1. Introductions

2. Review/Approval of Minutes from February 1, 2013

3. TEAC Meeting Schedule and Goal Setting for 2013-14

Marc Geisler: TEAC supports a unique relationship between Colleges and with departments. It is, and could be even more so, a model of collaboration; a way to break through silos. We conducted a survey in College of Humanities and Social Sciences. I will send you the results, but in short we heard from our faculty that they want to be more involved in the process “beginning to end.” Perhaps attending a conference on Common Core as well as planning for new initiatives and collaborative discussion regarding program innovations and improvements.

LeaAnn Martin: We need to mesh our efforts so that no one college gets ahead of the other.
David Carroll: An example of this is the linkage between English Language Learners and the English department course offerings that was eliminated without consultation with the English department. This concern was raised by Bruce Gobel, we met and made adjustments to “fix” the issue. We found a way to coordinate around commonalities.

Bruce Gobel: Commonalities in the coursework. This example highlights the opportunities that might exist to identify commonalities within other courses.

Bruce Larson: The Social Studies methods course overlaps with Humanities but is offered via different colleges. There might be changes we could make regarding sequencing and cross-teaching of courses.

Karen Dade: Part of what TEAC members can do is continue to collect ideas for collaboration and proactively respond to changes and mandates. Discussions that start here can begin the collaborative process that leads to change.

Per group consensus: TEAC’s next meeting needs to be scheduled for mid-January 2014, mid-week, in the afternoon.

4. Professional Educator Standards Board (PESB) Re-approval of Endorsement Programs: Process and Timeline (Dana Edward)

Woodring is actively engaged in the current PESB endorsement review and re-approval process. Group effort is required as there is a cross-over of departments and colleges that support these endorsements. Dana has communicated with lead faculty in endorsement areas where PESB has already approved new endorsement competencies. She will continue to communicate with faculty as new endorsement competencies are approved. (Powerpoint slides outlining the timelines and process attached)

Some endorsement tests (WEST-E) will also change, where it was found that the NES Standardized tests aligned to the CCSS or where the Washington endorsement competencies were determined to already be closely aligned with the NES tests. The NES Standardized tests will be less expensive for our students: $130 vs. $155. Dana will collect information on testing content for a future presentation.

The new 2013-2019 endorsement competencies reflect a variety of drivers such as: Common Core State Standards (CCSS); Science, Technology Education and Math (STEM), etc. WWU curricular changes, as needed, will have to be initiated to correspond with the WWU curricular approval processes. Reviews of the new competencies should be done as soon as PESB approval is granted so that the department, content area, college, PEAB, etc. have time to act.

The WWU Endorsement Program Reapproval Timeline for 2013-2014 was distributed at the meeting. The person responsible for the endorsement area will collect and coordinate input responding to applicable questions on the state’s Endorsement Reapproval Form from other stakeholders. English Language Arts, Mathematics, and Reading endorsement competencies
are final, as are the content domains of English Language Arts, Mathematics, and the Arts within Elementary Education and Early Childhood Education endorsements. It is difficult to predict timeline issues where the new competencies have not yet been finalized. For instance, outstanding Early Childhood and Elementary Education competencies will be available for review in draft form by November or December but not final until late January. All endorsements scheduled for reapproval in 2013-2014 will be reviewed by the WWU Teacher Professional Education Advisor Board before submittal to the PESB in May 2014.

Dana will provide examples of responses from the last review as needed. Two new items regarding test content remediation must be addressed: students who don’t pass the WEST-E and students who don’t pass the edTPA. The dispositions of a student’s situation such as identification of a ‘student of concern,’ low GPA, etc. are in the purview of their Woodring program but we can collaborate regarding how and when these items are identified and who is notified.

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5. Summary of 2013-13 PESB actions that impact teacher education programs (Dana Edward)

*Handout: 2012-13 Summary of PESB Actions Impacting WWU Teacher Preparation Programs*

Dana led a discussion of PESB actions that were adopted per her handout. Woodring is currently working on incorporating information into our programs that deal with the new Teacher/Principal Evaluation Project (TPEP). The edTPA (internship based teacher performance assessment) will be consequential in January. She will continue to inform TEAC of upcoming items of interest in order to allow members to provide input.

6. Items from Commission Members

Kimberly McDaniel shared a summary of WEST-E results from 2012-13 program completers reflecting the passing rates and score ranges by program and test. (*Document Attached*)

Karen Dade invited the membership to add items to upcoming meetings that the member feels is pertinent to the charge of the commission.

7. Meeting adjourned 4:22 p.m.

Attachments:

- Reapproval of WWU Endorsement Programs PowerPoint
- 2012-13 Summary of PESB Actions Impacting WWU Teacher Preparation Programs
- WESTESum2012-2013Ngreater than4.pdf