

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

Crowne Plaza  
4402 East Washington Avenue  
Madison, WI  
September 30, 2013

The Professional Standards Council (PSC) convened Monday, September 30, 2013. The meeting was called to order at 9:00 a.m.

Members Present:

Lisa Benz; Peggy Hill Breunig; William Dallas; Deb Dosemagen; Manjula Dammanna; Karin Exo; John Gaier; Paula Hase; Wendy Hughes; Linda Luedtke; Sue Nelson; Jennifer Nickel; Katherine Swain; Julie Underwood; Molly Walsh; Gary Williams,

Members Absent: Arthur Anderson

Others Present:

Sheila Briggs, DPI; Tony Evers, DPI; Tammy Huth, DPI; Dawn Rice; Deb Kness; Bob Osgood, Wendy Wink, Jeff Leverich, Jean Garrity

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 also introduced two new DPI Assistant Directors on the Teacher Education, Professional Development and Licensing Team, Jill Underly and David DeGuire.

He gave an update on the Common Core State Standards. A report was submitted by the DPI after a complete review of the standards. He supports the standards and says it will help in closing the achievement gap, but is concerned that they could be difficult and students are not ready. He also feels they connect well with Educator Effectiveness. A Task force has been developed and three hearings will be held sometime in November to address concerns throughout the state. Tony suggested members talk directly to their legislators if they are motivated for the standards to go forward.

Other initiatives he spoke about were:

- Educator Effectiveness: The Governor approved the budget.
- Assessments-Smarter Balanced: how pleased he was with the interest.
- Educator License On-line (ELO): will be launched in January, 2014.

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- The Continuous Review Process (CRP): teacher performance assessment will be outstanding
- Professional Development Plan (PDP): on-line training for reviewers will be launched in January, 2014.

### ELECTION PSC VICE-CHAIR

Karin Exo was unanimously elected to the position of PSC Vice-Chair for 2013-14. Karin will transition into the role of PSC Chair in 2014-15.

M/S/C

### APPROVAL OF JANUARY 2013 MINUTES:

M/S/C

### OVERVIEW OF COUNCIL RESPONSIBILITIES AND MEMBER RULES

Materials provided in folders

### EDUCATOR EFFECTIVENESS UPDATE

Sheila Briggs, Assistant State Superintendent gave an update on educator effectiveness.

- Working on pilots, changes will be made based on feedback
- Messaging to districts and school boards is important
- Research is outstanding around the Danielson system
- Four stage training plan rolled out to districts –
- All districts will be seeing the EE movie 5 to 8 minutes
- Self-guided on-line module to use for training will be available this Winter
- In Spring, the EE team will have a face-to-face trainings for all evaluators, or districts may do on their own with a packet
- Next Fall there will be three on-line modules which will be very detailed
- Contracted with CESA network for implementation coaches to provide help around Teachscape
- Grant funds are available for all districts whether a district was involved earlier or not
- Districts will need to return claims by November 30

The PSC members then asked questions and discussion followed:

- Continuous improvement for increased student achievement
- Need to use all parts of the system not just pick and choose
- All pilot districts had to sign an assurance they would not use the system for high stakes salary decisions during the pilot
- This is an evaluation system – districts can use for additional personnel decisions to be made, such as, non-renewal, etc.
- Effectiveness coaches - Peer feedback is important

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- Peer Review and Mentor grants may be used for these peer coaches, more information will come soon
- It was suggested to have one area on the DPI website to share all these initiatives
- Each component is rated important with a conversation you're having with your peers, etc.
- Final rating should be the least important part. It is the ongoing conversation about all the components that will drive continuous improvement.

### DISCUSSION OF GUIDING QUESTIONS:

Following the update on Educator Effectiveness, Tammy Huth, Director of Teacher Education Professional Development and Licensing, shared a handout with two guiding questions regarding Educator Effectiveness. She asked members to break out into small groups to answer and discuss the two questions. Advisory feedback from the PSC that was shared follows.

#### ***What are you hearing about Educator Effectiveness?***

- Where will the time be found to do quality evaluations right?
- We are hearing great things, but with skepticism about how it will be used.
- Why are we still doing PDP's – Duplication? Can you replace PDPs and six credits every 5 years with the EE process?
- How are self written SLO's more reliable than state or district testing?
- Why does there have to be an overall score reported to DPI at the end of the summative year? Are these scores being kept confidential? Will the public be able to access these scores?
- My district did the pilot last school year. Other than time required by teacher and principal, I'm hearing positive feedback from teachers who went through it. More meaningful and FAIR. Previous tools were subjective and unfair.
- I'm hearing many different things. It's on the line. They are looking at lesson plans and if teachers are following through. Making sure Common Core Standards are being followed. Also about Danielson Model and how administrators are evaluating teachers. It's about increasing student achievement and giving teachers feedback on areas that they can improve on to increase student achievement. Engaging students and differentiation.
- Used in a "punitive" manner by school districts as a "pay scale"--not professional improvement.
- Could be an amazing opportunity for teachers if implemented correctly and teachers given the time to develop portfolios, SLO's, etc.
- Districts are not providing employees time or training.
- Capacity is not just an administrator concern. Even teachers, who understand the value, have trouble finding time to engage in the process. There are many new initiatives being rolled out in districts.

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- I piloted last year in my district and continue to this year. Last year at training by DPI it was said this will not be tied to pay. Now it was said that it won't be until we know it's good and it works. I was a bit surprised by that.
- EE and SLO's will affect SPED teachers and all of the other service providers we have (counselors, school psychologists, etc.). Our counselors do not regularly go into the classroom. Will they need to change their practice? Where will they get their baseline scores from?
- What qualifies as a baseline score for SLO's? Can it be a survey that students take on how they perceive themselves as writers and researchers? Does the baseline need to be standardized? Can it be a district scored rubric on the 6 traits of writing or only one trait?
- Good things, but concern over the amount of time needed by principals to do this work.
- Percentage based on student outcomes?
- Percentage based on in-class teacher performance?
- Incentives for improvement?
- Input from parents and students?
- On-line training for evaluators and the test for evaluators take too much time. We need to slow down and spend time doing professional development on the Danielson Model first.
- Principals will not have the time to manage all the requirements of EE.
- From student perspective, nothing mentioned in school of education preparation.
- From student WEA/WEAC perspective, hearing lots of information about pilots, implementation, etc., but not about how it is effecting 1<sup>st</sup> year teachers/brand new teachers in the profession.
- Is it going to go away?
- Will I lose my job because of one "bad" rating?
- How will I get all this work done (needed for evaluation) plus do my job?

### ***My burning questions about Educator Effectiveness are:***

- Be careful with how information is used. Evaluations are a local district thing. Sometimes an excellent teacher in a district that's simply not a good "fit" can receive a rating that may not be reflective of the truth.
- We have 18 new teachers at our high school. How can one principal do all that is required for them, plus veteran teachers who are in their 3<sup>rd</sup> year cycle?
- Pilot phase-district is forbidden from making high stakes decisions now. What can a teacher do if this happens?
- Districts can apply for a Peer Review and Mentoring grant.
- How is educator effectiveness being measured?
- Is a teacher evaluated based on student scores or simply Danielson's Model? What other criteria? When will teachers know? Will this effect teacher license? How do we get all the students interested in learning? How do you differentiate when you have so many levels?
- Is it meant to be directly tied to district salary structures?

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- Where will the “time” to complete the necessary documentation come from?
- What is the best avenue for someone from an IHE to get trained in the use of the system?
- Focus is on Teachscape and Danielson. How? What? This year, expectation isn’t quite as clear. How do principals evaluate without knowing how to use the technology piece of Teachscape? We are writing SLO, which is good, but I don’t understand yet what my evaluation will be like this year as I am on my 3<sup>rd</sup> year right now. Are we going to have another training this year? Also, I’m writing a PDP this year and am trying to figure out how to tie this all together, at least loosely.
- Do you think there will be any changes in the PDP process now that we will be using the Teacher Effectiveness Model?
- Will Teachscape have the capacity to handle all educators coming on-line in 2014-15?
- How much additional work will this be for teachers?
- If funding goes away for the use of Teachscape, will districts be able to get out of the EE requirements?
- Please make sure we tie Educator Effectiveness to teacher prep.
- Is EE connected directly to edTPA?
- How do we keep track of districts who would like to use EE for high stakes/connect to merit pay?
- What does the “pie” look like for SLO divisions? How many SLO’s will each teacher need to write?
- Principals do not have the time to do all of this.
- Pupil Service personnel are still in the dark as to what standards will be used. How will principals be trained to become familiar with these standards?

### LICENSE PROGRAM CONTENT GUIDELINES DEVELOPMENT:

Tammy Huth reported that DPI is working on a seamless educator development system. She shared handouts. One part of the system is ensuring we have current Wisconsin Licensure Program Content Guidelines in place for educator preparation programs to use. She provided an update on the status of current work groups in process and some new work that will take place this year. If PSC members are interested in serving on any of the work groups, please let Tammy know.

### EMERGING LICENSURE PATHWAYS

Tammy Huth provided an update and shared a handout with information on our current Reading Teacher and Reading Specialist licenses. Information was also shared about our Mathematics licensure and the potential development of a Math Specialist license. She asked members to break out into small groups to review the current structure and provide advisory feedback. The advisory feedback follows.

***From your perspective, how is the current reading licensure system working for your district/school?***

- Each district interpreting duties in own way instructional coach?
- Yes, but with some issues when it comes to introducing new programs to the district.
- We have Reading specialists, and they are working great
- Ok. Our district approves reading certification for reimbursement for elementary teachers.
- Pushing teacher to get a 316 and encouraging all content areas to serve this licensure.
- Each district is interpreting this in their own way.
- Different functions are being performed.
- More definition of what they should be.
- All staff should be licensed or have a reading concentration, but have a 17 to oversee scope and sequence.

***How would you propose the future look for reading licensure?***

- Can some of the reading skills be added to teacher license?
- Some components from the 316 license could be moved into the teacher license program – guided reading – content reading.
- Increased PD in disciplinary literacy.
- Push for early intervention before 4<sup>th</sup> grade.
- Possible merger between the two licenses-supplemental and administrative licenses, however, the hurdle is the Masters in Reading.
- I think all teachers, especially elementary and middle, have a reading concentration or minor as a part of their subject concentration. Get rid of 316; keep the 17 as a part of the statutory masters program and districts oversight/supervision or keep 316 and get rid of 17.
- Maybe merge the 316 and 17 licenses.

***What would be differing roles of each reading license?***

- Take some of 316 items and move to teacher license. Why administrative licensure required for coaching/specializing in area of interest.
- How many 17 licenses were awarded last year? Is there a need for this by districts?
- They are clear as they currently are.
- 316 – coach; co-teacher; co-plan
- Develop the scope and sequence of reading skills in a school.
- 317- work with the principal to evaluate staff and develop program.
- One license – a teacher; the other – administrator
- Coach-resource vs. teacher
- Is it necessary to have a 17 when it is often outsourced to CESA?
- Instructional coaching-scope and sequence; understanding development K-12

***From your perspective, how is the current mathematics licensure system working for your district/school?***

- Room for improvement.
- For years we had no math curriculum. Now we have hired a staff member to coordinate efforts for K-12.
- This is working ok in my district. Seems mostly at the elementary level. Need a math coach at the high school level too.

***How would you propose the future look for mathematics licensure?***

- Two tier licensing
- Need a math coach who is specifically trained
- Propose math 17 license
- Should be more grade specific demand of content area
- Someone should oversee this process
- Supplemental license
- Math major
- At the administrative license level one should have a Masters in math education.
- Same as reading, but not K-12. School/separate levels attached to current license
- Teacher leaders not evaluators
- Strong subject area
- Should there be instructional coaching?

**EDUCATOR LICENSURE ON-LINE APPLICATION SYSTEM**

Jill Underly gave an update on the new Educator Licensing Online (ELO) license application system timeline on leading up to going live with the on-line license application process.

- Paper license application forms will be removed from the DPI website at the end of November;
- No more paper applications will be accepted after November 30;
- DPI Training for the new ELO system will occur in December;
- Major communications to districts, teachers, and teacher education programs will occur in November-December;
- Data migration will occur in December;
- ELO online license application system Phase I opens early January

**PROFESSIONAL DEVELOPMENT PLAN (PDP) UPDATE**

David DeGuire gave an update on the on-line PDP Reviewer Training and what differences people will see. There will be easier access to the training and training will be more cost effective for the department. The PDP reviewers will stay current with the review process. There will be a more seamless integration of Educator licensing Online (ELO) electronic PDPs and PDP review. He also said an updated copy of the PDP toolkit will be coming soon.

### CONTINUOUS REVIEW PROCESS AND THE EdTPA

An overview was provided on the edTPA implementation in our educator preparation programs. Then PSC members met in small groups again for feedback on four questions.

#### ***How can we encourage school districts to serve as school sites for student teachers?***

- This should be looked on as an honor for a district. Could they be rated or put towards report card. Starred rating, etc.
- Partnership with schools, institution.
- A checklist of what university wants us to do.
- Make it convenient for the school, not the students.
- Percentage off of grad classes/tuition
- Cash payout
- Release time
- Focus on this as a partnership and a continuum in helping people build into master educators.
- Build partnerships where the IHE's can provide service to the host district.
- Highlight mutual benefits (MOU)
- How rigorous college is in preparing students. Teachers can also learn from student teachers, especially with the added edTPA piece and performance assessment.
- Principals allow teachers to not participate on committee work for a semester, excused from meetings, released from extra duties, etc.
- Monetary?
- Pay districts for staff release.
- Create best-of-best list.
- Students that take on student teachers, it should reflect on school report card rating.
- Give districts a "star" rating.
- Continue to provide students who are prepared and qualified to be at this stage in their pre-teaching experience.

#### ***How can we encourage practitioners to serve as cooperating teachers for student teachers?***

- May effect evaluation while having a student teacher in your classroom.
- Could you get credit or reward in participating in program?
- Letting teachers interview potential candidates.
- Length of placement.
- Build relationships with people coming into the profession.
- Need more direction from Universities
- Pay teachers to take the classes
- Release time
- Cash pay out
- Recognize those who serve and make it easier/better to do so.
- Help them develop as mentors

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- Highlight mutual benefits (MOU)
- Limit placement to nine weeks.
- Teachers be involved in screening potential student teachers.
- Give teachers some choice if they can work well with a student.
- Interview process, not just given a student for a semester.
- Get to interview student teachers before agreeing
- Spread student teachers around/help with/transportation so schools don't get "burned out"
- Credit reimbursement for license renewal.
- A teacher that takes on a student teacher get a certain number of credits toward license renewal.
- Professional development opportunity towards teacher effectiveness.
- Cooperative teachers interview student teachers that maybe appropriate for their classroom.
- Spread student teachers around different locations.
- Reimbursement for courses required.
- Stipend from WEAC
- Provide information and training for teachers as to what they are expected to do and why it is a benefit to all.

***From your perspective, how should we get the word out about edTPA to school districts?***

- When information from the IHE about assessing the student teacher comes to the cooperative teacher, include edTPA information.
- Communicate with college deans, school boards and superintendents.
- Current student teachers at schools can share at staff meetings.
- Email, brochures, IHE
- No punitive charges/damages against cooperating teacher if SLO's are not met.
- Public service announcements.
- On-line videos through DPI website.
- Provide links to for school districts to all websites.

***Thoughts I have on the edTPA and clinical student teaching are:***

- What is the cost of edTPA to the student teacher?
- I think there should be grants for students to pay for all of the tests that they have to take, at least some money to cover some of the costs.
- Money to pay for students on top of the other three tests.
- College students going into teaching start in debt and don't make much once teaching.
- Make sure edTPA and educator effectiveness are aligned.
- The people not represented in this group aren't the administrators who assign student teachers to the struggling teachers. Those are the principals we need to "convert".

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- This should be an experience every professional should want to do to further the profession. Districts should support any educator willing to take on this challenge. This should be looked at as an “honor” and “positive” experience. Districts should be rewarded in some way for a high participation level.
- That it is intense and I hope that student teachers are provided every opportunity to succeed. I hope there are processes in place for those student teachers that do not have placements where they are compatible or feel compatible with.
- There needs to be an incentive to the district and the teacher.
- Fabulous! Love this idea of NB type test.

### COLLEGE READINESS PARTNERSHIP SUMMIT

Sheila Briggs reported that a little over two years ago Wisconsin was invited to collaborate at a National level on how we engage with our higher education programs on college and career readiness. Wisconsin was invited to apply and we were selected. This is a very exciting opportunity. We received grant money. A team was selected representing the UW System, public educator preparation programs, private educator preparation programs, the technical college system, and the CESA network. We get together with other states, but mainly with our Wisconsin group. We discuss what it will take to fully implement Common Core.

The College Readiness Partnership group will be hosting a summit. There will be three parts: a pre-summit, a one-day summit February 19, 2014 at Chula Vista in Wisconsin Dells, and a post-summit. David Conley will be the keynoter. The target audience is higher education faculty and PK-12 cooperating teachers. We will be discussing how everything connects, and assist in getting the word out.

### PSC APPOINTMENTS:

Several PSC members that have been appointed by the state superintendent and their appointments are pending approval by the Senate. We will let these members know when the hearings are scheduled.

### ADJOURNMENT

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