

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

Madison Concourse Hotel
1 West Dayton Street
Madison, WI
October 9, 2017

The Professional Standards Council (PSC) convened Monday, October 9, 2017. The meeting was called to order at 9:00 a.m. by Chair Diana Callope.

Members Present:

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

Members Not Present:

Michael Uden, Katie Roberts

Others Present:

David DeGuire, DPI; Ariana Baker, DPI; Tony Evers, DPI; Jeff Baas, WEAC; Ann Gryphan, WSRA; Abbie Pavela, WCRIS

It was noted that the public meeting notice was posted.

CALL TO ORDER

Chair, Diana Callope, called the meeting to order at 9:00 A.M. The group went around the table to introduce themselves.

REMARKS BY STATE SUPERINTENDENT EVERS

Dr. Evers welcomed the members of the PSC and began the discussion talking about the recently passed 2017-2019 State Budget. Dr. Evers thought the budget took a positive step towards balancing out school funding and also provided extra funding for mental health in schools. He also commented on a few of the major licensing changes, including the new rule regarding life licenses, stating that of the 60-70% of the teachers he had discussions with thought that the life license was OK because they felt that their professional development locally was of enough consequence. However, there were others that he talked to that felt the new rule was bad optics for the profession. As the budget has gone through, the licensing team is working on making the transition for life licenses.

REMARKS BY THE INCOMING CHAIR/DUTIES OF THE PSC:

Incoming Chair, Diana Callope, started off by saying that she is looking forward to a new year. She asked the group to look over the provided document, Duties of the PSC, reminding the group that they are an advisory group. Most of the duties begin with either "advise" or "propose" and it is the goal of the group to make suggestions and recommendations and to review things that are already being considered.

ELECTION OF VICE CHAIR

- Think we should have a teacher or educator in the schools, need that strong teacher voice
- Karla Schoofs will be willing
- Summary of meetings
- Nominate Karla Schoofs
- M/S/C
- Karla Schoofs – new vice chair

REVIEW OF JUNE 16, 2017 MINUTES

M/S/C

REVIEW OF AGENDA

Change – approval of June 16, 2017 minutes

M/S/C

UPDATE ON LICENSING CHANGES

David DeGuire, Director of Teacher Education Professional Development and Licensing (TEPDL), discussed with the group some of the recent licensing changes and updates. He began by going over the impacts of the budget bill, Act 59.

- Educators that hold a professional valid and current license will have their licenses converted to a lifetime license.
- Master educators will also have their licenses converted to a license, however if the master educator wants to be considered for National Board they will need to continue with that renewal process.
- Initial educators who hold a valid and current license as well as new program completers will receive a 3-year provisional license, and then a life license can be applied for after completion of 6 successful semesters of teaching experience.
 - At this point, we are still unclear if previous experience will count.
 - The budget language also uses the language “School District” which means that educators not working in a public school district will have their life license invalidated after 5 years of not working in a public school. We are working on getting further clarification on this as well.
- Faculty at Institutes of Higher Education (IHE) can teach high school courses without a valid or current DPI license.
- Virtual teachers that serve Wisconsin students do not need to hold a valid Wisconsin license as long as they hold a valid license in their home state.
- Individuals that hold an associate’s degree can now apply for a 3-year short term substitute license.
- Creation of the Teacher Development Program Grant for districts to partner with a UW campus or extension for Professional Teaching Permit preparation.
- Approval of an alternative preparation program, American Board (ABCTE) online program, with their only requirement being that they need to pass the ABCTE test, they are exempt from all other requirements.
- Creation of the Rural School Teacher Talent Pilot Program which provides grants to CESAs to coordinate practicum, student teacher, and internship placements in rural districts.

- Most programs only sent student teachers within a 30 mile radius of their campus, this program works with CESAs to build partnerships to get student teachers out to more rural districts.
- Reduction of TEPDL staff by 5 positions.

Emergency Rules that are currently in effect:

- Emergency licenses are now called License with Stipulations
 - This is now an option for people that have gone through a preparation program but have not completed all of the requirements, such as testing.
 - The Speech and Language pathologist that holds a valid DSPLS license.
 - Is someone eligible to continuously re-apply for this license if they are unable to pass a test?
 - Yes, however Special Education licenses can only be given under this option for 3 years due to IDEA requirements.
- New option for a 3-year license with stipulations
 - Teacher with at least one year of experience in the district
 - Assigned to a new subject and/or developmental level
 - District provides appropriate professional development and supervision for teacher to become proficient in the preparation program content guidelines for the license area
 - District can recommend for full licensure by submitting evidence of proficiency
 - Comments:
 - This is really helpful for high needs areas.
 - This helps for part time teachers that school districts are trying to get to a full load level.
 - This is an HR issue, seems that this pathway starts to diminish the profession.
 - The developmental bands are so narrow it is hard for school districts to make things work.
 - The teacher shortage is also a huge issue and reason for this.
 - The difficult part is that not all school districts are the same.
 - It now allows schools to offer a teacher that is physically in the building versus having to offer the course as a virtual course.
 - There has been a change in demographics for the profession, rural areas are no longer appealing to younger/new teachers.
 - Will these licenses be reflected differently once the full licensure has been attained?
- Initial educator licenses for out of state teachers who pass the edTPA
- Remove the master's degree requirement for Library Media Specialist license and make it a standalone license
- New JROTC license based on certification as a JROTC instructor
- Flexibility in admissions to preparation programs by removing Praxis CORE and GPA requirements.
- Additional options for demonstrating content knowledge:
 - Existing Praxis II or ACTFL test
 - 3.0 or higher GPA in license area coursework
 - Successful completion of a content-based portfolio
 - Comments:

- A barrier is still the Foundations of Reading Test (FORT) for Elementary Education teachers.
 - This is a state statute and not something the DPI has the ability to waive or change.
- A lot of programs like these new options and are making changes.
- Created a new capacity for faculty at preparation programs because helping students with the testing portion was a big area where they needed to offer help.

A permanent rule re-write of PI-34 is one of the budget requirements, included in the re-write we need to include the recently passed budget items. We are hoping to have a draft version ready by early November. Once we have the draft ready, we will host hearings around the state in for people to comment or voice their thoughts and/or concerns. Expected permanent rule changes are below:

- Replace developmental levels with grade levels
 - Birth to grade 3 (Early Childhood Regular and Special Education)
 - Grades K-9 (Elementary Regular Education)
 - Grades 4-12 (Middle and High School Subjects)
 - Grades K-12 (Arts, CTE, PE, etc. and Special Education)
 - Special Education licenses will become K-12 and collapse to be all Cross-Categorical.
- Collapse subject area licenses
 - English Language Arts
 - Music
 - Science
 - Social Studies
- Moving to a tiered licensing structure
 - Tier I – temporary/license with stipulations
 - Tier II – Initial/Provisional license
 - Tier III – Life License
 - Tier IV – Master Educator license
 - Comments:
 - How will this affect already licensed educators?
 - Why are we including grade 4 for the formerly EA-A licenses?
 - How will preparing someone for a biology license look? Do they need to be trained down to grade 4?
 - Having a broader range allows smaller schools to get part-time teachers to full time by making the educator more portable.
 - Why change it? It is only one grade off of what is currently done, so why do it?
 - How will the requirement for a minor factor in?
 - WACTE proposed removing the minor requirement for Elementary Education.
 - Not sure how it will look at this point for collapsing subject areas that require a minor.
 - Concerned that if we remove the minor requirement it makes hiring more difficult if the person is prepared for Elementary Education with no minor, where will they fit in?
 - This will lead to retention issues.

- Has this been thought all the way through? Seems to be watering down the profession.
- A lot of members here are from larger schools, rural schools need this.
- Collapsing subject areas and widening developmental levels at the same time seems harmful, it might not seem so drastic is just looking to change one, but trying to do both at the same time seems harmful to the profession.
- Collapsing subject areas would be the most helpful for rural districts.
- The teacher training program is limited to 120 credits. There will be a lot more material to cover if programs have to cover all of the content areas in a subject.
 - Highly concerning that for the same amount of credits you will now be able to add on more of a grade range.
- Group thoughts/recommendations:
 - Rather than moving to grades 4-12, keep current grade ranges of grades 5-12.
 - Rather than having a K-12 license for Special Education, incorporate Special Education into the new levels like the other subjects.
 - Going to grade four at the middle/high school level crosses developmental lines at a time when mental health concerns are starting very early.
 - Why do we need to do both things at the same time? We would prefer supporting collapsing subject areas.
 - Special Education should not be K-12.
 - We understand the need to be more flexible.
 - A lot of people in the field are not clear on what is happening, they are very confused.
 - DPI has to make things clearer so that everyone is clear on what needs to be done.

EDUCATOR SURVEY RESULTS

David DeGuire presented to the group the results of the Educator Survey the group had put together and sent out at the end of the 2016-2017 school year. He presented the group with a power point, available at: <https://dpi.wi.gov/tepd/programs/psc/minutes-agendas>. We reached out to over 100,000 educators and received roughly 10% of the survey's back. David asked the group to work together in small groups to go over and discuss the data, in looking at the information he posed two questions he wanted them to think about: 1) What are you seeing that you would like the Leadership Group to take into consideration? 2) What are you seeing that you want this Council to take into consideration?

Comments from the session:

- It seems that a big issue comes down to work load and the relationship with your colleagues.
- It is interesting that better pay has become a bigger issue.
- We would like to see disaggregated information regarding the number of years of experience between the answers.
- We are seeing that people leave a district because there is no way to get a pay raise.
 - This is a huge issue with transition plans and pay scales.
- Leadership, workload, work/life balance seems to be a big concern – we would like to see disaggregated data on these responses.

- We really need to consider workloads for early career educators. There is a generation of people who don't trust employers to right by them, and they are therefore less likely to take on work that will take them past 40 hours a week.
- There seems to be a disconnect between the answers to feeling they have a voice in decision making, which showed a high percent of educators don't feel they have a large voice in the decision making, and feeling that they are an equitable partner in the education of their students, which showed that 58% of educators feel they are an equitable partner.
- Leadership group should consider:
 - Leadership
 - Feeling overloaded
 - Climate
 - Work/life balance
- It seems that most administrators think they are doing a really good job – how do you get them to realize they have holes to plug?
- The first graph and fourth graph are really similar questions, but the answers seems to be contradictory.
- Work/life balance and improving school climate used to be something the union really helped with.
- Climate is set more by the administration versus a PLC which working with your colleagues.
- You are more impactful as an administrator for school climate versus a single teacher in their classroom.
- School tone is set by the administrator of that school.
- An educator's relationship with the principal seems to be the single variable that drives a person's decisions to leave or stay.
- By adding more accountability onto educators and taking away the autonomy that we used to oversee for ourselves it seems that is taking away our professionalism.
- How would you describe a positive climate?
 - When treated as a professional and with respect.
 - When you are able to make your own decisions in your classroom and do what is best for your classroom?
- It seems there is no room for me to be trusted as a professional.
- Lack of administrative oversight can lead to mediocre teachers, really good teachers would support an administrator that wanted to crack down on mediocrity.
- Who evaluates the administrators? A community and school survey would be helpful.
- A suggestion for future surveys – take away questions that have to do with increased salary/money as an option and see how people respond when that isn't a factor.
- An administrator cannot defer doing work on school climate because they cannot provide teachers with raises.
- Respect is a big issue, administrators can control how they respect their staff.
- What can administrators do to decouple professional development and evaluations?
 - Look at the intent of Educator Effectiveness.

EDUCATOR PREPARATION PROGRAMS

David DeGuire briefly went over the information regarding Educator Preparation Programs (EPP). He provided the EPP annual reports, which are required by statute, for 2014, 2015, and 2016. We are also waiting for the supply and demand reports, done by the Wisconsin Center for Education Research

(WCER). In one of our upcoming meetings he would like the Council to compare the licenses educators are obtaining over the years. We will continue working on this at one of our next meetings.

Motion to adjourn

M/S/C

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