

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

Comfort Inn and Suites
5025 County Hwy V
De Forest, WI
November 15, 2016

The Professional Standards Council (PSC) convened Tuesday, November 15, 2016. 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, Gus Knitt, Diana Callope, Sherita Kostuck, Carmen Manning, Karla Schoofs, Lisa Benz, Peggy Hill-Breunig, Michael Uden, Amy Traynor

Members Not Present:

Heather Strayer, Andrea Pasqualucci, Sherita Kostuck, Meg Doering, Joanna Rizzotto, Christine Panka, Rachel Hellrood

Others Present:

David DeGuire, DPI; Tammy Huth, DPI; Ariana Baker, DPI; Jenna Buchner, DPI,

It was noted that the public meeting notice had been published in the Wisconsin State Journal.

REVIEW OF OCTOBER 10, 2016 MINUTES

M/S/C

REVIEW OF AGENDA

M/S/C

WISCONSIN TALENT DEVELOPMENT FRAMEWORK

Tammy Huth, Director of Teacher Education, Professional Development and Licensing, reviewed the Talent Development Framework (TDF) project with the Professional Standards Council (PSC) Members. The goal of the meeting today is to continue to review the State Superintendent's Work Group plan to see if those options can be included in the TDF plan and to identify the pieces on the TDF that we would like to move forward on now. There is an educator stakeholder group coming together at the end of November, and they would like to review the work of the PSC to use as information for their plans.

Component 1: Pathways into the Profession:

The group was in agreement that we should incorporate the idea of loan forgiveness opportunities in the plan. Below are some of the ideas and topics that were discussed:

- The idea would be to include more subjects and include rural schools.
- What would we like the emphasis to be on loan forgiveness?
- Graduated subsidies offered the longer you are in the profession.

- More interest could be forgiven the longer you are in the profession.
- Each year that you teach, you receive a little bit more to pay off your loan.
- The Federal Teach Grant is very narrow and there is a lot of risk
- Opportunity for all loans, not just federal loans, forgiven.
- Grants need to be one of our top priorities.
- Creating of a clearing house that lists all of the grants and loan forgiveness options.

As the conversation evolved around this subject the group felt that perhaps another way of looking at the loan forgiveness idea was that grant opportunities would be a better way to attract potential new candidates to the field and loan forgiveness might be a retaining tool to keep educators in the field.

The group was also in agreement that one of the ideas the like the best was creation of Educator Rising chapters in schools throughout the state. Discussion points are below:

- There was an Educator's Rising Summit on November 14, 2016 which had 150 high school students in attendance.
- Able to check out other universities that had Ed Programs
- This idea gives parents the chance to be involved also.
- Educator's Rising is working on setting up a micro-credential option.
- Educator Preparation Programs are willing and ready to work with schools on this.
- Move the Teacher Cadet option to the idea bank, just move forward with the Educator Rising option.

Another option the group would like to move forward with is coming up with more options and pathways for paraprofessionals and substitutes to become teachers. Discussion points are below:

- There are thousands of paraprofessionals in Wisconsin and a lot more is being asked of them, school districts need to make sure they are properly trained.
- Offer further training for paraprofessionals (retain), provide financial support for a paraprofessional to get into a teaching program and provide support for them during the transition.
- Can we lump all the paraprofessional ideas together?
- All paraprofessionals need to be trained, not just Special Education Paraprofessionals.
- This should be in the attract portion.
- Include subs in this area as well.

Component 2: Workforce priorities and mobility

The group's discussion around this topic centered on how data was used and when it was gathered. Discussion points are below:

- Data is a priority, however sometimes it seems like it is a one shot effort, then the funding goes away.
- Good ideas don't always have the opportunity to develop because the funding dries up and it never gets to take off.

- Add to the survey for supply and demand data – continual funding (or getting into law) so that there is always money to continue gathering the data.
- Advocating for the resources to continue with the study.
- Would like to leave the idea of working with WECAN to increase options available on that site.

Component 2: Special Education Teacher Vacancies

The group discussed the teacher vacancies for Special Education, which from the data we gathered this is the area that has the largest shortage. Discussion points are below:

- A lot of these ideas seemed more like retain vs attract.
- Seems like a lot of ideas go with preparing also.
- Because SPED is our highest need area, we feel the shortage needs to be addressed alone
- One of the ideas in the idea bank is to research the turnover - Do we have a shortage because not enough people going into? Because of turnover? Higher needs in school district for special education?
- Further data needs to be looked at for all parts – attracting, retaining, preparing.
- Let's gather more data.
- More money should go towards incentives to go into Special Education.
- Grants? Seems to be the only attracting idea
- We should keep the high need licenses information together.
- We will continue to break this information down at another meeting.

Component 3: Elevating Teaching and the Status of the Profession

The group discussed ideas that were in the idea bank from previous meetings. Discussion points are below:

- “Market the profession” was under attracting, this should be under elevating (move from idea bank on pg 5).
- MN has a program called “Excellent Educators” which is a partnership with a local news organization that spot lights educator’s - shows them teaching and their involvement in school, etc.
- Teacher Voice and Leadership project – there is going to be a summit in April 2017 in which teacher leaders bring a project or idea to discuss and work on.
 - A lot of the large state organizations are signing on to be a part of this project.
 - Similar to Teach to Lead project
 - Get an audience of listeners to help develop the project or idea.
- Teacher voice is a hugely absent in our state as far as what is happening around education.
- Need to have conversation with Educator Preparation Programs also.
- What do you need to move this forward? - Funding
- Create a Wisconsin Teach to Lead structure, using what project the teacher wants to work on.

- Find out more about educator's school climate environments, in Component 13 we discussed a possible School Climate Survey.

Preparation

The group's discussion around this portion of the TDF revolved mostly around cooperating teachers and mentoring of student teachers and the cooperating teacher, as well as looking at some of the testing issues which is large concern as a potential barrier to becoming licensed teacher. Discussion points are below:

- Cooperating teachers
 - Need to improve mentoring to those teachers that take on the responsibility of being a cooperating teacher.
 - What are you seeing in regards to who gets student teachers and who doesn't?
 - Teachers are more willing to be cooperating teachers for field study teachers, as there is a lot less work involved if accepting a field study teacher.
 - A lot of teachers shy away from taking on a student teacher, because it adds to the workload.
 - Should there be emphasis on cooperating teachers needing to be better?
 - One issue seems to be giving cooperating teachers an incentive from a workload perspective.
 - Where student teachers are placed geographically is also a factor in preparation of your student teachers.
 - There are cooperating teachers who just don't want to help and mentor a student teacher, which now makes it difficult on the student teacher.
 - Could being a cooperating teacher be built into an alternative compensation plan?
 - Need to have a statewide congruent way that all cooperating teachers are trained and function.
 - Creation of a master list of cooperating teachers for the entire state?
 - The problem isn't finding quality teachers, it is convincing them to take on one more thing to their already heavy workloads.
 - Creation of a checklist of expectations to help make it a bit more universal.
 - School districts and Educator preparation programs need to do a better job of making cooperating teachers more aware of expectations.
 - Could we add a section in about administrator's needing to sign off on these cooperating teachers?
 - Organize a summit for PK-12 School Districts and Educator Preparation Programs to come together and discuss the issues.
- Testing issues – this is one of the largest issues and concerns
 - The updated Math Praxis II and the Foundations of Reading tests are especially concerning.
 - Tests are ill conceived
 - These tests are creating barriers especially to underrepresented populations.

Develop, Support and Retain

The group covered the last portion of the TDF by discussing ideas that were listed in the idea banks for Develop, Support and Retain. Discussion points are below:

- This is where we should add in the information about Loan Forgiveness and grants for loan cancellation – providing a clearing house with all options listed.
- Mentoring should be a large part of this section.
- Design a state model for initial educator support centers and then fund and support these centers.
- Mentoring for new teachers, when left up to the district, leaves a large opportunity for inconsistency around the state.
- Providing support to educators on emergency licenses.
- Coaching and support for new administrator's.
 - This should also include people that are new to the district.
- CESAs and School Districts need to collaborate.
- Re-examine the way we are preparing administrators.
- Administrator's need to have some knowledge/training on school climate.
 - The school climate survey was moved to this section.
 - School environment should be a part of administrator preparation.
- Administrators have an impact on retaining teachers, therefore there should be something in the prepare section and something in the retain section.
- We need to look at pathways to advancement without moving to an administrative role.
- Study compensation models to create a system that is objective, predictable, professional, and attainable.
- Educator Effective Plan
 - This may be a way to encourage people to step back into teaching from whatever reason they had stepped away.
- Working with ETF to loosen restrictions on pensions so that retired teachers have more flexibility to return when necessary.

WISCONSIN TALENT DEVELOPMENT FRAMEWORK EDUCATOR SURVEY

David DeGuire, Assistant Director of Teacher Education, Professional Development and Licensing, went over with the group ideas for what the group wants to think about adding to the Educator Survey. David mentioned that we already have some data available through the National Center for Educational Statistics (NCES), which conducts a survey of educators nationally and then compiles the data by state. The group discussed if this was data that they might consider using either in lieu of their survey or if they would like to use some of the data from the NCES survey and still conduct a survey asking different questions. The group decided that they would like to try to get some further information from the NCES survey to see if they would be able to access Wisconsin information and then decide if we would like to move forward with an educator survey. Discussion points are below:

- We have data from NCES are we anticipating the data from Wisconsin going to be different?
- Are we able to access the NCES data and pull out the Wisconsin information?
- Questions we would like asked on the survey:

- How were you recruited to your current district?
- What strategies do you feel are more important to attract you/new teachers to districts?
- What strategies does your district use to recruit and hire teachers? Would this question be better asked to initial educators?
- Have you been in your current position for 3 years or less, 5 years or less?
- What is keep you there? What retaining strategies is your school using?
- Why do you think teachers are leaving the profession?
- What would make you leave the profession?
- What do you want your professional development to look like?
- What supports do you need to mentor a new teacher?
- If you had to ask one question to a new educator about what is happening in the workforce, what would it be?
- With all the turmoil around the profession, what is making you choose this profession?
- Do you/Did you feel supported in your first years in the profession? Is someone specific mentoring you? Do you feel supported by your mentor?
- Do you feel supported? If so, how? By whom?
- What is it you're looking for from a mentor?
- If I had a magic wand, and I could make your life easier, what would it be?
- How prepared do you think you were upon entering the profession in classroom management? Content area? – etc.

The group also briefly discussed if they would like to reach out to the professional organizations with a survey. Below are the discussion points:

- Does your organization do anything to offer scholarships to HS kids interested in the profession?
- Does your organization offer scholarships for a teacher to get further education?
- What do you feel are the most pressing needs to have a prepared and adequate workforce?

NEXT STEPS

- Rework the educator survey.
- Educator Preparation Program data to review.
- Researching change in Educator Effectiveness Plan and Professional Development Plan.

Motion to adjourn

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