1. WELCOME AND APPROVAL OF MINUTES. Shirley welcomed everyone to the winter meeting. Ed Wissing made a motion, Eric Hofstedt seconded, for approval of the minutes. The minutes were approved as written.

2. RESPONSE TO PEAB RECOMMENDATION FROM MAY 2014 MEETING. Francisco reported back on the PEAB’s recommendation from last year’s May meeting. A review of 2012-13 internship survey data had raised concerns over students’ preparation on the use of standard based assessments and on ensuring students’ knowledge of learning targets. The Board recommended focus groups as a way to gather additional data and inform program change. Woodring chairs and directors reviewed the
data and the PEAB’s recommendation but felt that a number of curriculum changes had already been made in 2013-14 that placed greater emphasis on these skill. To ensure a fair and expert assessment, Woodring sent 2012-13 and 2013-14 survey data to a campus researcher to review, compare and analyze. Francisco distributed his report to the Board. It showed a significant improvement in the students’ responses to the specific questions which suggested that the changes to the curriculum have been effective. As a result, the chairs and directors suggested that no additional surveys/focus groups be conducted at this time. Based on the data, it appears the curriculum changes are adequately addressing the issues. The College continues to be mindful about the use of data for program improvement. In fact, it is the topic of the next all-College meeting.

3. STATE OF THE COLLEGE. Francisco shared news from the College.
   - The College is hosting nine Chilean students again this year. They are primarily secondary education students who are visiting on a grant from the Chilean government. They are taking English and general secondary methods courses as well as some academic-specific methods courses (i.e., science, math, etc.). Karen and Francisco are also teaching a seminar on education in the U.S.
   - Woodring also hosted eleven teacher education faculty from the same Chilean university. Their major areas of inquiry were how to ensure quality candidate; how to monitor progress; and, how to use data to improve programs. They have no national or state standards so do not have common targets/standards. With such a decentralized system, the institutions must develop their own standards against which to measure their programs and candidates. It was a wonderful opportunity to share and learn from them. The Chilean student and faculty visits support the University’s goals of internationalization. Karen is working with a university group to develop a strategic plan around internationalization efforts.
   - As part of the University’s planning, each college was asked to develop a SCOT analysis. Francisco sees “Strengths” and “Challenges” as being internal and “Opportunities” and “Threats” as external. Woodring began the process with small group discussions. Notes from those discussions were summarized and sent out to all faculty and staff for review and input. Francisco distributed the summary to the Board for their review and comments. Diversity was a topic that cut across all four areas.

4. CLOSING THE LOOP REPORTS. Each department reported on their Closing the Loop reports and how they have been used to inform program change.
   - **Elementary Education – David Carroll.** From the 2013-14 Closing the Loop report, the department realized that the data from the key assessments provided only limited information for ongoing program revision and did not adequately address the developmental needs/readiness of their candidates throughout the program. As a result, they began a 15-month process to revise the overall program to re-focus the fundamental program aims and assessments to address these shortcomings. Outcomes included: development of a set of guiding principles and core practices; the design of a developmental trajectory of rubrics for tracking core practices across the program; and, development of “high-touch” and “high-tech” advising practices.
   - **Secondary Education – Bruce Larson.** Bruce provided the Board with a list of Secondary Education initiatives that resulted from data in the Closing the Loop reports, for example, earlier and targeted advisement of students, increased integration of field and coursework, extension of the practicum experience to one placement for two quarters, etc. Analysis of the edTPA scores showed lower performance in areas of instruction, assessment and academic language which led to curriculum modifications in the core of general methods classes. Data from interviews with teachers, candidates and school administrators highlighted the need to tie the service learning in the MIT program more closely with the Secondary curriculum course.
   - **Special Education – LeAnne Robinson.** Review of the data resulted in questions on how the department measures progress over time and how it systematically tracks learning and growth of its candidates. To address these questions, Special Education developed two new assessments tools to measure skills and knowledge. For skills, they developed a new practicum observation form aligned with edTPA outcomes and student teaching expectations. The form will be used after each practicum throughout the program and will show growth measured over time on the same skills. Vocabulary is being used to measure content knowledge throughout the program. A
list of key vocabulary from each course was compiled. Candidates will be tested each quarter on a random selection of words from the list as a way of measuring candidates’ content knowledge over time.

5. FEDERAL REGULATIONS. Francisco shared information on new proposed federal regulations that would affect teacher education programs. There has been a national narrative around teacher education and the desire to make it more accountable. The new regulations would have states rank each teacher education program (each program, not overall college) on a four point scale. If a program received lower than a 2 on any categories, they would have a chance to improve. But, if there was no improvement, the program would be closed. These rankings could also have an impact on federal funding, e.g., WWU receives federal funding for TEACH grants for students willing to teach in high need areas. The time for public comment on the proposed regulations has passed but a number of Woodring faculty responded. Francisco will keep the PEAB updated.

6. STUDENT REPORT. Elizabeth joined the meeting to report on SWEA activities. They have had two meetings so far this quarter. The first was an advising night for students who are not yet accepted to Woodring to help them learn more about Woodring, scholarships, etc. Francisco and some of the Chilean students attended the second meeting to discuss education in Chile and what they’re learning at WWU. There are two more meetings this quarter. At one, they will be making valentine cookies for Woodring staff as a thank you. Steve Clark will attend the second meeting to share insights on education in China from his recent visit there. SWEA continues to work on increasing attendance and will be reaching out to professors to announce upcoming meetings in their classes. SWEA will also continue some of their annual activities such as Relay for Life.

7. CAEP. Francisco reported back on the College’s decision about joining CAEP. Woodring is currently nationally accredited through NCATE, which has now merged with CAEP. The College has been discussing whether to join CAEP and continue to pursue national accreditation. Woodring is the only public university in the state with national accreditation. State program approval is required but national accreditation is not. It’s been a long discussion that culminated in an all-College vote. While not unanimous, the majority were in favor of joining CAEP. Technology and diversity are two themes that cross the five CAEP standards. Standard 2 speaks to partnerships and practice. Woodring has strong partnerships with school districts but will be looking for ways to strengthen and expand those partnerships.

8. STANDARD 2. Francisco distributed Standard 2 criteria and reminded the Board that they are reviewing Woodring’s progress in meeting this standard and will be making a formal recommendation relative to the standard and data reviewed at this year’s meetings. The Board asked for an update on placement rates at the spring meeting. Dana will add links to examples of evidence for each of the Standard 2 criteria on the matrix and send it out prior to the spring meeting.

9. RECRUITMENT VIDEO. The Board viewed Woodring’s new recruitment video, made by Sarah Jerns a staff member in Woodring’s student services.

10. edTPA SUMMARY DATA. Jennifer reminded the Board about the edTPA which was developed by SCALE at Stanford and became consequential in January 2014. Students submit 3-5 lessons and are evaluated on planning, instruction, assessment, student voice and academic language. There are 75 points possible and a score of 35 or more is passing. If students don’t pass, they can resubmit. Scores are sent to the student and Western at the same time. Students receive information on the edTPA as soon as they enter the program and are provided support throughout the program. At a previous meeting, the Board saw examples of student edTPA work.

Kimberly distributed edTPA data including the number of students passing on initial submission, second submission, etc. and data by test subject showing average WWU score, average WA state score, average rubric score, and scores per rubric category. While the edTPA is another source of data for measuring how candidates are performing over time, it is important to remember that it doesn’t measure...
everything required to be a good teacher. Other experiences and dimensions are important as well. Internships need to maintain a balance and not focus exclusively on the edTPA.

11. **RECOMMENDATIONS AND SURVEY.** The Board had no formal recommendations.

*Survey Results:* 12 very satisfied

*Observations:*
- Thank you for the SCOT analysis…wondering how it will be reflected in the new CAEP standards.
- One benefit is we are all much better communicators about Western since we are on the Board.
- Thank you for the quality of the discussion. I was happy to hear that advising students has more of a focus.
- Closing the loop theme related data is sensible, concise, appropriate.
- edTPA info very informative. Would like to see examples of WWU students’ work with student voice rubric…very timely for those of us on TPEP evaluation system currently. Like the changes happening in “high touch” advising. More contact earlier will certainly be helpful (and with cohort model as well).
- I would love to see the teacher program (classes) in action, as we have in the past. The edTPA presentation was informative…WOW!
- Could we have an update on the Mt. Vernon CSIS grant? We heard about it previously but haven’t heard how it is going. I remember a component of it on home visits and interaction with parents. It would be interesting to hear about their experiences.
- Great presentations … thanks to the WWU faculty!
- Especially interested in district and university partnerships and that more be done on a systemic level to get candidates into local classes sooner and more frequently in their Woodring experience.