

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

Madison Concourse Hotel
1 West Dayton Street
Madison, WI
April 3, 2017

The Professional Standards Council (PSC) convened Monday, April 3, 2017. The meeting was called to order at 9:00 a.m. by Chair Kim Marsolek.

Members Present:

Deb Dosemagen, Margaret Doering, Kimberly Marsolek, Brad Peck, Diana Callope, Michael Uden, Heather Strayer, Andrea Pasqualucci, Rachel Hellrood, Katie Roberts, Peggy Hill-Breunig, Joanna Rizzotto, Sherita Kostuck, Gus Knitt, Lisa Benz, Amy Traynor, Katie Roberts, Karla Schoofs

Members Not Present:

Carmen Manning

Others Present:

David DeGuire, DPI; Shandowlyon Hendricks-Williams, DPI; Brielle Harwick, DPI; Sheila Briggs, DPI; Tony Evers, DPI; Jeffery Baas, WEAC; Kathy Champeau, WSRA; Forbes McIntosh, WSRA

CALL TO ORDER

It was noted that the public meeting notice was posted.

REVIEW OF JANUARY 24, 2017 MINUTES AND FEBRUARY 24, 2017 MINUTES
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REVIEW OF AGENDA
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DISCUSSION OF LEADERSHIP GROUP RECOMMENDED STRATEGIES

David DeGuire, Director of Teacher Education, Professional Development and Licensing (TEPDL), reintroduced the topic of Leadership Group recommendations that had been discussed with the PSC at their last meeting on February 24, 2017. It was mentioned that changes are hoping to be in emergency rule before the end of the hiring season for next school year.

- The Leadership Group proposed universal licensure for clinical and school pupil services staff. Response is that School Social Workers and School Psychologists should continue to be required to complete additional coursework specific to the educational field. There are differences from their clinical counterparts that need to be addressed.
 - Possibility of working with EPPs in the future to create programs where candidates can be certified for both clinical and school?
- The Leadership Group proposed the creation of pathway for educators to acquire additional subjects or developmental levels under the supervision of a school district.
 - It has been decided that the involvement of EPP's is necessary.
- There has been lots of discussion within the Leadership Group on changing the developmental levels. Do they want to move forward with the recommendation of two levels of PK-9 and PK-12?
 - The Leadership group feels the Early Childhood portion needs to be looked into further, to see how it would be affected by the recommendation of two levels.
 - PSC members agreed with the Leadership Group's concern about Early Childhood. Can this developmental level really be included within a PK-9 program?
 - Is it a good idea for certain subjects to be listed under a PK-12 license? Math and advanced subject matter were used as an example against this wide-ranged license.
- The following items will be implemented through Emergency rule in the near future:
 - Reciprocity options for military spouse licenses
 - Definition of student teaching will be changed to increase flexibility for paraprofessionals and subs enrolled in educational programs
- Other items that may be addressed through Emergency rule:
 - The need to change how teacher candidates are assessed —less emphasis on content area tests to demonstrate an individual's qualifications to teach content.
 - Look at using GPA as a means to demonstrate a candidate's knowledge and competency in an area, rather than content area tests.
 - The idea of content area test as an assessment tool but not the main and only way.
 - The possibility of eliminating or changing EPP's Praxis Core entrance requirement to increase incoming candidates.
 - Other options currently available are ACT, SAT, and institutions' 10% waiver rule.
 - Are EPPs getting any information they don't already know from the Praxis Core?
 - The possibility of introducing district licensure pathways to add additional subjects and developmental levels.
 - There have been some general positive comments from administrators.

- There is concern about the erosion of teaching credentials and value.
- New to the profession educators are worried by these proposals. They have just invested in their education and career and see these proposals as erosion of the teaching profession.
- There are valid concerns regarding differences amongst districts and their potential pathway programs. Will all pathways/programs be comparable? Or, will some educators be able to attain additional licensure from a more lax program?
- Moving forward, both the Leadership Group and PSC acknowledge that some emphasis needs to be put towards recruiting future teacher candidates.
 - College aged demographics show that there are less students entering IHE's in general. How can we address as we continue to deal with teacher shortages?

TALENT DEVELOPMENT FRAMEWORK PROJECT: EDUCATOR SURVEY

- What is the best way to share the survey so that it reaches the highest number of educators?
 - DPI does not have current and valid email addresses for the entire Wisconsin educator population, which makes it difficult to know how many educators may actually be reached with the information DPI currently has.
 - It was suggested that the survey be sent to administrators so that they may pass them down to their staff. This suggestion was not viewed as highly as others. There is a concern about employed educators being fully honest on a survey coming from their employer. Would they feel comfortable providing honest, thoughtful answers?
 - A more highly recommended suggestion was utilizing WEAC and WCRIS. Many felt educators would be more responsive and truthful if the survey came from the professional organizations.
- What would be the best way to reach the pupil services group?
- The goal is to get the survey out to educators by the end of April

DATA UPDATES

Shandowlyon Hendricks-Williams, Assistant Director of Teacher Director of Teacher Education, Professional Development and Licensing (TEPDL) presented to the group updated information on licensing data.

- Emergency licenses issued March 2012 – 2017
 - The top license categories issued are Cross Categorical Special Education, Bilingual, Reading Teacher, Early Childhood, ESL, Library Media Specialist, Regular Education, Early Childhood Special Education, and Spanish.
 - There has been a steady increase in the total number of Emergency licenses issued.
- Discussion on Emergency license trends provided by the data and charts:

- In FY17, there was a tremendous spike in the number of Emergency licenses issued within Regular Education. In fact, more were issued than in all other FY's combined.
- Most Emergency licenses issued in Regular Education are requested by Milwaukee Public Schools or rural school districts.
- PSC expressed interest in knowing the university data. Is there a decrease in candidates completing programs?
- Shandowlyon will be following up with additional information in regards to why there was such a large increase in Regular Education Emergency licenses issued between FY14 and FY15, in particular.
- Data showed that 1/3 of Emergency licenses issued this year were within Cross-Categorical Special Education and Early Childhood Special Education.
 - There was a request for Shandowlyon to follow up with EPP's enrollment data for Special Education programs for FY17.
- Data shows that the number of Emergency licenses issued from 2012 to 2017 doubled.
- Shandowlyon will be conducting additional research regarding the increase of Emergency licenses in FY15. Is there direct correlation to Act 10 and teachers leaving the profession?
- Could the FORT requirement, implemented in January of FY14, be another factor for the increase in emergency license requests? Are there are other requirements that were implemented that could be affecting the increase for Emergency license? Can David or Shandowlyon follow up with these concerns/questions?
 - Praxis Core, implemented in FY13, may be an example. Many have heard teaching candidate's voice concerns about the difficulty of the Math content test.
- How can we use this data to reverse the trends? What other factors need to be considered? What about urban vs rural school district trends?
- This is not only a problem in Wisconsin but it's a national issue. What do other states do in regards to Emergency licenses? How are they dealing with what appears to be an overall teacher shortage?
- This also brings to light a very concerning matter—our most fragile students (Special Education, Early Childhood, ESL, and Bilingual) are being taught by inexperienced educators. How are we ensuring that they receive full support and guidance?
- This is in conjunction with Common Core standards that are already making the classroom stressful for students who are being forced to do work/meet requirements that are difficult.
- The comparison was made between new-to-the-field educators and those looking to branch out into other areas. For some, Emergency licenses are a way

to branch out into a new career; while for others, it's a way for them to expand their licensure areas and/or for a district to 'grow their own'—an example of this is the Library Media Specialist area.

- Praxis II testing concerns and passing results broken down by ethnicity— we want to identify trends in order to improve the system so that content area tests are not a deterrent for any teacher candidate.
 - All testing required for teacher candidates is costly, particularly when candidates are struggling to pass tests on first tries.
 - Data shows that there is a lower number of black candidates taking Praxis II test in general. This provides us with two concerns: Diversity amongst teaching candidates and testing bias.
 - There is a strong need for more diverse teachers. School districts need diverse teachers to act as role models amongst student population.
 - While looking at diversity levels of test takers, it was noted that the number of white test takers is on the decline in recent years.
 - There is a larger gap between White-Black passing percentages and then followed by a gap between White-Hispanic, over all other ethnicity gaps.
 - Praxis II was added to PI-34 in 2000 and first implemented in 2004 based on NCLB requirements, as a way to measure potential educators' competency and knowledge base. The problem with this is standardized test have been proven to be biased. Is this acting as a barrier for possible teaching candidates entering EPPs?
 - If it is known that standardized testing is bias, is there a way to adjust the exam? Why can't changes be made to the exam to fix this problem?
 - Currently, there is no recourse for candidates who can't pass the required tests, other than retaking the tests. If they can't pass, they essentially hit a wall in their program or hit a wall before qualifying for their teaching license.
 - The hope is to move away from Praxis II as the main measure of a teacher candidate's content knowledge and possibly have multiple alternative pathways, including the use of GPA.
 - How would EPPs feel about this?
 - What would the parameters be for this? What specific coursework should be included? Just subject based? What about foundation courses or pedagogy?
 - How would the standard GPA be determined?
 - The suggestion was made to consider portfolios as an assessment tool of a teacher candidate's knowledge. A portfolio is a real demonstration of an individual's growth through experiences and learning through real life teaching situations.

- There is a concern with a portfolio assessment tool being seen as valid by those outside of the profession. Certain parameters and measures would need to be discussed and put in place to ensure all candidates are completing the same level of portfolio.
 - Another concern is that a portfolio system could be very time consuming for EPP's and IHE's. Will they have the capacity to fully utilize portfolios as an assessment tool for large numbers of candidates, especially depending on the breadth of required portfolio?
- Since edTPA already serves as a portfolio/assessment tool, it was suggested to use those scores in lieu of content area tests.
 - Would edTPA provide enough verification that a candidate has the proper subject based knowledge?
 - It was mentioned that a candidate couldn't complete/pass edTPA without having the proper content knowledge. However, it was discussed that this might not always be the case. In the case of Regular Education, a candidate does not focus on all subject areas when completing edTPA but rather one or two.
 - edTPA does have the flexibility to move between other states.
 - edTPA has been integrated into EPPs from the start of the program and if edTPA is rigorous, why are we requiring additional assessment tools?
- Data shown included passing rates for the Foundations of Reading Test (FORT) from 2014 to 2016.
 - In January 2014, the cut passing score was lower than what it is now. Those who applied between January and August of 2014 were able to use this lower score, which is why the data shows a decrease in passing percentage.
 - There are several hundred candidates who are not passing on their "Best Attempt", so what happens to them?
 - The FORT test was chosen by legislatures to ensure our EPPs are properly preparing candidates to teach reading and writing. Any changes to be made to FORT must come at the legislative level.

THE GROWING CONCERN ABOUT TEACHER SHORTAGES AND THE OBSTACLES CANDIDATES

FACE

- In general, there is a shortage of teachers. It is a problem in Wisconsin, and nationally. All the requirements, including multiple assessments, are not helping the situation.
- In looking at teacher shortages there are a lot of factors that need further consideration: rural vs urban, licensure areas, and number of enrolled candidates in EPP's.

- Data supplied by EPPs already show a decline in the number of educator candidates. The data provided also only shows the number of candidates enrolled, not the number of candidates who actually receive their Wisconsin teaching license.
- The number of candidates employed within a public school within a year of their graduation date is a little above 50%. What happens to the other ~49%?
- Are teacher candidates aware of teaching area shortages? Are EPP's providing candidates with this information? Is it possible this could help address some shortages in certain areas of teaching?
- The Educator Survey could prove helpful as we look further into this problem and these questions in the future. The survey is a way to get real information from others in the field.
- In general, how can we make the profession more appealing?

PILOT OPTION FOR USING EEP GOALS FOR RENEWAL

- Developers are currently working on the programming for how the educators in the pilot groups will submit their EEP renewal.
- Once the process has been finalized, the information will be relayed to the school districts to share with their staff.
- The Educator Effectiveness team and TEPDL are currently working on finalizing time frames.

NEXT STEPS

- A suggestion was made for the Leadership Group and PSC to meet in order to further discuss recommendations. PSC feels that it would be beneficial to provide additional clarification on their opinions and recommendations.
- PSC would like an update on Leadership Group and their recommendations/progress.
- Schedule a meeting in June to review Educator Survey results.
 - Would like to see how the survey information correlates to recommendations.
- Requested additional information for Shandowlyon:
 - Additional research into why there was such an increase in Emergency licenses issued within regular education from FY14 to FY15.
 - Obtain enrollment data from EEPs for Special Education programs for FY17.
 - Research to see if jump in Emergency licenses in FY15 correlates to Act 10 having reached 10 years. Was there a large teacher exit after Act 10 ended?

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