

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

Department of Public Instruction – GEF 3
125 South Webster Street
Madison, WI
February 23, 2018

The Professional Standards Council (PSC) convened Friday, February 23, 2018. The meeting was called to order at 10:00 a.m. by Chair Diana Callope.

Members Present:

Gus Knitt, Peggy Hill-Breunig, Brad Peck, Karla Schoofs, Deb Dosemagen, Kimberly Marsolek, Andrea Pasqualucci, Sherita Kostuck, Amy Traynor, Diana Callope, Elizabeth Lingen, Barbara Van Doorn, Kym Buchanan

Members Not Present:

Lisa Benz, Rachel Hellrood, Joanna Rizzotto, Katie Roberts, Elizabeth Hayes

Others Present:

David DeGuire, DPI; Ariana Baker, DPI; Tony Evers, DPI; Sheila Briggs, DPI; Mike Thompson, DPI; Jennifer Kammerud, DPI; Mike Bumm, DPI; Jenna Buchner, DPI; Jesus Reveles, DPI; Liza Marzinke, DPI; Kathy Champeau, WSRA; Chan Stroman, member of the public; Jeff Baas, WEAC; Forbes McIntosh, Government Policy Solutions, LLC [WSRA]

It was noted that the public meeting notice was posted.

APPROVAL OF THE JANUARY 22, 2018 MINUTES

Please add Kym Buchanan to the list of attendees.

M/S/C

REVIEW OF AGENDA

M/S/C

REMARKS BY STATE SUPERINTENDENT EVERS

Dr. Evers opened up the meeting by thanking the PSC Members for their attendance at the meeting. He expressed to the group that this is the group he relies on for advisory and recommendations. Since the last PSC meeting that was held in January, we have held five hearings across the state in order to obtain feedback and comments on the proposed rule changes to PI 34. Several changes in the rewrite are legislative requirements that the Department must include in rule in order to be in compliance with the law. During our previous meeting, many PSC Members also expressed concerns about the changes that had been made to the misconduct section. Based on the comments from this group and from the public hearings we have updated this section. We are hoping to get the finalized version to the legislature for their review in the beginning of March. My sincere thanks to this group for your help on this process. Dr. Evers then opened the conversation to the group to hear their comments on the rule changes to PI 34.

- PSC Comment: How do lifetime licenses help the teacher shortage?
 - DPI Response: The decision to move to lifetime licenses was not a decision made by the DPI, rather it was a legislative requirement. From the comments we have heard, most educators were OK with this change. We don't believe it is related to the teacher shortage.
- PSC Comment: The Teacher of the Year Council recently met and at the meeting we discussed the changes and heard a lot of concerns.
- PSC Comment: Many concerns about broadening the licenses.
- PSC Comment: Broad field licenses topic was a major concern, there was a recent news release about Advanced Placement (AP) courses which is something Wisconsin does well. Wisconsin does have many equity issues, the AP courses help with this issue.
- PSC Comment: If Institutes of Higher Education (IHEs) are going to be putting caps on the required credits for obtaining degrees, it will be difficult to address all of the content material required for these broader licenses.
- PSC Comment: UW System has big concerns about this as the system is currently under pressure to get the credit requirement to 120 credits. Adding these larger broad field subjects is going to make this goal difficult.
- PSC Comment: One of the objections is that even if you are only teaching the base level of the subject, educators need to have the capacity to teach the whole thing.
- PSC Comment: Many concerns about the upper level courses
- PSC Comment: There are also many concerns about broadening the grade range to 4-12 in conjunction with removing discrete subjects.
- PSC Comment: In rural districts we need this, it's a relief to have only need to have one science teacher for all of it, rather than needing to have several for the discrete subjects
- PSC Comment: We also need to think about equity for rural districts.
- PSC Comment: Principals are very happy with the Experienced Based License, a lot of companies are wanting young people to start training early for manufacturing jobs.
- PSC Comment: Since this license has been available, we have noticed that more CTE people in the community are trying to help out with the teacher's training.
- PSC Comment: We don't always consider the added responsibilities of the surrounding staff that need to help mentor in "how to teach."
- PSC Comment: We do like that this offers a solution to get experienced people into the classroom, otherwise we have to cut course offerings.
- PSC Comment: It doesn't always feel like those with these licenses are teachers, rather they are someone who knows a trade that is now working in a classroom.
- DPI Comment: This license was a legislative requirement.
- PSC Comment: There are still concerns that a lot of this is moving too fast, it would be better if we could wait to see how some of the other changes go before broadening both the developmental levels and subject areas.
- DPI Comment: Perhaps we could look into what is happening in other states that already have these larger broad field licenses? We already have a few subjects that are condensed (Math), we could look at are we succeeding in this area?
- PSC Comment: For a subject like Math, those educators how taught how to do that during their program.
- DPI Comment: That is what we will be asking preparation programs to change for these other subjects. Ongoing professional learning will also need to happen.

- PSC Comment: After program completion it doesn't seem as if there are a lot of training opportunities for content.
- PSC Comment: The school district puts people in various situations because their license allows them to be in that position, if that person is not qualified for that position because they do not have adequate training or experience it is bad for the teacher, surrounding staff and the students.
- PSC Comment: "I want to take on this new assignment" is a lot different than being told you have to do it.
- PSC Comment: There used to be a broad field license that allowed people to teach all Science subjects, it is just going back to what we had 25 years ago.
- PSC Comment: It is a hard balance to listen to colleagues concerns about watering down the teaching profession, however then attending a meeting like this where you hear the issues that administrators and rural districts face.
- DPI Comment: We need to find a way to let the field know that some of these changes will take time to develop and we will not fully see the entirety of the change for a while into the future, however because we are rewriting PI 34, these changes have to happen now.
- PSC Comment: The concern I have regarding the change in grade range, and perhaps we can learn something from other states that already offer this, is that we really don't have people arrive at a preparation program and say they are happy to teach either kindergarten or high school. I'm concerned this would drive a shortage, Early Childhood programs would swell and not one would want to do the K-9 program.
- PSC Comment: We also need to make sure that our administrators understand that professional development needs to cover K-12.
- PSC Comment: CTE is a large shortage area, it is already difficult to find people.
- PSC Comment: Salary already plays into this shortage, we lose good teachers to professions that can pay them more.
- PSC Comment: Looking into what is working for other states, and looking back into our own history will be helpful. We changed what we used to do for a reason, we should examine why we made the change in the first place before we go back to old practices.
- DPI Comment: We appreciate your comments immensely, we have grappled with a lot of the concerns you are bringing up. These changes will allow teachers to be more marketable, hopefully we will have administrators that will support their teachers and put them in areas they are qualified to be in.
- PSC Comment: Two years ago we talked about the need to get good teachers in both rural and urban areas, it seems that we need to have a change at the IHE level. No matter where the IHE is located in the state our programs are providing the same training. Training also needs to prepare teachers for the location they want to go to – urban setting vs. rural setting.
- PSC Comment: We should review the teacher shortage content areas and locations and then provide training based on where they want to go. We should be providing incentives for young educators to choose the shortage locations or content areas. I'm not sure how the focus went from this to licensing.
- PSC Comment: We need education to work with big business in Wisconsin.
- DPI Comment: We have a program that is starting now that will support and get pre-service educators into different parts of the state where they might be interested in living and working.
- PSC Comment: If we put people in the classroom that are not qualified to be in that area (content or location), the students will make that educator decide whether they will stay in the profession or leave.

- PSC Comment: We need all the groups involved in this process to come together and work together to make this happen the correct way.

REVIEW AND DISCUSSION OF PROPOSED PI 34 RULE CHANGES

David DeGuire, Director of Teacher Education, Professional Development, and Licensing (TEPDL), lead the session which overviewed the changes that had been made based off of the comments from the previous PSC meeting and from the public hearings. He provided documentation that highlighted the changes that had been made, and asked the group for their comments on these changes:

Subchapter I

Added definition for “license”

Subchapter II

None

Subchapter III

34.011 Experimental or innovative programs: Added statement that, after initial approval, these programs become part of the annual CRP process.

Subchapter IV

34.012 Definitions: Added definition for “entity”

Restored some language requested by the UW Deans and Directors (e.g., workload including “advising, scholarship, and service,” “full-time” faculty)

34.022 Statutory requirements: Added early childhood and elementary & middle school licenses to environmental education requirement (as is the case currently). Added reference to mandatory reporting requirements in Wis. Stat. 48.981

Subchapter V

34.029 District-sponsored license: Removed Tier I licenses from eligibility. Added statement saying that districts can partner with preparation programs. Changed from district requesting full licensure to educator submitting evidence to either a preparation program or DPI for endorsement.

- Working with an Educator Preparation Program (EPP) is an optional part, but the DPI or an EPP are the entities that will provide the endorsement, not a school district.
- The educator needs to provide evidence that they are competent in the content program guidelines.
- The field experience component would be completed on the job.
- PSC Comment: When the evidence gets to the DPI for endorsement who is going to make sure they have actually met the requirements?
- PSC Comment: Can EPPs charge for this review?
 - DPI Comment: Yes. The district may decide to pay this fee, however it is not a requirement.
- PSC Comment: Where would the fee come in?
 - DPI Comment: On the application, and then submission of the portfolio for review – it would take time and effort to review the portfolio.

34.031 Charter school license: Added administrator license to conform with Wis. Stat. 115.28(7)(gm) and also terms of validity for charter licenses (i.e., 3 years and 5 years)

- Charter school licenses are time limited

34.034 – 036 Educational interpreter: Revisions made based on testimony and written comments.

- We are still working to make sure we have the correct language in this section

34.038 One-year administrator license: Added requirements that applicant already hold a teacher or pupil services license and that if applying for a superintendent license must already hold a master’s degree

- PSC Comment: Do you have to have a teaching license in order to be eligible for this license?
 - DPI Comment: Yes.

Added 34.0415 JROTC instructor (in statute and current emergency rule)

- We had missed adding this license in the previous drafts.

34.0435(5) Tier II provisional educator license – District requirements: Combined orientation and support into one requirement. Removed “seminars.” Require that mentors successfully complete mentor training.

- Terms about “orientation and support” are being developed and will be included as definitions
- In the current version of PI 34 there is a definition for “mentoring”, in the draft we added in a statement that mentors need to have completed a mentor training.
- Formerly known as the Educator Effectiveness team, now called the Educator Development and Support (EDS), will be the department taking on the mentoring portion.

34.045 Tier IV master educator license: Added clarification that WMEAP process is for licenses for which there is no national board certification

34.049 Middle & high school license: Removed lists of acceptable major for science and social studies; now just require approved program

- We received a lot of comments around the majors that were listed, removed the listed majors and put in “approved program.”
- PSC Comment: It is unclear if a Health minor will work.
 - DPI Comment: It is up to the program to make this determination.
- PSC Comment: No consistency on how many credits a minor is.

Subchapter VI

34.050 PK-12 licenses: Added back Dance and Theater

34.055 Additional license areas: Expanded acceptable experience for adding early childhood license from PK-2 to PK-3. Made language reflect current practice of adding subject of specific test (e.g., Biology, Economics) rather than new broad field subjects. Added math.

- We also want to look at a content test option for MC-EA teachers to add world languages or ESL via a content test.
- This would address conflicts which immersion school have.

34.057 – 059 First Nation licenses: Changes requested by tribes

- Continued work with Wisconsin Native American tribes is needed to finalize this section.

Subchapter VII

None

- Pupil Services licenses and administrative licenses are PK-12

Subchapter VIII

None

Subchapter IX

Limited all supplementary licenses to individuals who hold a tier II, III, IV license (original language could have been interpreted to allow tier I licenses, too)

Subchapter X

All new proposals were removed. Language regarding current policies and procedures was clarified as appropriate.

- This most recent version is very similar to what is currently in rule.
- DPI is working with WEAC on a few final suggested changes.
- PSC Comment: Will we see the final version before it goes to the legislature?
 - DPI response: Yes
- PSC Comment: Will educators need to do anything to keep the lifetime license valid?
 - DPI Response: Yes, they need to complete a background check through the DPI every 5 years. They will also need continued/current experience in a teaching assignment.
 - The goal is to have a date listed citing when the last background check was completed in order to help educators know when then need to submit for a new background check.

Subchapter XI

34.107 License and preparation program continuation: Added statement that life licenses issued prior to July 1, 1983, would be treated in the same was as a tier III license.

34.108 Obsolete licenses: Added non-renewable library media specialist

Final Comments regarding PI 34:

- There were what we believe was a drafting error that only included public school experience as experience that would count to advance a license to the lifetime level or to keep it valid. There is currently a new bill on that will be going to the governor to be signed to include educational agencies and private school experience also.
- PSC Comment: Concerned about content guidelines that will need to be updated for all of the changes.
- PSC Comment: Can a Tier one intern, 100% oversee students in K-12?
 - WIP is the only current option for this, interns are only allowed to oversee 50% of the time.
- PSC Comment: Would it be possible to get a document that shows the track changes?

SUPPLY AND DEMAND REPORT

David DeGuire presented the group with the Supply and Demand report that had been put together by the Wisconsin Center for Education Research (WCER). He asked the group to review the document over their lunch break in order to discuss during the session after lunch.

After the group reconvened after lunch, the group went over the report. David asked the group to consider two things – “What do you see from this data?” and “What data would you like to see in order to make policy recommendations to the State Superintendent?”

- PSC Comment: Were the surveys that the PSC sent out (district survey and educator survey) included in this data collection?
 - The district survey was included, not the educator survey
 - A lot of the data was data provided by WECAN
 - PSC Comment: That is interesting, have been hearing that a lot of rural districts are not using WECAN to post for positions, but using newspapers. That would skew some of the data.
- PSC Comment: This data is showing that there is not a shortage....
- PSC Comment: For our hiring practices we need to report on highly qualified, qualified, and under qualified.
- PSC Comment: Districts that do a lot of hiring do not always have time to rate all of their applicants.
- PSC Comment: Our district receives plenty of applications, but most applicants are not qualified for the position.
- PSC Comment: Perhaps there is not a shortage, rather the shortage is for qualified teachers.
- DPI Comment: One of the analyzers is a labor market analyst, so we may need to take that into consideration.
- PSC Comment: It is shocking that this is showing that special education teachers are in high supply, not sure where that data is coming from.
- PSC Comment: At one point we had a contract with our CESA in order to hire special education positions because there were so few applicants.
- PSC Comment: Over the past few years our special education teachers have been a higher quality than our math, science, and tech teachers. It is also an easier position to fill.
- PSC Comment: Most of the teacher candidates are double majoring in regular education and special education.
- PSC Comment: Statistics are showing that people are only staying in the profession for 2-3 years.
- PSC Comment: Even for elementary education we are getting fewer applicants.
- PSC Comment: What is the difference between Figure 6 and Figure 4?
- PSC Comment: Figure 6 is applications and Figure 4 is applicants.
- PSC Comment: Table one on page 23, shows that all EPPs numbers are going down.
- PSC Comment: In terms of terms of numbers for double majors in regular education and special education, very few want to go into teaching special education.
- PSC Comment: We are also seeing an influx in early childhood.
- PSC Comment: What areas are really struggling to get new teachers? This needs to be addressed? If it is not addressed, that is when we start to see changes in policy and licensing issues.
- PSC Comment: Technical schools have a certain number of allowable candidates in certain areas, is that something that can be considered for education certification areas?

- PSC Comment: It doesn't seem that a candidate that has their heart set on early childhood would reconsider for a different developmental level or subject because they can't get into the early childhood program, rather they would reconsider teaching all together.
- PSC Comment: Another option might be to increase the pay for those harder to fill areas.
- PSC Comment: It has been this way for a while, but in order for a teacher to get a raise, they need to move to another district.
- PSC Comment: There used to be loyalty among administrators where they wouldn't go after teachers in neighboring communities.
- PSC Comment: What is the PSC's next step?
- PSC Comment: The Leadership group has begun to reexamine the Talent Development Framework (TDF) that we put together a few years ago. They started looking at strategies three, four, and five which are under goals one through four – under attracting and retaining.
- PSC Comment: We are going to start to see a gap between rural and urban.
- PSC Comment: Since Act 10, we have seen a drop in our student's test scores of 30-40 points.
- PSC Comment: Wisconsin has the greatest achievement gap in the country, this data doesn't mention diversity at all.
- PSC Comment: We need to have teachers of color to represent the students we have in our schools. What are we doing to attract teachers of color?
- PSC Comment: We also have large gaps in gender, we have no male teachers applying for positions.
- PSC Comment: We need to make an effort to match the work the Leadership Group is focusing on so that we are working together to make changes. At the last meeting they focused on :
 - Expanding Educator's Rising
 - Dual credit options
 - Flexible/affordable pathways for working adults
 - A portfolio training pathway
 - Loan forgiveness options
 - A grant from CESAs
 - Getting communities and local businesses involved
 - Adopt proactive practices to attract teachers of color
- PSC Comment: The Leadership Group mentioned an organization that was currently working on a project called the Milwaukee Education Partnership, 2+2 – which is programs for high school students to work as a mentor for one year after graduation, after that they earn \$5000 to use towards an education program at a college or university.
- DPI Comment: If diversifying the field is something that the PSC would like to focus on, we can ask the TEPDL Assistant Director, Shandowlyon Hendricks-Williams to provide a presentation on what is currently being done and where we need to go from here.
- PSC Comment: Several years ago there was a program that worked with new educators that had graduated from Historically Black Colleges and Universities (HBCU) to come teach in Wisconsin. That program is no longer running because the pay and benefits are not what they used to be.
- DPI Comment: We need to work with school districts like MPS to try to rethink or reactivate programs like this.
- PSC Comment: We need to continue to align our work with the Leadership Group.
- PSC Comment: Information had been provided to the Teacher of the Year (TOY) Council that showed what other states are doing.
- DPI Comment: We have been working with the Midwest Comprehensive Center (MWCC), we asked them to help research and gather information regarding what other states are doing for

grow your own literacy programs. They haven't been able to gather a lot of information because not many other states have a program like this.

- PSC Comment: At the UW System meeting recently we discussed how to make a more coordinated effort in our marketing plans to attract new teacher recruits.
- PSC Comment: Our campus explored options with a few advertising firms, however it was very expensive.
- PSC Comment: The most effective way to get a child interested in a career is to send them on a job shadow – teachers provide a job shadow every day, but most children see what teachers have to do and don't want to do it.
- PSC Comment: We need to provide statistics and facts in order to enact change.
- PSC Comment: That is a part of the information that we need to provide to the Leadership Group, if they are referencing our goals, then they need as much information as possible.
- PSC Comment: This needs to be a theme that teachers, administrators, school boards, etc. start discussing so that we can have one unified message.
- PSC Comment: We need to gather the information and ID where the problem is.
- PSC Comment: We need to review the educator survey in order to provide that information to the leadership group.
- PSC Comment: We need to find a way to make the profession exciting.
- PSC Comment: The loan forgiveness option needs to be reexamined, it is not very helpful to most educators the way it is currently functioning.
- PSC Comment: We also need to address why teachers of color don't want to be educators in small Wisconsin communities.
- PSC Comment: We need to focus on the people that are in small towns, if someone is from a small town they are more likely to return to their hometown for their career to be close to family.
- PSC Comment: It might be beneficial to include business leaders in these discussions as a lot of our students will become employees for various companies.
- PSC Comment: I've spoken with some business leaders in my community and they are also struggling to hire and get people who want to live in the rural communities. We should also be asking businesses what they are doing to retain.
- PSC Comment: Several areas in Wisconsin have workforce development boards, perhaps some organizations are also working with these boards regarding public education.

In conclusion the PSC has determined that they would like to next focus should be on how to attract and retain. At the next meeting they would like further information regarding the nine equity school districts that had been discussed near the beginning of the TDF project. They would also like the licensing discussion to continue as licensing rules and laws will have an impact on teacher training programs and attracting and retaining.

Motion to adjourn

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