WESTERN WASHINGTON UNIVERSITY
Teacher Education and Academic Departments Commission

Meeting Minutes
February 18, 2011
Miller Hall 105 - 3:00 p.m.

Present:
Sheila Fox Woodring College of Education, Interim Associate Dean
Joanne Carney Department of Elementary Education
Dana Edward Certification and Accreditation
Ray Wolpow Department of Secondary Education
Kimberly McDaniel Assessment and Evaluation
Deb Currier Department of Theatre Arts
Deborah Donovan Department of Biology
Bruce Goebel Department of English
Gaye Green Department of Art
Shaw Gynan Department of Modern & Classical Language
LeaAnn Martin Associate Dean, College of Humanities and Social Sciences; Department of Physical Education, Health and Recreation
Jessica Cohen Department of Mathematics

Regrets:
Chuck Lambert Department of Special Education
Timothy Fitzpatrick Department of Music
Kathleen Kennedy Department of History
Kathleen Kitto Associate Dean, College of Science and Technology
George Nelson Science, Mathematics and Technology Education

Minutes:  Susan Cahill

1. **Introductions**

2. **Review of Minutes, Meeting of November 5, 2010:** Minutes approved; all in favor with one abstention.

3. **Introduction to the Washington Pre-Service Teacher Performance Assessment (TPA):** Sheila Fox presented information on the new Teacher Performance Assessment (TPA) that is to be required by WA State this coming fall. The TPA is compiled and sent for scoring during a student’s internship. WA is in the process of developing handbooks. The TPA was developed at Stanford University. A consortium of western states, including Washington, are working on the test parameters.

The state is moving to this method of teacher candidate assessment to get a reliable and valid state-wide measurement of new teacher preparation. The assessment is based on the candidate’s ability to plan, engage, instruct and assess the effectiveness of their teaching. The TPA is designed to test subject knowledge, pedagogy, the candidates ability to understand student and classroom dynamics, involve the students in the learning process and reflect on the teaching outcomes.
TPA evidence will include written reports on the context for learning, planning, assessment and reflection. The TPA will be subject specific and will measure the candidate’s knowledge of content, special vocabulary, etc. The candidate will have to provide examples of ‘student voice’. The K-12 student should be able to articulate what the learning target is, how close or far they are from that target and what resources are available or necessary to reach the target. ‘Student voice’ in this context is reflective of ‘how to be a learner’.

A video of the teacher candidate teaching to the class will be required and used to gauge instruction and student engagement. Concerns were raised regarding the permission necessary to film in a K-12 classroom and the mechanics of needing to have a video camera and knowing how to use one. It was noted that it will be necessary to research where video cameras are available and to train candidates to prepare videos. Deb Currier mentioned that there is a Theatre Arts video production class. University students in this class may be able to pair up with a Woodring student as a project in the class. Or it could be useful to Woodring students to take the class. Also Physical Education Department (PEHR) has video cameras available and will do training, as long as the use doesn’t hinder PEHR students.

The TPA will be scored by a test vendor, who has yet to be chosen. The score will reflect the candidate’s ability to plan, engage, and assess students. Since the scoring is not done “in-house” there will be a testing company involved and it will cost. The test vendor will need to train scorers. Scorers will be from the education community but can’t be the teacher candidate’s University Intern Coordinator or Affiliated Teacher Faculty. It is estimated that it will take about three hours to score one candidate’s materials.

Tour of the Professional Educator Standards Board data site: Kimberly McDaniel provided a handout and displayed the WEST-E testing information available for review on the Professional Educator Standards Board (PESB) data site. (http://data.pesb.wa.gov/) There is data available here on each of the WEST-E tests including pass rates, sub-area means, objectives, domains, and examples. Also available at this site is fiscal information by district, state-wide hiring trends, K12 Student Assessment data, etc.

The PESB is planning on adding data on WEST-E test results by institution in a month or so. Susan Cahill in Woodring’s Teacher Certification Office has compiled data and will send a graph comparing the performance of WWU students to the state averages next week.

4. State Program Review / NCATE Accreditation Timeline: PEAB is scheduled to review endorsement information at their April meeting. No later than April 1st Dana Edward needs a current methods course syllabi, copy of a key assessment from the course, and the assessment rubric. In your departments hold on to some work products for review reflecting different proficiency levels.
5. **Next Meeting Date / Friday, 3:00 pm: May 13, 2011**

6. **Items from Commission Members:** Shaw Gynan is interested in the American Council on the Teaching of Foreign Language (ACTFL) testing. He was concerned with students who completed their coursework but were having difficulty passing the tests on the first try. He discussed identifying a gateway course that could be repeated if the student wasn’t at a high enough level in their language acquisition. WA state data seems to indicate that students statewide are challenged by the required scoring level.

7. **Adjournment:** 4:15 p.m.
Navigating the Professional Educator Standards Board DATA Website: WEST E

The homepage: http://www.pesb.wa.gov/

On the homepage select Data and Research; PESB Data Site:

![Professional Educator Standards Board Washington](image)

On the Data page select Teacher Assessments (may soon be named Candidate Assessments)
Explore the Overall Mean Score of WEST E Exams taken in 2009-2010

On the Teacher Assessment page, select WEST E All Results

Teacher Assessments

- WEST B
  - Number Passed and Admitted
  - Number Taking the Test
  - Pass Rates by Subtest and Ethnicity

- WEST E
  - All Results
  - By Program Completion Status
  - By Race/Ethnicity
  - Subarea Means

This chart shows the number of point above and below passing of the mean score for any one exam. EXAMPLE: the mean score on the Mathematics exam is 5 points above passing.
Explore the Subarea Scores of WEST E Exams taken in 2009-2010

On the Teacher Assessment page, select WEST E Subarea Means. There are three charts on this page.

Teacher Assessments

- WEST B
  Number Passed and Admitted
  Number Taking the Test
  Pass Rates by Subtest and Ethnicity

- WEST E
  All Results
  By Program Completion Status
  By Race/Ethnicity
  Subarea Means

SUBAREA CHART 1: Display a single WEST E exam taken in 2009-2010

Chart 1 displays one WEST E exam at a time. This example shows the subarea scores of the Middle Level Science exam:

- Note that the difference between Subarea 1 and Subarea 2 on the 4 point scale is not necessarily significant.
- Use this to select the Subarea displays you would like to stand out above the others.
- Unique colors
- Subarea 1 of the Middle Level Science exam presented the most challenge to students statewide in 09-10.
  The average score in Subarea 1 is lower than that of the other Subareas.

The charts on this page includes all subareas that had at least 10 individuals completing the assessment.
SUBAREA CHART 2: Display all subarea scores of WEST E exams taken in 2009-2010

Scroll down to chart 2 to view the subarea means of all subject exams:

This chart shows the relationship of subarea mean scores to the overall mean test scores.
SUBAREA CHART 3: Explore the Subarea Content of WEST E Exams

To view the content of the subareas, use the selection Investigate the Subareas of the WEST E that appears just below chart 2:

This chart shows the relationship of a subarea mean scores to the overall mean test scores.

- Investigate the Subareas of the WEST-E
- Investigate the WEST-E Objectives with Examples
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<thead>
<tr>
<th>W EST E Domains and Examples</th>
<th>Objectives and Examples</th>
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<tbody>
<tr>
<td><strong>Subarea Name</strong></td>
<td><strong>Objective</strong></td>
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<td><strong>Biology</strong></td>
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<td><strong>W EST E exam name</strong></td>
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Questions:
Kimberly McDaniel
Kimberly.mcdaniel@wwu.edu
650-2822
<table>
<thead>
<tr>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
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<tbody>
<tr>
<td>PEAB begins State Standard III review</td>
<td>Complete review of Closing the Loop reports from Teacher Ed. Departments and summarize evidence of analysis and action resulting from reflection on data</td>
<td>Receive key assessment rubrics from academic departments</td>
<td>PEAB completes second round of endorsement reviews</td>
<td>Complete a summary of WCE budget / fiscal support</td>
<td>Begin writing the Institutional Report (due in October) and posting exhibits on the website.</td>
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<td>PEAB begins review of academic endorsements</td>
<td>Begin syllabi review to verify 2007 State Standard V Knowledge and Skills are appropriately referenced.</td>
<td>Complete Assessment Plans</td>
<td>Preparation of exhibit describing the Intern Development and Evaluation System</td>
<td>Complete the facilities and classroom inventory</td>
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<td>Meet with Teacher Education Academic Depts. (TEAC) and assign an April 1st due date for return of rubrics for key assessments</td>
<td>Collect MOU agreements with partnership schools</td>
<td>Summarize PEAB input re. State Standard III</td>
<td>Creation of a Google map reflecting diversity of candidate placements</td>
<td>Complete/organize photos of new building features including centers, computer labs, and library</td>
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<td>Establish developmental websites for exhibit documents</td>
<td>Create motion chart displaying changes in diversity of applicants and admissions</td>
<td>Written description of workforce needs</td>
<td>Completion of faculty vita summary and matrix of faculty activity</td>
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<td>Post course syllabi on website</td>
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<td>Summary of faculty involvement in the Center for Educational Equity and Diversity</td>
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<td>Prepare Excel spreadsheet reflecting diversity found in internship placement schools</td>
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