

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

DPI-GEF 3  
125 South Webster Street  
Madison, WI  
April 12, 2019

The Professional Standards Council (PSC) convened Friday, April 12, 2019. The meeting was called to order at 9:00 a.m. by member Diana Callope.

**Members Present:**

Deb Dosemagen, Sherita Kostuck, Amy Traynor, Diana Callope, Rachel Hellrood, Joanna Rizzotto, Lisa Elliot, Barbara Herzog

**Via Zoom:**

Kimberly Marsolek, Andrea Pasqualucci, Barbara Van Doorn, Kym Buchanan, Elizabeth Lingen

**Members Not Present:**

Karla Schoofs, Lisa Benz, Elizabeth Hayes, Brad Peck

**Others Present:**

David DeGuire, DPI; Ariana Baker, DPI; David Sepúlveda, DPI; Carolyn Stanford Taylor, DPI; Sheila Briggs, DPI; Forbes McIntosh, WSRA; Shari Redel-Preuss, member of the public

It was noted that the public meeting notice was posted.

REVIEW OF MINUTES

M/S/C

Diana Callope requested that the members present introduce themselves for new members and attendees.

David DeGuire, Director of Teacher Education, Professional Development and Licensing, reintroduced the [Talent Development Framework](#), which the PSC had drafted in 2015. At the Fall PSC meeting, as the members were discussing where to shift their focus, they had discussed the Talent Development Framework, and requested that the group revisit this plan. Mr. DeGuire went through the Framework with the group in order to highlight what had been accomplished and what still needed to be completed.

**Component 1 – Pathways into the profession:**

- Educator’s Rising is gathering speed as a student organization; DPI just hosted the second annual competition.
  - Need to focus on getting more organized.
- DPI is working with the Midwest Comprehensive Center on several items:
  - Looking at development of a teacher education associate degree and trying to determine how this will fit into a full pathway to licensure;
  - Developing collaborative programs between districts and educator preparation programs through:
    - Regional councils which meet monthly to discuss the teacher pipeline

- Partnerships with Milwaukee Public School and Racine Unified School District;
    - Reviewing the first few meetings to set up future councils and discuss who else needs to be included in the meetings.
  - Leah Luke, former teacher of the year, is promoting Educators Rising, she started a rural council to get rural district more involved;
  - Exploring grants which encourage/fund people seeking to become an educator
- UW-System task force
  - UW Regents requested a task force to review shortage areas – they are not planning on sharing this information with private schools;
  - Short timeline was given for this task force, as they need to present their findings by mid-May;
  - DPI needs to provide their recommendations;
  - The task force is aware of the PSC’s work and the work of the Superintendent’s Leadership group;
  - The task force is largely focused on enrollment at UW schools.

#### Questions/comments on component 1?

- PSC member comment: Regarding the UW System task force, it seemed like there was not a lot of effort to involve the public, it was really difficult to locate the link with information about how to attend. No presentation was given, rather it was just public input.
- PSC Member comment: This task force needs to address current working climate for teachers.
- PSC Member Comment: Who is on the task force?
  - CESAs
  - WACTE
  - Rural Schools
  - Superintendent
  - UW-Madison Dean
  - Marigold Bronson – former administrator with Madison Metropolitan School District
  - Barbara Bales
  - Carmen Manning – UW-Eau Claire
  - Azaria Rissoto – teacher with Milwaukee Public Schools
- PSC Member Comment: We have been discussing the teacher shortage for years, it is frustrating that this being made out as a “new problem.”
- PSC Member Comment: This task force needs to address the bureaucracies. Ideas of things to look at:
  - tuition waivers;
  - pilot programs that try innovative options;
  - Foundations of Reading Test (FORT) as a barrier.
- PSC Member Comment: UW system doesn’t represent educator preparation programs, these two entities are not always on the same page.
- PSC Member Comment: There should be a pre-service student on the task force to voice concerns and feelings as they prepare to become teachers.
- PSC Member Comment: Appreciate that WEAC has representation, but disturbed they were not invited right off the bat.
- PSC Member Comment: It is a complex issue looking at preparing people to enter into the profession, but how do we support them once they are in the profession?

- PSC Member Comment: A law went into effect in 1992-1993, which really limits what a school board can allow for spending.
  - PSC Member Comment: Many districts are trying to use Work Force Development grants
- PSC Member Comment: Many Institutions are looking at what a three-year BA program might look like. Same amount of credits and rigor, but adding summer semesters to get the, through a program quicker. This means a potential program completer may be as young as 20 when entering the profession.
  - PSC Member Comment: This means we need good mentoring programs for these completers.

## **Component 2: Workforce, Shortage, and Mobility Data**

- Establish a Wisconsin workforce center was the first suggested action item on this component, which has not yet been developed.
  - DPI is working with WCER, housed at UW-Madison, on data and reports that they can provide. There have been discussions with UW-Madison's School of Education regarding funding on this project and DPI is also looking into what funds they may be able to provide.
    - WCER has been having trouble extracting data from WECAN as there are some security issues. DPI is working with WECAN and WASPA to see if there is a solution to the concerns.
- Special Education vacancies
- Bilingual vacancies
  - Create a study group that focuses on bilingual. There is a Wisconsin road map council looking at the preparation of bilingual teachers and how bilingual programs are implemented in the state. They may have recommendations at a later date.
- Content test requirements for those entering the profession
  - Basic Skill requirements, Praxis Core, has been removed as a requirement for licensure
  - Accepting alternative options for Praxis II and ACTFL is now in rule.
- Speech and Language Pathology vacancies
  - One-year license with stipulations (LWS1) for someone who holds a Department of Safety and Professional Services license
- Career and Technical Education vacancies
  - Licensing staff do notify districts about the experience-based pathway when they can, however none of the other suggested action items have been completed at this point.

## Questions/Comments on component 2?

- PSC Member Comment: ABCTE people do not have to take FORT, does not make a level playing field.
  - DPI Comment: Governor Evers has included language in his budget to remove ABCTE
  - PSC Member Comment: ABCTE has Black Friday specials, they have advertisement's that someone may have completed their licensure requirements in less than two months' time, then school districts are having to provide the mentoring to these educators.
- DP Comment: Question for our educator prep members, what about edTPA results for non-native English speakers?

- Have not seen a difference in pass rate at this time. Seeing a larger uptick in Latina enrollment, with the largest pool in the bilingual program.
- PSC Member Comment: educator preparation students need to be trained in Educator Effectiveness (EE); many students are not being trained for this. There should be a crosswalk between the components of edTPA and EE.
  - PSC Member Comment: our program has done cross walking on edTPA teacher standards and we are in the process of adjusting the professional seminar as we plan to remove the portfolio process from our program.
  - PSC Member Comment: This is a retention issue, there need to be conversations around on the job issues including EE.
    - PSC Member Comment: District professionals are the most well versed in EE, programs see it as their job to mentor and train on this component.
    - PSC Member Comment: Perhaps this is something that should be included in administrator program prep?

### **Component 3: Elevating Teaching and the status of the profession**

Identifying:

- PSC Member Comment: Leading for Learning and Teacher Voice and Leadership group
- PSC Member Comment: Working with PhD programs for those students to go to districts and do research on this issue.

### **Component 4: Initial Certification and Licensure**

- Organization of a PK-12 summit has not been completed yet.
- We discussed some aspects of testing data in component 2. There is evidence of racial bias on the Foundations of Reading Test (FORT).

Questions/Comments on component 4?

- PSC Member Comment: Bill in the legislature that may make some changes?
  - DPI Comment: We can send out the bill language.
  - DPI Comment: This is a window of opportunity for us to discuss testing.
  - PSC Member Comment: We have many future educators in this situation, many are having to take FORT multiple times – this is not a reflection on them as an educator.
- PSC Member Comment: Higher education recently had a summit and preparation programs are in a hyper competitive budget, so there is always resistance to sharing best practices as there is competition for funding.
- PSC Member Comment: Wisconsin teacher preparation programs need to look different. In the Milwaukee area we are starting to have conversations with programs and school districts and the relationship is growing.
- PSC Member Comment: Is there something that can be taken off the plate for teacher preparation programs?

### **Component 5: Program Approval and Accreditation**

- A program approval workgroup was convened after rule was updated to discuss recommendations for an updated handbook and was shared at a fall 2018 summit.
- In fall 2018, DPI met with preparation programs and asked them what they would like to see changed in PI 34.

### **Component 6: Recruitment, Selection, and Hiring**

- Creation of a clearinghouse with scholarship information has not yet been done. This is a need, however help is needed in order to get this done.
- Working with MWCC on creation of a database for "[Grow your own](#)" programs.

#### Questions/Comments on component 6?

- PSC Member Comment: How did the word get out about the database?
  - DPI Comment: It started during the regional council meetings. Most of the information listed is from prep programs, but some school districts have also added information.
  - DPI Comment: What would be the best way to get additional projects added to this? How do we find out what else is happening?
    - PSC Member Comment: Reach out to CESAs? Perhaps CESAs could conduct this through their PACs?
  - PSC Member Comment: There is a question on WECAN now that asks if the educator has been asked to "non-renew" or to "resign."
  - PSC Member Comment: Need to look at hiring practices.
  - PSC Member Comment: If a teacher wants to interview at another district, interviews are only during contracted hours, so we may need to look at and discuss hiring practices.
  - PSC Member Comment: The individual mentoring component is lacking which is largely due to budget.
  - PSC Member Comment: Districts are also in competition with each other.
  - PSC Member Comment: The WECAN question (mentioned above) could be an extra school district question.
  - PSC Member Comment: The database should be shared with school counselors.
  - PSC Member Comment: A professional clearinghouse would be great for those who are looking to change careers.

### **Component 7: Assignment and Transfer**

- Completion of a survey of candidates in educator preparation programs regarding the kinds of incentives that would lead them to seek a job in a rural or high poverty school district has not been completed yet, however this would be a great project for a graduate or PhD candidate.
- Increasing the stipend for National Board was included in the 2017-2019 budget proposal, however it was not accepted. In the 2019-2021 budget proposal there are proposed stipends for educators in the MPS area.

#### Questions/Comments on component 7?

- DPI Comment: We have heard from many rural districts that are having trouble retaining educators that don't want to stay in these areas.
- PSC Member Comment: There is a rural schools alliance, perhaps this is something they could take on?
- PSC Member Comment: There are not a lot of students taking advantage of the current rural program at UW-Stevens Point.
- PSC Member Comment: What is considered the difference between rural and remote? It would be good to have a clearer definition.
- PSC Member Comment: Is the number of educators trying for National Board declining?
  - DPI Comment: We do not know how many attempt the National Board process, we only know who is certified.
  - DPI Comment: National Board just redid their process, due to this there was a year when no one could submit, but now people can submit and are learning the new process.
- PSC Member Comment: Crosswalks between edTPA and EE and National Board and EE would be helpful to relieve all of the items that need to be completed.
- DPI Comment: With ESEA all districts have to take a look at equity and how teachers are being assigned. Districts need to make sure that students of color and poverty are getting highly qualified teachers.

#### **Component 8: Induction and Mentoring**

- Creation of Initial Educator Support Centers has not been completed at this time.
- Design of a state model for mentoring and induction will be covered by the Educator Development and Support Director, Katie Rainey, later on today.

#### Questions/Comments on component 8?

- PSC Member Comment: Is there anything political happening here?
  - DPI Comment: This is a message that needs to be better explained as it was not included in DPI's 2019-2021 budget proposal.

#### **Component 9: Evaluation and Professional Learning**

- No recommendations and no comments.

#### **Component 10: Recertification and Continuing Licensure**

- No longer relevant when lifetime licenses were created.
- PSC Member Comment: Should we make a statement that we don't agree with lifetime licenses?

#### **Component 11: Compensation**

- Recommendations one, advocating for fair funding , and three, advocating to change the "double dipping" laws were included in the DPI budget proposal.

- Recommendations two, advocating for a fair compensation plan, has not been completed at this time, and four, proactive advice for how to use contracting to hire retire teachers, is not something that can be done.

#### Questions/Comments on component 11?

- PSC Member Comment: I feel like recommendations three and four are connected.
- DPI Comment: Perhaps this would be better coming from an organization like Wisconsin Association of School Business Officials (WASBO).
- PSC Member Comment: It would be good to know what is out there and why they vary. The salary model is a huge part of retention as people want to know what progression looks like for them.
- DPI Comment: Wisconsin Education Association Council (WEAC) probably has the best example, perhaps this is a conversation we should have with them?
- PSC Member Comment: Some school districts have their salary models posted, however it is not posted for every district.
- PSC Member Comment: Association of Wisconsin School Administrators (AWSA) may be a good organization to reach out to about this information.
- PSC Member Comment: How does the Wisconsin Association of School Boards (WASB) feel about giving guidance on compensation?
  - PSC Member Comment: I can ask at our next meeting.
- DPI Comment: We also need to look at employee benefits.
- DPI Comment: Can aid in loan repayments be provided?
  - PSC Member Comment: Not financially feasible.
  - PSC Member Comment: The current program is ineffective, only certain loans can be forgiven, if you consolidate you are no longer eligible, it is very disappointing.

#### **Component 12: Career Advancement and Tiered Licensure**

- Recommendation three, conduct and educator survey, has been completed, however recommendations one and two have not.

#### **Component 13: Educator Environment**

- Recommendation one, creation of an annual school climate survey, has not been completed, but questions about school climate have been added to the annual EE survey – you will hear more about this during Katie Rainey’s discussion.
- Recommendation two, focus on administrative leadership and training, have been started, AWSA and administrative preparation programs are meeting to discuss this.

#### Questions/Comments on component 13?

- PSC Member Comment: It would be good to have a teacher voice as teachers may have a different agenda for their administrators.
- PSC Member Comment: Is school climate being factored into school report cards?
  - DPI Comment: There is a bill out right now to include the arts and foreign language on the report card.

- DPI Comment: Report cards correlate directly with the level of poverty in the area.
- PSC Member Comment: I'm not advocating for things to be added, however the report card is what districts focus on.
- PSC Member Comment: How do you measure school climate? Our district did a survey a few years ago and we found that people were not honest on the survey.

#### Questions about the Talent Development Framework:

- Who is the audience of the document?
  - The state superintendent and it was shared with the state superintendent's leadership group.
- What are the priorities? Should we think about the biennial budget, is there any leverage for action steps?
- We should refocus on retention, things such as mentoring, school climate, public climate.
  - Climate in schools right now is not good. There is a very real struggle of staff that want to leave, especially younger/newer teachers who don't really understand their students. They don't understand the anger that students come to school with and why. When it comes to retention we need to do more.
- There are deep structural problems, districts are doing what DPI wants them to do.
- What can our school districts do? Components 3,8,9,13 are things that school districts can do.
- A lot of veteran teachers are leaving because they just cannot do any more, they cannot take on another assignment or activity.
- We have data that relates to teacher retention which has a lot of information with implications for what school districts and administrations can do and we have a lot of stories that complement that data.

#### What questions are there from the data?

- What is the correlation between how administrators answered questions and how teachers answered a similar question?
- It would be great if we could look more in depth at the EE survey data.
- Are there any correlations between administrator retention and teacher retention?
  - Nationwide average is three years for an administrator.
  - Policies and priorities change, there is a concentration in power based leadership positions.

#### REMARKS BY STATE SUPERINTENDENT STANDFORD TAYLOR

Ms. Stanford Taylor welcomed the group and thanked the members of the Professional Standards Council for their service. She discussed with the group her agenda, which is an equity agenda; this is the same agenda the DPI has previously had, but the work is not yet complete. She particularly wants to focus on "what does it really mean to practice equity?"

With this in mind, she shared some reflections on a meeting she attended that morning around family engagement, wondering aloud how many educators have had a course in how to engage parents. Engaging parents may include offering to go to the child's home, to meet the parents and family in their own space. By engaging parents, the child might then feel empowered to share what they doing and learning in school. Education, she reflected, is a beast with many tentacles.



Ms. Stanford Taylor also shared her personal story about growing up in the segregated south at the time of integration. Moving from an environment of being nurtured and held accountable to a new environment of not being wanted by both students and adults. Because she had a strong parent advocator, she was able to make it through, however she saw many who did not because they did not have someone advocating for them. She has a strong passion for educators that advocate for their students as education is the great equalizer and it is so important. We, as educators, need to decide we are going to do our best and love everyone who is put before us.

She then opened up the floor for comments and questions.

- It is interesting that you use the word love, when we talk about issues that word seems to be at the very bottom.
- I like that you spoke about trauma. I see young teachers struggling, we talk about students that are traumatized, but what is happening if you have a teacher that is traumatized? How can we help young educators want to stay? We should try to help our students and our educators and not focus on one or the other.
- We have been talking a lot about school climate and teachers in these meetings. Teacher mental health is important, if teachers are not doing well, it is hard for them to help their students. Thinking about this may help with school climate and impact change.
  - Mental health framework from Student Services Prevention and Welfare (SSPW) includes modules on adult mental health. It is training that is happening around the state.
- A lot of districts feel that their teachers are replaceable, so there is not attention given to taking care of their teachers.
- Many times people look to self-help however too many teachers are beyond where self-help may make a difference, so having them look at a self-help module really isn't enough. If we can get teachers healthy, the profession may begin to look more lucrative.
- Educator's environments are very regulated. We tend to look at issues as a reaction rather than simple well-being. In order to teach your students, you have to be practicing it yourself.
- This should be the core to everyone's education, not just the students that have experienced trauma.
- There is trauma that kids and adults bring from outside the school community into school, and there is also trauma that is experienced in the school setting.
- There is the issue of attracting and retaining. A lot of us, including students, feel despair at the news we see, however teachers have the ability to make an impact on this.
- We are going to have a smaller working population, however education is the is the profession that nurtures and sustains all professions.
- Please include students currently enrolled in educator preparation programs as representation on councils and groups, as they have a lot to offer and are very good advocators.
- How can we help you advocate for public education?
  - Many of these issues have been included in the state budget – mental health, extended learning opportunities, early childhood.

#### UPDATES ON EDUCATOR DEVELOPMENT AND SUPPORT

Katie Rainey, Director of the Educator Support and Development Team, provided updates to the members of the PSC regarding the impacts of Educator Effectiveness (EE). Her and her team started looking at how EE was implemented from the beginning, what was working and what wasn't working

from the design. What they found was there was a lot of training and focus on teachers on how to complete EE, but not a lot of focus on training administrators in implementing EE. When EE has been properly implemented there is a direct link to student outcomes, such as higher test scores. We also see that correct implementation leads to an increase in the accuracy and quality of feedback teachers are getting, along with more time to reflect and work on the received feedback. This also leads to teachers and administrators wanting to stay in a district.

PSC Member comment: Are higher test scores the goal of EE?

It is the only thing that we can measure, we are not saying that the goal of EE is higher test scores, it is just the only thing that can be measured.

PSC Member comment: This makes me scared. Wisconsin has figured out a way to link teacher evaluation to test scores.

The goal is that if a positive environment is created and EE is implemented correctly with mentors then teachers will show continuous improvement and in relation to this, student's outcomes will also improve. The reason this has worked is because we did not focus on test scores, rather the focus was on an environment of improvement. Something we have been focusing on is how we can get principals into classrooms more for observations to provide feedback and in turn allowing more time for educators to work on the feedback.

PSC Member comment: This sounds more like a continuous improvement model, not an evaluation model.

PSC Member comment: Principals are already really strapped for time, especially in smaller districts, how do we take things off their plates and give them support?

This is something we have been discussing with administrative organizations. Rather than adding new requirements, trying to help them complete current requirements better.

PSC Member comment: How do you verify that someone is doing well?

It is part of the EE annual survey, and we find that for the most part teachers are really honest. With all of the information that we receive from the survey, we are able to ID districts that score higher and then reach out to them to find out what they are doing.

We are also really focusing on change, as leadership in a school doesn't change a lot during the year, but they can impact a lot of change in their district. We have found a direct relationship to how EE is done in a school and retention, especially for first time teachers. The more often a new teacher is observed and provided feedback, the more likely they are to stay in the district. For each year a district retains the same staff, the impact of EE compounds.

PSC Member comment: I'm really struggling with this, I can see how administrators and school boards love this, but as a teacher....

If we can work together on improving the EE process, there is evidence that there are positive impacts. There has been a lot of local misunderstanding around what is required and what isn't required. If it isn't

“best practice” then we are not recommending it. EE done well, improves student outcomes and creates a positive school climate.

PSC Member comment: Regardless of the model the district is using?

We are looking at outcomes statewide, not by model.

PSC Member comment: What about schools that are not doing well? Only the schools that are doing it well will be highlighted?

Statewide we have a lot to improve on, but we want to use this evidence and information to help those districts that are not doing well to buy in and implement the system the way it was designed.

PSC Member comment: What about the districts that are not doing it at all?

There is a formal monitoring process that will start this spring.

PSC Member comment: School boards need to have an accurate understanding of how this is run.

It is not valid and reliable to compare teachers, but it is valid and reliable to focus on individuals. We have removed the overall score and also from scoring the domain or component levels as it doesn't help individuals improve or get better.

PSC Member comment: There has been discussion on using EE as a payment model.

That is the exact thing we are saying the system should not be used for, as the system is not designed to compare teachers.

PSC Member comment: EE is a learning centered evaluation which needs to encompass the 5 core principals.

EE cannot be about be centered on outcomes because then it becomes more about proving yourself, rather than improving yourself.

PSC Member comment: National Board teachers are concerned they will not receive a stipend because of EE.

That is a statute, so we cannot change this.

PSC Member comment: Model works best if your thoughtful in your hiring process by hiring someone who is open to feedback and growth.

We are starting to look at how to provide guidance around the entire HR process, we also want to prepare interviewees for this as well.

PSC Member comment: Now that Wisconsin has lifetime licenses, it is great to know that teachers are continuing to grow. The number one reason people leave the profession is related to leadership and climate.

PSC Member comment: This would be good information for principal preparation programs to know.

We are starting to work with principal preparation programs so they can incorporate this into their curriculum.

PSC Member comment: Is there mentoring training for cooperating teachers?

Yes, it is online and there are many options for various audiences. There are also seminars for beginning teachers offered three times a year.

This year we have also been working with several professional organizations on the Leading for Learning series. This is a yearlong series, in which participants attend five professional meetings during the year that build off each other. The first Leading for Learning summit is taking place in June.

#### IDENTIFYING PRIORITIES FOR THE COUNCIL

David DeGuire asked the council what they would like to direct their focus on in the coming meetings. He also asked if seeing statewide data would help or if it would be better for data to be broken down by CESA/region?

PSC Member comment: What are we trying to do? There have been a series of recommendations aimed at administrators and school boards in order to work toward improving school climate.

PSC Member comment: That is component 13, and we are using the educator survey for this.

PSC Member comment: I think component 3 would be a good focus.

The council would like to focus on retention with special attention on equity. Components 3, 8, 9, 12, 13 all have aspects of retention in them. A focus should also be on the teacher pipeline and how to attract more teachers of color.

Motion to adjourn.

M/S/C

anb