

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

DPI-Resources for Libraries and Life Long Learning Building
2109 South Stoughton Road
Madison, WI
February 24, 2017

The Professional Standards Council (PSC) convened Friday, February 24, 2017. The meeting was called to order at 9:00 a.m. by Chair Kim Marsolek.

Members Present (in person and via conference call):

Deb Dosemagen, Margaret Doering, Kimberly Marsolek, Diana Callope, Carmen Manning, Michael Uden, Heather Strayer, Andrea Pasqualucci, Rachel Hellrood, Peggy Hill-Breunig, Joanna Rizzotto, Sherita Kostuck, Gus Knitt

Members Not Present:

Lisa Benz, Amy Traynor, Katie Roberts, Karla Schoofs, Brad Peck

Others Present:

David DeGuire, DPI; Shandowlyon Hendricks-Williams, DPI; Ariana Baker, DPI; Sheila Briggs, DPI; Carole Trone, WAICU; Kathy Champeau, WSRA; Leyla Sanyer, NAfME; Brad Schneider, WMEA

It was noted that the public meeting notice was posted.

CALL TO ORDER

Chair Kim Marsolek called the meeting to order at 9:00 AM.

REVIEW OF AGENDA

M/S/C

REVIEW OF NOVEMBER 15, 2016 MINUTES AND JANUARY 24, 2017 MINUTES

M/S/C

LEADERSHIP GROUP RECOMMENDED STRATEGIES

David DeGuire, Director of Teacher Education, Professional Development and Licensing (TEPDL), reintroduced the strategies that had been proposed by the Leadership Group on School Staffing Challenges and presented to the PSC at their last meeting on January 24, 2017. The group went through the strategies, one by one, and discussed their thoughts and recommendations.

Strategy #1 – 1(a) Consolidate developmental licenses from five to two: PK-9 for early childhood, elementary, and middle school; and PK-12 for all subject licenses and special education.

- Not in favor of the PK-12 option, if a teacher wanted to teach HS that is what they would have pursued in the first place – we don't want to push teachers in this direction.
- EPP teacher candidates are also echoing these feelings.
- This proposal seems to be more admin friendly vs. teaching friendly.
- In conversations with teachers in school districts, teachers haven't requested this type of flexibility. This idea was not well received by teachers.
- What issue is this group trying to address?
- This will force EPPs to bump the number of credits required up as they will now need to cover more subject areas – the required number of credits is already an issue for some education students.
- It seems like this will ultimately end up hurting the pipeline.
- What does this do to current educators in the field?
 - Is the teacher (currently in the field) going to be “devalued” because they choose not to update their license?
- Small district are struggling with getting MC-EA teachers into PK-K.
- Having the content expertise is important, but the developmental piece is really important especially at the middle school level.
- Grades 6-12 and PK-8 might be a better solution
- What is the professional solution? This seems to be more of a human resources issue.
- Issue comes in with PI3 licenses for some school districts - if the goal is to provide flexibility, does more flexibility come in the developmental levels (MC, EA, etc.)?
- Who will be teaching our early learners to read - that is a more specialized skill.
- Is there an option to think of a different kind of recommendation?
 - Add grades to an already existing license.
 - There is already a conversion process for this, but currently it is a cumbersome process for both the applicant and DPI.
- The current issue is teachers with grade level licenses can't move a grade or two, altering developmental levels really won't make an impact for a few years because the EPPs need to change the current licensing program.
- The problem seems to be lack of flexibility for one or two grades (either up or down).
- There needs to be a plan that allows teachers to add on a license or grade levels based off the school districts recommendations along with experience.
- Apprehensive about putting district leadership in charge of licensure.
- Emergency licenses are only for 1 year, a 3 year permit would provide more flexibility to this process and give school districts more time. One year emergency permits pigeon holes people districts because teachers need to learn a new area and also get enrolled in a program.
- The current mindset is that a candidate coming through an EPP has passed and completed all of the current standards and requirements and that all school districts know this and know what standards that candidate was held to. If a school district is in

charge of training a teacher for licensure, now no other school district knows what standards that candidate was held to at the district that endorses the candidate.

- Early childhood teachers do not want to teach above a certain grade level. Adding the upper levels doesn't seem to benefit that teacher.
- This recommendation may really start to push some teachers out of the profession.
- This decision should not lie with school administrators (leadership).
- This suggestion is going to affect the "recruit and retain" part of Talent Development Framework that we have been working on.
- There are current emergency rules in effect that may already offer solutions to some of the concerns.
- We want flexibility for administrators without discouraging the teachers that don't want licensure in areas or grades they don't have a desire to teach.
- Seems like we are changing the professional standards in order to address an human resources issue.
- We need to be careful that we don't create a whole new set of problems by trying to address current issues. These broader grade ranges may have a negative effect on both recruiting new educators and retaining current educators because of potentially being assigned to grade levels that they do not want to teach.
- We do need to make some changes. We already have teachers in the classroom that are not prepared to teach, under emergency licenses.
- We need to find a way to have more teacher voice in this conversation. The Leadership group is primarily made of administrators.
- The difficulty is finding qualified teachers (especially for rural school districts). There are no alternatives or options in hard to fill or part-time positions.
- When you think about the size of districts in Wisconsin, there are more rural districts than large districts and legislators are hearing more voices from rural districts about their needs.
- This seems to be a twofold problem: (1) small districts are struggling with hiring and licensure, the (2) why aren't teachers applying to small districts?
- The issue is money. A teacher can make more money in a larger district and you access to more life options (entertainment, restaurants, etc.).
- More money needs to be given to smaller districts and forgive student loan debts.
- We (PSC) do not want to simplify the grade levels in this way.
- Reasonable changes allow the EPPs to adjust quicker.
- Going back to emergency rules, there are pathways to add a license. An issue seems to be in the content area of Math for the upper grades (9-12). Perhaps a content test for high school math is needed.
- There needs to be greater dissemination regarding the emergency rule.
- Communities that have Intermediate schools want content specific licenses at younger grades levels, fourth and fifth grade.
- Could you (1) combine EC and EC-MC which makes that one license, (2) drop MC-EA, (3) keep EA-A, and (4) keep EC-A/? That moves from five developmental levels to three.

- This might cause a middle school issue. Districts are saying they need flexibility for middle school and elementary school.
- Deans and Directors have been having a lot of conversation about this. A big concern is PK-12 is too large of a range, perhaps a 4-12 option is better. We want to make sure we are training the EC group so continue to have a PK-3 license.
- For K-9 licensing, the 9th grade part is a bit confusing. K-9 content area licenses address the needs of middle schools that want to offer high school credit (i.e. Math).
- An easier fix may be to apply the logic of the emergency rule. Allow teachers to add on a grade or two below and/or a grade or two above.
- Is there a way to get data regarding if teachers are interested in adding on other grades or subjects?
 - We should add this question to the Educator survey.
- From a hiring standpoint, we need flexibility especially when trying to get teachers from part-time to full-time.

PSC Recommendation: The emergency rule plus second recommendation - 3 dev levels instead of 5

Strategy #2 – 1(b) Consolidate multiple related subject area licenses into single subject licenses.

- A major issue is Economics and Physics, both subjects involve a lot of math which make them unique. While related to their broader subject area, they are specialized.
- Who is this directed towards? Incoming educators or current educators? Does this benefit retaining or attracting?
- Will the people who already hold this have an automatic “expansion”?
 - This is for licenses going forward.
 - What would be appropriate for current holders?
- In the EPP world, students are going to need to take more credits so that every area is fully covered. Will this caveat apply to current holders? Will they need to take a test or complete coursework?
- Teachers holding some licenses (particularly technology education) can teach several areas. The current frustration is for those holding science and social studies license.
- Until recently, there were no subject specific content tests
- Someone who is skilled in an area can obtain professional development to additional skills in more specific subjects.
- We need to keep the idea of changing EPP structure moving forward and current license holders separate.
- We anticipate that there will be push back from subject area people.
- It is better for a well-trained teacher to learn to teach specific content areas while in the field or for non-teachers who are well trained in a specific content area to learn how to teach?
- We need to advocate for people with existing licensure to have the option to make changes to their license so their license can reflect the broader range.

- Does this just pertain to the EA-A license? Yes, but also music.
- Organizations may need to take the lead in reaching out (social workers) to the Leadership group.

PSC Recommendation – support this recommendation, however we need to have options for current license holders. We recommend that professional organizations for content areas are consulted.

Strategy #3 - 1(c) Create universal licensure for certain pupil service and non-teaching employees that are substantially similar to licenses offered by other agencies.

- Organizations may need to take the lead in reaching out (social workers) to the Leadership group.
- No.
- Not sure if the leadership group understands the differences between being a clinical/community social worker and a school social worker.
- A school social worker competes coursework specifically pertaining to education and school related situations.
- EPPs prepare school social workers for this work, specifically because how a situation is handled in a school may be different from how it is handled in the community.
- There was conversation about a universal license for the Pupil Services Category.
 - Certification areas in Pupil Services category are very different. (School Counselor, School Social Worker, School Psychologist, etc.)
- Administrators need more information to understand the variations of the Pupil Services field. Perhaps administrators are feeling pressure from outside agencies.
 - Goes back to rural districts struggling to attract qualified Pupil Services providers.

PSC Recommendation - Do not support this recommendation of universal licensure for pupil services (1c), There are pathways for a DSPS license holder to become a DPI license holder

Strategy #4 – 1(d) Simplify and consolidate multiple pathways to licensure into 5 Tiers.

- This may offer the ability to enable people that are both in the field of education and also outside of education to understand the process better.
- In theory, someone could go through an EPP and then not take/pass the required test. This would allow that person get a tier one license in order to have more time to pass the test.
- This recommendation seems easier to follow.
- For EPPs FORT has been a prerequisite to student teaching, that will need to be reconsidered by the legislature.
- Will anything in here incentivize a school district to hire someone that is not fully licensed in order to save money?
- Does a Tier 0 person get the same benefits? This would be up to the district
- This could also prevent districts from being “cheap”

- A constant revolving door of teachers is going to become a community issue

PSC Recommendation – Support this recommendation.

Strategy #5 – 1(e) Expand ability for school districts to hire teaching interns.

- Yes!

PSC Recommendation – Support this recommendation.

Strategy #6 – 2(a) Convene education leaders semi-annually to pool resources and develop common solutions to workforce issues.

- The only change is working more with DWD
- DWD could help provide more comprehensive data
- Is this just a matter of asking someone from DWD to join PSC? No - separate idea.
- DWD needs to include education as a career. We want to promote education as a career pathway.
- We want more support for Educators Rising group by including funding in biennial budget.

PSC Recommendation – Support this recommendation and include information about the Educators Rising group.

Strategy #7 – 2(b) Compile a clearinghouse of innovative and “fast track” credentialing programs that exist for credentialing educators in shortage areas.

- Like 2b until “Fast track”.
- There is a lack of definition as to what “fast track” means.
- Nervous as to how “fast track” could potentially expand tier 0.
- Drop “fast track”.
- Does “fast track” reference Alternative Routes?
- School districts need to know what options are out there.

PSC Recommendation – Support this recommendation with modifications: Omit the words “of innovative and fast- track”.

Strategy #8 - 2(c) Allow new or enhanced internship/residency experiences for students who are not yet fully licensed, specifically: 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.

- Giving this type of teacher a full load (full-time) is a mistake. You risk burn-out.
- A lot of districts already do this with emergency licenses.
- Someone with no teacher-prep experience should not be able to get an emergency license/permit.

- The candidate would still need to go through the licensure process.
- Is it feasible to work full-time and complete licensure requirements?
- Current internship program only covers a semester - this would expand the license to cover the entire year.
- An issue we see is a person could intern for first semester and then complete the licensure requirements and then second semester they need to be paid at the teacher level.
- Another concern is that this intern position could become a cheap hire for districts year by year.
- Will they be an intern or a Tier one license? Is there a difference?
- Big concern is the “serve for a year” language.
- Teaching full-time is a change from what the WIP program allows, 50% teaching load.
- Rather than asking interns to teach full-time, school districts could request that interns are partnered to cover the full-time time commitment, each intern would have a 50% load.
- The minimum could be that they need to teach at least 50% of the time; however, have the option to teach 100% if needed.
- How valuable is this to the profession?
- Most of this is motivated in thinking around innovations in school districts’ “Grow Your Own Programs. We want interns to get experience.
- Interns could help with needed flexibility in school districts.
- This could help with retention.

PSC Recommendation: Support this idea with modifications. We don't like the idea of asking them to take on a full teaching load. They would have a 50% teaching load. We don't like the idea of "serve for a year". Interns would have the option to work for a year if needed. When the interns receives his/her full license, he/she will be treated like a fully licensed teacher.

Strategy #9 – 3(a) Grant automatic license reciprocity to out-of-state candidates who pass the edTPA.

PSC Recommendation – Support this recommendation.

Strategy #10 – 3(b) Consider license reciprocity for military spouses.

- Legislature action is required regarding FORT.
- If someone passes edTPA is that enough?
- MN requires edTPA but no passing score.

PSC Recommendation – Support this recommendation.

Strategy #11 – 3(c) Provide educators prepared out of state the opportunity to receive a Tier 1 License.

PSC Recommendation – Support this recommendation.

Strategy #12 – 4(a) Allow students to demonstrate competency in a subject through either a 3.0/4.0 GPA or higher or by successfully passing a content test.

- We like when education policy mirrors practice.

PSC Recommendation – Support this recommendation.

Strategy #13 – 4(b) Allow prospective educators required to take the Foundations of Reading Test (FoRT) to acquire a Tier 1 license before passage.

- This would require EPPs to rethink when they require tests to be taken.

PSC Recommendation – Support this recommendation.

Strategy #14 – 4(c) Allow prospective educators required to take the FoRT but who haven't yet passed the exam to acquire a Tier 1 license, and allow those educators the option of demonstrating competency in an alternative way.

PSC Recommendation – Support this recommendation.

Strategy #15 – 5(a) Create a new pathway for experienced, licensed educators to teach and acquire licensure in additional subjects or developmental levels under the supervision of the school district.

- This is different from taking a content test.
- Issue with stipulation, “under the supervision of the school district”.
- Ww would prefer to have the DPI guidelines. This process needs to be standardized.
- How can you guarantee quality?
- It seems like this is trying to make the school district an EPP.
- Not all professional development should or needs to come from your employing district.
- What are the limitations? Can we take any teacher and allow them to acquire any license? Very uncomfortable with this.
- This recommendation excludes SPED due to federal laws.
- This seems like a disadvantage to small school districts.
 - This is assuming that in small school districts, there would be adequate training of educators. In larger school districts, they have the capacity to do this.
- The current emergency rule allows teachers to add on a license with a content test. This recommendation opens the door to everything.

- Can you avoid taking tests for this? Yes, it would allow people not have to take content tests.
- At the bare minimum - this would have to be a non-transferable option (meaning the license is restricted to the district that endorsed the teacher).
- EPPs are approved by DPI to endorse specific licenses.
- School districts would be encouraged to work with IHE's. Why would EPPs want to take this on?
- Not OK with the recommendation in this way.
- Feel like this is a massive erosion of the profession.
- This option, with a transferable license, is a huge concern
- We would never allow school districts to determine college graduation requirements based on their needs and their student's needs, so why do that for teacher licenses?

PSC Recommendation – We do not support this recommendation and do not feel this recommendation is a good suggestion. Based on the previous recommendations that we support and current emergency rule, we feel that other options have already been provided and addressed. This recommendation takes it to the point of eroding the profession.

Strategy #16 – 6 Review professional development requirements for recertification and continuing licensure renewal in light of other district and state-required efforts.

- This option still assumes there is a renewal.
- We like the option of Educator Effectiveness Plan (EPP) as a 3rd option
- Bring back credit option. Allow this to be an option for everyone.
- What if the EEP process doesn't line up with summary year?
- It has been requested that there is an appeal process for the EEP in regards to renewal.

PSC Recommendation – Support this recommendation. We would also like to recommend that the credit option be reinstated for all license holders. This would give all license holders three options for renewal.

Budget Proposal

- This is a way to get people licensed.
- The intent is to benefit public school teachers.
- What other profession has a life license?
- What is the wisdom of not having a renewal?
- This affects public welfare.
- As a professional, one of the last items on a list of concerns regarding education is licensing.
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PSC Priorities regarding these Leadership Group's recommendations

1. **Eliminate 5a -strongly feel this is not a good idea**
2. **Eliminate 1c - strongly feel this is not a good idea**
3. **We are in favor of our 1a recommendation - a tweaked version of original**
4. **Before acting on 1b strongly recommend seekinhg feedback from professional organizations**

EDUCATOR SURVEY

The group reviewed questions on the educator survey. David also asked the group if they wanted to partner the Educator Survey with an Educator Effectiveness survey that will also be going out educators. The group discussed the pros and cons of pairing the two surveys. Some educators (those who hold pupil services licenses and those employed by private schools) are required to participate in EE. Thus, we move forward keeping the two surveys separate.

NEXT STEPS

- Wait to hear the results of the March 7th meeting regarding the Leadership recommendations.
- Members may wish to follow up with their professional organizations to discuss the PSC recommendations and position on the Leadership Group's recommendation.

Motion to adjourn

M/S/C

anb