MINUTES
WOODRING COLLEGE OF EDUCATION

Professional Education Advisory Board For Teacher Education
Thursday, October 17, 2013

Attending:
Shirley Potter   Bellingham School District – WEA
David Anderson  Mt. Vernon School District - WASA
Judy Caudle   Everett School District – WEA
Camille Diaz-Hackler WA State School Directors Association (WSSDA)
Janell Doggett  Sedro Woolley School District – WEA
Marji Hendricks Lyden School District – WEA
Eric Hofstedt Bellingham School District – WEA
Jay Jordan  Association of Washington School Principals (AWSP)
Keith Lindsey Baker View Christian School – WFIS
Lindsay Mead  Everett School District - WEA
Chris Owings Washington School Counselor Association (WSCA)
James Walsh  Bellingham School District – WEA
Ed Wissing Everett School District - WEA

WWU Faculty & Administrators
Karen Dade     Associate Dean
Larry Antil   Assistant Dean for Outreach Programs
Patty Bourne Faculty, Music, College of Fine & Performing Arts
Don Burgess  Faculty, Secondary Education
Kimberly Markworth Faculty, Math Department, College of Sciences and Technology
LeaAnn Martin Faculty, PEHR, College of Humanities & Social Sciences
Kimberly McDaniel Assessment & Evaluation
Jenny Parker  Faculty, Special Education

WWU Students
Elizabeth Colescott Student Washington Education Association (SWEA)
Logan Birgenheier Student Washington Education Association (SWEA)

Regrets:  Mary Lynch, Shirley Pritchard, Francisco Rios, Dana Edward, Karen Hoelscher,
Jennifer McCleery

Guests:  Sondra Cubin, Veronica Velez, Curtis Acosta, Kristen French, Linda King, David Carroll,
Kelci Clare, Amy Colburn, Jeanine McGuire,

1. WELCOME.  Shirley Potter welcomed everyone to the first PEAB of the school year and introduced
new board members – Lindsay Mead, Evergreen Middle School, Everett School District; Ed Wissing,
Sehome High School, Bellingham School District; and, Don Burgess, Associate Professor, Woodring
Department of Secondary Education.  Introductions were made around the table.

2. INTRODUCTION OF NEW FACULTY.  Woodring welcomed five new faculty members this year.  Two
of the five were able to join the PEAB meeting to be introduced - Sondra Cubin, Professor and Director,
Continuing and College Education; and Veronica Velez, Assistant Professor, Social Justice in Education
program.  Each provided a brief description of her background and current interests. The other three new
faculty will be invited to the winter PEAB meeting.
3. **PEAB BUSINESS**
   - The minutes of the May 23, 2013 were approved as written.
   - Meeting dates were chosen for the winter meeting – **January 29, 2014** – and the spring meeting – **May 22, 2014**.

4. **SPECIAL GUEST: CURTIS ACOSTA.** Kristen French, Associate Professor and Director of the Center for Education, Equity and Diversity, introduced Curtis Acosta. Mr. Acosta taught for nearly 20 years in Tucson, where he developed and taught Chican@/Latin@ literature classes for a renowned Mexican American Studies program. An award winning educator, he has been featured in a documentary, *Precious Knowledge*, and profiled in various media outlets. He was recently named one of the top 10 Latinos to Watch in the United States by the Huffington Post. Mr. Acosta is the founder of the Acosta Latino Learning Partnership, an educational consulting firm committed to helping educators create dynamic learning environments, pedagogies and curricula that will inspire every student to thrive. He is also the founding member of the newly establish Xican@ Institute for Teaching and Organizing (XITO), sponsored through Prescott College. XITO strives to support the Xican@/Latin@ community through teacher preparation, social justice pedagogy, and community organizing.

Mr. Acosta shared his experiences in Tucson, developing and teaching in the Mexican American Studies program, and then challenging the Arizona laws that banned the program from the schools. He discussed the need to re-humanize schools and classrooms; to engage and empower youth; to create safe spaces for students and teachers; to innovate; to listen and respect one another; and, to provide models of resiliency, hope and love.

5. **STATE OF THE COLLEGE.** Karen Dade, Woodring’s Associate Dean, shared some of Woodring’s current initiatives and activities…
   - **International** - The College has been increasing its focus on international initiatives. Francisco, Jennifer McCleery and Maria Timmons Flores are currently in Chile developing an exchange program for faculty and staff with the Catholic University of Valparasio. They will also be visiting other universities in Chile to investigate possible partnerships.

   Francisco was a member of a WWU delegation that visited Korea and Japan last summer. Kyungpook National University (KNU), one of the Korean universities they visited, is very interested in collaborating with WWU. They have received a large national grant to create a “global teachers’ university”. Two KNU delegates are visiting campus this week and, in March, Woodring will be sending faculty/staff to Korea to investigate the possibility of creating a dual degree/certification program between KNU and WWU.

   - **Alternative Route Program** – A diverse cohort of sixteen students began the Alternate Route Program this fall. The program is for teaching aids/paraprofessionals with AA degrees who are currently working in schools. It is designed to allow students to continue to work while taking courses evenings and weekends.

   - **Future Woodring Scholars** – The College continues to work with students from underrepresented groups to encourage and introduce them to possible careers in education. Woodring has been involved in developing FIGs (First-Year Interest Groups). FIGs are a cluster for three courses, two GURs linked to a two-credit seminar. FIGs provide a “learning community” for the students to support and connect them with peer advisors, faculty and fellow students.

   - **Collaborative Schools grant** – Woodring received continued funding from the state for the Collaborative Schools grant which connects a higher education institution with a K-12 school in an effort to promote student achievement through family, community and school partnerships. Woodring is working with Washington Elementary in Mt. Vernon. The research team is presenting this week at a National Network for Education and Renewal conference on results from their family home visits and their efforts to develop parent leaders and engage families in the schools.
• **Bellingham Partnership** – Woodring is continuing its work with Bellingham School District and community partners to strengthen and ensure equity across schools. An action work plan has been developed and “listening” sessions have been conducted with teachers and parents from Alderwood Elementary School, one of the BSD schools with fewer resources. Additional enrichments programs was one of the needs identified from the sessions.

6. **INTERNATIONAL INTERNSHIP REPORT.** In response to a request from the PEAB at its May meeting, Kimberly compared placements rates for students who completed international internships versus US internships. International internships increased by 8% in 2011-12. However, only Secondary and Elementary students participate in international internships. Special Education internships cannot be done overseas.

<table>
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<tr>
<th>Internships</th>
<th>International</th>
<th>US</th>
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<tbody>
<tr>
<td>2003-2008</td>
<td>48%</td>
<td>54%</td>
</tr>
<tr>
<td>2009-2012</td>
<td>30%</td>
<td>39%</td>
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Overall, 2009-2012 experienced a dip in graduates who received contracted jobs. Secondary Ed and Elementary Ed also had more difficult job markets than Special Ed. Because the “N” is small, it’s difficult to draw many conclusions. Also, on the placement survey sent to graduates, “international teaching” is not listed as an option.

7. **REVIEW OF STANDARD 5: KNOWLEDGE AND SKILLS.** Each year, the PEAB reviews one state standard. This year, the PEAB will review Standard 5: Knowledge and Skills. Karen described the process and the criteria to be used for this year’s review. A matrix and description listing all the criteria were included in the meeting packets. The PEAB was asked to choose 2-3 criteria on which to focus the review. Five criteria were identified from which 2-3 will be chosen for more in-depth review.

- Integrating subjects across content areas.
- Using a variety of assessments to monitor and improve instruction.
- Ensuring all students articulate learning targets and monitor own progress.
- Preparing responsible citizens for a diverse society.
- Utilizing feedback and reflection to improve teaching practice.

8. **ENDORSEMENT REVIEW.** Karen reviewed endorsement program materials in the packet – the endorsement review timeline and the reapproval form to be used. Six endorsements are due for reapproval by the PESB and will come before PEAB prior to being submitted to PESB. Endorsements in English Language Arts, Reading and Mathematics will be reviewed at the winter PEAB meeting. The Early Childhood Education, Elementary Education, and Middle Level Humanities endorsements will be reviewed at the spring PEAB meeting.

9. **STUDENT REPORT.** Elizabeth Colescott and Logan Birgenheier reported on SWEA activities. SWEA has a great team of new officers this year and is making some changes in an effort to increase participation. Last year, they lost members by the end of the year. Instead of meeting weekly, they will meet on the first and third Wednesdays of the month and will focus meetings on speakers and special topics. On October 2, they held a pizza party and had speakers share their experiences from student teaching. At the next meeting, they will share tips on how to apply and be accepted to Woodring. SWEA will continue with its annual events – Read Across America, Relay for Life, and other community activities. In November, Elizabeth and Logan will be attending a National Education Association Student Connections Conference in Las Vegas.

10. **STUDENT PRESENTATIONS OF edTPA.** Linda King and David Carroll provided an update on the edTPA. The edTPA is a formal, summative assessment that will be required of all candidates in Washington teacher preparation programs. It demonstrates candidates’ readiness to teach and their ability to analyze their teaching and their students’ learning. It helps to identify both strengths and areas needing development and is a starting point for candidates to building their own “practice” as teachers.
Since fall 2011, David has been teaching a course to support students in their edTPAs. Elementary Education students have a one year internship and begin the edTPA during the second quarter. David has found a spirit of generosity and inquiry among the students. They readily share their experiences and exemplars with each other. The edTPA is still in testing but is expected to become “consequential” this winter. In the meantime, our students have been scoring well.

Four students – Kelci Clare (Elementary), Jeanine McGuire (Elementary), Amy Colburn (Secondary) Julie Creager (Secondary) – shared their experience and reflections on the edTPA. All agreed that it had been beneficial, helping them better understand “student voice”; making them justify what they were doing in class (i.e. what’s important and why, what are learning outcomes, etc.); and, providing them with something to reflect on when moving into their own teaching.

11. RECOMMENDATIONS AND SURVEY. The PEAB was asked for any formal recommendations and to complete the survey. The meeting was adjourned.

SURVEY RESULTS:

10___ Very Satisfied (5)

1___ Somewhat Satisfied (4)

OBSERVATIONS:

Follow up on changes to the survey to include an international teaching option.