> <li>• What resources does your organization offer to teacher preparation programs?</li> <li>• What are you doing to promote profession in order to attract candidates to ed prep programs?</li> <li>• What support do you provide to student members?</li> <li>• Do you have space on your board for representatives from education?</li> <li>• How do you “socialize” new teachers in the organization?</li> <li>• What information are you getting from your primary membership about gaps in newer workforce and what can be done to fill the gaps?</li> <li>• Does your organization invest in the preparation of teachers?</li> <li>• Ask “Do you think your school prepared you to work in the classroom?”</li> <li>• What type of professional development are you providing to your members?</li> <li>• What is your relationship to schools of education?</li> <li>• How visible are you on college campuses?</li> </ul>

What questions would you like to ask about how we **RETAIN** teachers/leaders:

School Districts	Educator Preparation Programs	Professional Organizations
<ul style="list-style-type: none"> <li>• How are you creating a climate in which teachers want to stay?</li> <li>• What types of mentoring systems do you have in place to support new teachers?</li> <li>• How do you stay competitive?</li> <li>• Do you ask teachers for their input on district decisions?</li> <li>• Do you collaborate with CESAs and higher ed and professional organizations?</li> <li>• How do you honor and utilize your master teachers?</li> <li>• What specific structures do you have in place to support new teachers? No coaching in 1<sup>st</sup> year? Limiting prep? No supervision assignment?</li> <li>• Do you have a teacher induction program?</li> <li>• How do you recognize (formally/informally) excellence in teaching?</li> <li>• Does your district value the voice of teachers in general? How do you engage them in dialogue and decision making?</li> <li>• Do you eat your young? Bad assignments, load with too much work, worst preps, hardest kids...</li> <li>• Do you have mentors for both professional relationships and interpersonal connections?</li> <li>• Do new teachers feel they have a voice in your district?</li> <li>• Salary/Benefits/Career ladder</li> <li>• What leadership opportunities are available for teachers?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you collaborate on professional development?</li> <li>• Follow up with struggling/all educators? Connecting university students to professionals?</li> <li>• Do you offer inexpensive courses for teacher professional development?</li> <li>• Any alumni association support?</li> <li>• How do you work with K-12 system to promote/encourage university research?</li> <li>• In what ways could you utilize veteran teachers as supports for new teachers?</li> <li>• What supports do you have in place to ensure completion of your prep program?</li> </ul>	<ul style="list-style-type: none"> <li>• What mentoring is provided in the organization?</li> <li>• How are professional organizations filling gaps when districts have shortages?</li> <li>• What is organization doing to educate members on retaining teachers?</li> <li>• Are you collaborating across professional educational organizations? A collective voice?</li> <li>• Ask teachers/members what kind of support they need.</li> <li>• Can organizations waive membership fees for first few years?</li> <li>• Developing webinars or technology to reach educators more effectively?</li> <li>• How are you working with other professional organizations to keep good teachers?</li> <li>• Are they doing large scale state or large scale regional PO opportunities?</li> <li>• Money or time for conference, on-going learning</li> <li>• How do you determine your agendas? Collect data to address needs?</li> <li>• How do you handle school districts who are not allowing teachers out of the classroom for on-going learning/support?</li> <li>• Budget for substitute teachers? For teacher release/learning...</li> <li>• Professional development for all stakeholders in the district?</li> <li>• Do you work with parents?</li> <li>• Ongoing support and benefits you leave for teachers?</li> </ul>