

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

Crowne Plaza
4402 East Washington Avenue
Madison, WI
June 14, 2016

The Professional Standards Council (PSC) convened Tuesday, June 14, 2016. The meeting was called to order at 9:00 a.m. by Vice Chair Kim Marsolek.

Members Present:

Deb Dosemagen, Gary Williams, Margaret Doering, Heather Strayer, Joanna Rizzotto, Kimberly Marsolek, Brad Peck, Gus Knitt, Amy Traynor, Diana Callope, Peggy Hill Breunig, Michael Uden

Members Not Present:

Margaret Hessel, Lisa Benz, Wendy Ripp, Brian McAlister, Andrea Pasqualucci

Others Present:

David DeGuire, DPI; Tony Evers, DPI; Tammy Huth, 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

APPROVAL OF APRIL 11, 2016 MINUTES:

Agreed to review April minutes at the Fall 2016 meeting.

WISCONSIN TALENT DEVELOPMENT FRAMEWORK:

David DeGuire, Assistant Director of Teacher Education, Professional Development and Licensing provided an overview of the district survey data that was aggregated. During this exercise he used two handouts: the state map of districts responding and the aggregated data on attracting, recruiting, and retaining. He began by sharing the map of the state and the response rate: 428 total districts, 348 responses to the survey which was sent out in April. All nine districts that are included in the state equity plan took part in the survey. The survey was sent to all district superintendents and 2R charter districts. Regional meetings were held at the end of May at each CESA to share the data and solicit feedback on the results. The PSC then began to review the aggregated data on attracting, recruiting, and retaining. After reviewing each section of survey data results in small groups, the PSC members shared out their thoughts and questions. Following are the collective thoughts for each section.

Attracting - What did you notice? What surprised you?

- Highest % of responses were attracting people who are already in education

- Not spending enough time on people who are not in the profession
- Why is there not more programs for HS students who are planning on going into education? (IE – programs similar to FFA) Other student organizations are popular
- Educators Rising is the national organization for student clubs geared towards future educators
- Disparity between “identify” paraprofessionals vs “compensate their preparation”
- Seems like more compensation after prepared vs to be prepared
- Make a teaching commitment if prep is paid for
- Incentives are there, but up to the individual to find out what they are
- Need to advertise options that are available
- EPP – have partnership with school districts, some want EPP to pay for it as a seminar, but the EPPs have baseline costs and can’t do for a service
- Faith based schools - \$ from diocese – get the license then leave for public schools
- Don’t have efficacy or effectiveness of these
- How can we learn about these, other parts of the country?
- Effectiveness research – find out what other states have done/are doing
- Have these been vetted and dismissed? That is why it’s low?
- Grow your own
- Advertise – teaching commitment leads to a loan forgiveness program
- Getting the “right” people to consider teaching
- Working with districts – if districts help with the program costs, commitment from the teacher then
- Return to districts strategy- % is low

Recruiting/Hiring Teachers – What did you notice? What surprised you?

- Providing incentives to teachers who work in high poverty schools – low percentage
- Longer in education, more teachers feel they deserve “cream of the crop” positions; would an incentive shift that paradigm?
- Recruit “best educators” and put with “at risk” student = close the achievement gap
- National Board may have done research on this
- This works in large districts, doesn’t really work in small districts
- “Compensation” can only go so far
- Low % for paraprofessional supports
- Recruit male teachers for at risk students
- Medical model – recruit like rural doctors
- Encourage veteran teacher by acknowledging their expertise
- EPP – trauma, student learners at risk, what to do? How can we change the model to offer this
- What have we done to prepare? Tests?
- Poverty, motivating students
- Assess high poverty students in a different way besides standardized test
- Ongoing training for teachers (all staff)
- EPPs- they can teach best practice in their prep classes, but if the cooperating teacher is doing something different, the Student teacher is going to be learning from that experience

- Identify highly effective teachers in schools for cooperating teachers
- Curriculum at postsecondary level- get deans together with PK-12 and advisory councils
- Change rules so traditional EPP and alts all follow same content guidelines etc.
- Ramp up cooperating teacher criteria; increase student achievement and for high poverty
- Do districts allow mentoring/cooperating teachers credit for domain 4?
- Opportunity gap vs. student achievement gap
- Supportive – what is this? PD for faculty, climate, how can state step up?
- Getting people together who are staying in those positions (in the profession) and learn from them
- Legislative/advocacy – what is getting in the way of public education?

Retaining - What did you notice? What surprised you?

- Districts reporting more strategies in this area
- Work/life balance – work with student services staff (highly trained!), work with teacher orgs/association or structures in place
- PD meeting needs? Educators don't necessarily report this.
- Autonomy to choose
- PD can be a resource issue in districts, sending teacher out for PD = sub costs; can all of the conferences be on the same day?
- Bigger story – bridge district and teachers in what “we” need
- Climate – relationships, valued; Principal climate setter
- Training administrators in “climate”
- Replicating models that are working
- “Release” time for teachers built into contracts – state set amount for subs
- Time to meet - PD
- Personalized Professional Development
- Reduce additional duties
- Districts need to find people, hard to find affordable care act -hours
- Increase school day – gain a day for teacher PD, lower bussing costs and paras this way

Pupil Services

- Shortage of school psychologists
- Need more of these people; need resources to do it
- Burn out rate maybe up – a lot of districts do not have social workers
- Student behaviors huge issue for admin – is here a support structure for this?
Social/emotional
- Seattle has done work on this – check it out
- Making more people know what these people do

School Administrators

- No lack of good candidates
- Survey reported higher % of PD opportunities as retention strategy for administrators as compared to districts offering PD for teachers as a retention strategy
- Professional Orgs recruits and supports - AWSA
- WASDA supports mentoring
- Could we offer all conferences on the same day, same week; help with sub issues

DISTRICT SURVEY REGIONAL MEETINGS

Next, the PSC reviewed the feedback from each of the regional meetings held across the state. The findings were compiled by each regional meeting, and they were compiled from across all meetings into categories including: Attract, Recruit/Hire; Retain; Licensing; and Other. The PSC broke into small groups with each assigned one of these categories. They discussed the findings, in preparation for the strategic planning activity.

STRATEGIC PLANNING

Tammy Huth, Director Teacher Education, Professional Development and Licensing, presented the district survey staffing data. The University of Wisconsin Madison Educational Leadership and Policy Analysis department is completing some data analysis for us using the district survey results. A preliminary analysis of the data was also provided to the PSC. Some licensure areas that appear to consistently be fillable based on the data include: elementary ECMC, principals, physical education, and social studies. Some licensure areas that consistently showed in the data as being difficult to fill included: business administrator, bilingual, CTE agriculture; CTE business education; CTE family and consumer education; CTE Technology Education; World Languages; Speech and Language Pathologist; Special Education (EBD); and Library Media Specialist. The PSC made the following notes:

- Looking at the strategies data – second most popular option “hired below standard”
- What is the bigger picture? What does “hired below standard” mean? This needs to be asked very differently next time
- Special Education needs to be a part of the strategic plan
- Bilingual – in districts using targeted recruitment, bilingual doesn’t show up at all

The PSC broke into small work groups to hammer out some strategic plan concepts in these categories: Attracting, Preparing, Recruiting, and Retaining.

Motion to adjourn

M/S/C

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