Professional Education Advisory Board For Teacher Education  
Wednesday, January 28, 2014

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
Marj Hendricks  Lynden School District – WEA
Eric Hofstedt  Bellingham School District – WEA
Jay Jordan  Association of Washington School Principals (AWSP)
Keith Lindsey  Baker View Christian School – WFIS
Mary Lynch  Sedro-Woolley School District – WEA
Lindsay Mead  Everett School District - WEA
Chris Owings  Washington School Counselor Association (WSCA)
Shirley Pritchard  Bellingham School District - WEA
Ed Wissing  Everett School District - WEA

WWU Faculty & Administrators
Francisco Rios  Dean
Patty Bourne  Faculty, Music, College of Fine & Performing Arts
Karen Dade  Associate Dean
Dana Edward  Director, Certification and Accreditation
Karen Hoelscher  Faculty, Elementary Education
LeaAnn Martin  Faculty, PEHR, College of Humanities & Social Sciences
Jennifer McCleery  Director, Teacher Education Admissions and Field Experiences
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:  James Walsh, Larry Antil, Don Burgess, Kimberly Markworth
Guests:  Gail Coulter, Bruce Larson, Matt Miller, Marsha Riddle Buly

1. WELCOME AND PEAB BUSINESS.  Shirley Potter welcomed everyone to the meeting and introductions were made around the table. The minutes from the October 17, 2013 meeting were approved as written.

Last year, PESB instituted a new reporting structure for the PEAB annual reports. After reviewing and “scoring” the 2012-13 annual reports, PESB provided a report on the new process, the rubric used to evaluate the annual reports, and recommendations for improvements. Francisco reported on the feedback Woodring received from PESB on its 2012-13 report. The major suggestion for improvement was the need for more formal recommendations. PESB considered the recommendations listed in the 2012-13 report as “requests for information” versus specific recommendations based on actionable data.
In order to improve its reporting and to meet PESB expectations, the PEAB will need to include at least one formal recommendation (voted on and documented in the minutes) in its annual reports. The recommendation must be based on actionable data and related to one of the standards. The College is required to respond to the recommendation within six months. This may require that meetings are structured to include more actionable data and that the Board is clear about what it asks of the College, i.e., is it just information or is it a formal recommendation that requires a vote.

One of the requests from last year’s meeting was to provide information on whether the College is realigning its resources to meet workforce needs. While it's somewhat difficult to answer because of differing views and the difficulty the state has in determining the actual workforce needs, Francisco reported on some of the College's initiatives to respond to needs in math/science, bilingual education, early childhood education, and the diversification of the teaching profession as a whole.

- Reducing the number of students accepted into the Elementary Ed program.
- Working with SMATE to submit grants/decision packages to increase the number of math/science teachers. Woodring/SMATE received a federal grant.
- Hiring of a faculty member in English Language and Literacy to support a new Language and Literacy major and to increase the number of students pursuing an ELL endorsement.
- Restructuring the Early Childhood Program to increase the number of students in the program and to offer more options (e.g. joint Elementary Ed/Early Childhood program). The program has experienced a 50% increase over last year.
- Committing to a permanent, full-time Recruitment and Retention Specialist position for the College to recruit and support diverse and underrepresented students in education programs.
- Joining with Skagit Valley College, Burlington and Mt Vernon school districts to create pathway programs for diverse students into the teaching profession and to hire/fund a Recruitment & Retention Specialist/Advisor for Skagit Valley College.

2. STUDENT REPORT. Elizabeth shared some of SWEA activities with the Board. Twelve students attended SWEA’s first meeting of the quarter. They continue to recruit students to SWEA and to provide opportunities for students to hear from speakers on topics such as volunteer and job opportunities, scholarships, etc. Francisco will be speaking to the group next week. They are hoping to have the WEA President come to speak at one of their meetings. SWEA’s current focus is to recruit volunteers to participate in Read Across America.

3. STATE OF THE COLLEGE. Francisco reported on some of the College’s recent activities...

- **Revised Mission/Vision** – The College has been going through a process to review and revise its mission and vision. The current one was created ten years ago and the College has changed in some important ways. The review began with a conversation with faculty and staff at an all-College meeting and with a College-wide survey. The Woodring Advisory Council considered input from the discussion and survey and made some minor revisions ("tweaked" version). A ballot has been sent to faculty and staff asking them to vote for the current statements as is, or the "tweaked" versions, or for a major overhaul of both which would require a workgroup and a more extensive process. The mission and vision is important because it reflects how the College identifies itself, guides how we do our work, and informs the College's conceptual framework.

- **National Accreditation** – Last year, the College successfully underwent its accreditation review by the National Council for Accreditation of Teacher Education (NCATE) as well as its program review by the State. While state program approval is required, universities can choose whether to seek national accreditation. NCATE recently merged with the Council for the Accreditation of Educator Preparation (CAEP) which has resulted in some new national standards. Woodring is currently considering whether to “join” CAEP and continue to be nationally accredited. The College has some concerns about aspects of the new standards. For example, CAEP wants to increase the academic rigor of those going into teacher education which may limit the pool and diversity of teacher education candidates. Often those who may have struggled in school themselves are the most successful teachers.
- **International Placements** – In response to a question from the Board on international placements, Francisco asked Jennifer to provide a report. She distributed a map showing the number of placements to date in various countries: Mexico/Central America – 37; South America – 31; Europe – 89; Middle East/Baltic/India – 6; Africa – 22; Asia/SE Asia – 4; Australia/New Zealand – 29. Placements are usually for 11 weeks as visas are for 90 days and it’s too expensive to extend the time.

4. **PROGRAM LEVEL ASSESSMENTS.** Bruce Larson, Chair of Secondary Education; Gail Coulter, Chair of Special Education; and, Matt Miller, Associate Professor in Elementary Education, joined the meeting to present on one of their department program level assessments and to highlight how the assessment aligns with the following Standard 5 criteria:
   - Using a variety of assessments to monitor and improve instruction.
   - Ensuring all students articulate learning targets and monitor own progress.
   - Utilizing feedback and reflection to improve teaching practices.

At the fall meeting, the Board selected these criteria as the ones on which to focus their review of Standard 5: Knowledge and Skills. Francisco asked Board members to reflect on these criteria during the presentations and to jot down any notes on areas that need strengthening, things that were missing, “red flags,” etc. for future discussion.

5. **SPECIAL GUEST: MILTON CHEN.** Milton Chen is the former executive director of The George Lucas Educational Foundation and an award-winning Developer and Researcher on Sesame Street. He joined the PEAB to discuss some of his work with the Foundation, concepts from his book “Education Nation,” and his vision for transforming education. He stressed the importance of partnerships to create change, and the need for innovation, flexibility and new technologies in education; for the recognition that education is an investment not a cost; and for the articulation of how common core can align with new assessment tools. While new technologies and innovation are needed, the teacher is still the most important, providing feedback, positive reinforcement, and the “emotional/social” side of learning.

6. **ENDORSEMENT REVIEW.** Dana presented on three of the six endorsements to be reviewed by PEAB this year – Reading, English Language Arts, and Mathematics. For the discussion, she provided the Board with copies of the reapproval forms as well as comparisons of the language (new, deleted, identical) in the 2007 and 2013 endorsement competencies with alignment to the common core standards. Marsha Riddle Buly joined to meeting to discuss the Reading endorsement changes. The other three endorsements – Early Childhood Education, Elementary Education, Middle Level Humanities – were to be reviewed by PEAB at its spring meeting. However, the state changed the due date for the endorsement reapprovals to May 1 so they will need to be submitted before the spring PEAB meeting on May 22. It was decided that a subcommittee of the Board will meet in April to review the final three endorsements and will report back to the full Board at the spring meeting. Shirley Potter, Keith Lindsey, Ed Wissing, Shirley Prichard, and Jay Jordan volunteered to serve on the subcommittee.

7. **SURVEY AND OBSERVATIONS/QUESTIONS.** The PEAB was asked for any formal recommendations resulting from the meeting and to complete the survey.

**SURVEY RESULTS:**

13. Very Satisfied (5)

**OBSERVATIONS:**

- Great meetings; great information; wonderful staff at WWU.
- All the presentations were wonderfully enlightening! I especially enjoyed Milton sharing his thought with us. Thanks!
- Actionable data was provided but not clear what action will be done or if it is ever needed.
- Great discussion on Standard 5 evidence and the program renewals. As always, WWU sets the stand for excellence here in Woodring. Thank you!
• Mr. Chen’s chapter 5 mentioned visitation with parents. Last year, I remember hearing about a grant through Woodring that was in Washington Elementary School in Mt. Vernon. Part of their emphasis was on visiting with parents. Could we have an update on how that grant is going?
• Great guest speaker – thought provoking!
• Great meeting! Would like future meetings to not be so near the beginning of a new semester.
• I always appreciate the conversation. Thanks for bringing Milton Chen in.
• I was very impressed with what Woodring is doing to improve its programs and offerings. I also love the section in the endorsement reapproval forms on counseling candidates who do not seem like they’ll be successful.
• Great speakers today… inspired me to go back to the classroom and work with my PLC and principal. Dean Rios is awesome!
• Good focus – always appreciate guest speakers and discussion