Professional Education Advisory Board for Teacher Education
MINUTES
October 20, 2016

Attending:
Shirley Potter   Bellingham 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
Keith Lindsey Nooksack Tribe
Mary Lynch Sedro-Woolley School District – WEA
Lindsay Mead Everett School District – WEA
Ann-Neal Levi Whatcom Hills Waldorf School – WFIS
Chris Owings Washington School Counselor Association (WSCA)
Shirley Pritchard Bellingham School District – WEA
Steve Ruthford Bellingham School District - AWSP
James Walsh Bellingham School District – WEA
Ed Wissing Bellingham School District – WEA
Kris Wollan Mt. Vernon School District - WASA

WWU Faculty & Administrators
Francisco Rios  Dean
Larry Antil Assistant Dean for Outreach Programs
Patty Bourne Faculty, Music, College of Fine & Performing Arts
<Vacant> Faculty, English, College of Humanities & Social Sciences
Chris Ohana Faculty, Elementary Education
Kevin Roxas Faculty, Secondary Education
Kimberly McDaniel Assessment & Evaluation
Peter Johnson Director, Certification and Accreditation
Laura Wellington Director, Teacher Education Admissions and Field Experiences

WWU Students
Morgan Burr Student Washington Education Association (SWEA)

Regrets: Judi Caudle, Karen Dade, Rachael Welder, David Anderson

1. WELCOME, APPROVAL OF MINUTES, and PEAB BUSINESS
   a. Shirley Potter welcomed new board member, Ann Neal-Levi representing Washington Federation of Independent Schools (WFIS) and Karen Olstad, new Operations Manager for Woodring and staff support for PEAB.
   b. Potter recognized Kimberly McDaniel for her years of service to WWU’s PEAB, who expressed how rewarding she found working with PEAB.
   c. Minutes from the May 12, 2016 meeting were unanimously approved.
   d. Future Meeting Dates – consensus of the group was that Thursdays are preferable meeting dates due to In-Service schedules in many schools.
      i. Winter meeting date: Feb 2
      ii. Spring meeting date: May 11

2. STATE OF THE COLLEGE –Francisco Rios
Dean Rios thanked the Board for their continued service and noted the following recent and upcoming personnel changes in key positions at WWU and Woodring:

- Acknowledged Emily Sasnett’s service to PEAB noting that she retired Oct 7.
- WWU’s new president, Sabah Randhawara, began his presidency August 1st. The feedback has been positive and he seems like the perfect fit for the institution.
- Vice President for Student Services – Search will begin soon. This position is critical to many aspects of the university encompassing everything having to do with students.
- Searches are also underway for
  - Vice President for External Relations – Communications, Legislative
  - Dean of Graduate Education
- Dean of Woodring College of Education. Dean Rios will be stepping down at end of AY17 after six years of service. He will return to teaching students in the college and is looking forward it. WWU has commenced a national search. The search committee is comprised of 12 people. The Job Description has been distributed, we are working to recruit a strong pool of applicants and expect to have finalists on campus in early 2017.
- It is estimated that 40% Faculty & Staff will be retiring in next 5 years at both Western and within Woodring. One WCE department will be losing 3-5 faculty. The turnover adds stress to remaining employees because of lag between incumbents and successors in the positions. We brought in talented people in last year, and will do the same in the future.
- Three faculty searches in AY16-17:
  - 2 in Nursing--Tenure Track faculty.
  - Tenure Track faculty – Split appointment between WCE Elementary Ed and SMATE – Chris Ohana is retiring. Need strong Elementary Science faculty.
- Hired 7 new people this year and will introduce to the Board as schedules allow.

Update on Diversity Issues – Woodring is working to keep diversity conversations going. The feedback from listening sessions included the following: students want faculty with diverse perspectives, request revisiting multicultural offerings, and provide professional development for faculty and staff around diversity issues.

Teacher Shortage -- Colleges of Education in Washington produce 2300 qualified teachers each year but 2800 are needed – a shortage of 500. When school districts do class size reductions, the projection is an additional 5000 shortage. The Superintendent of Public Instruction’s office is looking at how we can get all seats filled in colleges, and also at recruiting teachers from other states.

Community Colleges are interested in offering degrees in Teacher Education, usually colleges that are remote from other 4 year schools. This can help increase accessibility and train teachers with experience in the communities where they will serve. Dean Rios expressed concern regarding the depth of content areas at community colleges and their ability to meet the same standards as four year schools. His preference is to ask Community Colleges to partner with us or other four year schools.

3. RESPONSE TO THE PEAB RECOMMENDATIONS FROM MAY 2016

At its May 2016 meeting, the PEAB recommended that the college create a personalized plan to recruit more diverse teachers. Dean Rios reported that this recommendation was taken to the college’s Chairs and Directors Council which charged the college’s Equity and Diversity Committee (EDC) to address. The EDC is a broad, diverse group including people outside the college. The group meets monthly and would welcome participation from a PEAB Teacher.

Dean Rios commented that the PEAB is mandated to make recommendations that are based on data and are actionable, but it wasn’t apparent what data the recommendation regarding more diverse faculty was based upon. He encouraged the PEAB to make sure that future recommendations are tied to data and actionable.
4. CHANGES IN HOW THE STATE APPROVES EDUCATOR PREPARATION PROGRAMS: THE INDICATOR MODEL

Kimberly McDaniel, Woodring Assessment and Evaluation reviewed a new state approach for measuring effectiveness of teacher preparation programs – The Indicator Model-- and compared it to the current model of Program Approval / Accreditation where the program demonstrates that it meets standards. Her presentation is attached as part of these minutes.

In the current model, Woodring (and all programs) submit reports showing recommendations which the state reviews. Some of the proposed Indicator Model is in response to the responses they see during these reviews.

Woodring would be up for Program Approval in 2019 if done in traditional way. State is looking at the cost of the 7 year reviews. The state standards change more often (continuous), but can’t be measured easily under current model. Want to have review be a continuous process as well.

She noted that and Indicator is NOT pass / fail, rather it is an indicator that there might be an issue. Might be thresholds if something falls below, would initiate a letter to the dean. The focus would be on Output (outcomes data) versus Input (program design & initiatives).

The model has prompted a lot of discussion. Handouts were distributed to PEAB members in their packet. The proposed indicators are still in flux – 13 listed in presentation.

We would submit data every year and would be measured against thresholds every year. It would be relatively easy for Woodring to do given our current data systems.

PESB would like to allow more flexibility for programs w/ solid performance like Woodring. It would be implemented in 2018, but there is still a lot of work to be done around practicality of data.

It is on the Legislative Agenda that PESB provide student level data via the ERDC and handle data from K-12 employment for teachers.

Dean Rios commented that this is a data driven process, also prone to some controversy. If they can track student to teacher data and teacher to teacher preparation program, would that be used as measure of effectiveness of Teacher Preparedness programs. If multiple indicators fall below threshold, he said that perhaps PEAB could become an expert board. One option might be to have PEAB meet on an “As Needed” basis rather than 3X per year.

5. STUDENT REPORT –

Morgan Burr, President Students of Washington Education Association, WWU Chapter, reported that the focus of WSEA is to help students get help that they need. They are concerned by the lack of behavior management classes. Currently there is only once course offered in Special Education.

She also referenced what is referred to as “Woodring Anxiety” – the college is so big and well known, but is perceived as being “hard to get into.” Some students express that they don’t know if they should even try applying. SWEA is working to support students in getting prepared for admission and in sustaining themselves once they are in the program and to help students understand various student endorsements that they can earn in the program.

She asked PEAB members if they can help offer information to SWEA students as speakers to be a resource. Several volunteered and gave their contact info and topics. She said that they are doing fundraising so that they can offer food during meetings, that helps attract students to come to meetings. Mary Lynch suggested that different school districts’ WEA chapters would sponsor their meetings.

Sarah Gallagher is the SWEA Representative to state legislative issues through WEA.
6. INTRODUCTION OF NEW FACULTY

Beth Dillard, PhD – New Ass Prof, ELL – 2nd language acquisition, interested in teacher learning, how to validate all the expertise that students bring to the table. Came from U of Minn, was a teacher.

Desiree Cuerto, PhD Literacy – venturing out into schools in community, 4th grade teacher, diversity curriculum in Tucson, focus on using literature to help students unpack culture.

7. CAMPASS 2 CAMPUS PROGRAM – Anselmo Villanueva, Director

Dr. Villanueva is new to the program; he spent his first few months visiting schools in programs in the region. He doesn't anticipate big changes given the existing success of the program. Current seniors were original cohort as 5th graders. Some ideas for the future: doing research w/ students, parents, teachers to see how program impacted student, using data in future grant applications; expanding program to lower grades K-3; adding schools in current districts, but can’t expand without additional funding; and, looking at grants and corporate sponsorships.

8. PRESENTATION AND REVIEW OF STANDARD 1: PEABS

Dean Rios directed PEAB members to the Memorandum to Professional Educator Standards Board (PESB) Members from Brendan O’Connor, Director, Educator Preparation Policy & Effectiveness regarding The Future of PEABs.

He said that the topic may be on agenda for future meeting where there will be public comments and that the PEAB could submit input.

Peter presented overview of the document (PowerPoint presentation attached). Highlights included:

- Funding for PEABs came from site visits, but is no longer there, so more concern about costs of PEABs.
- Difficult to find a correlation between spending on PEABs and outcomes as a result of PEAB recommendations.
- Effectiveness of PEABs are variable at institutions across the state. Some can’t even get a quorum.
- State is moving to National Standards, so what is role of the state?

Dean Rios said that depending upon what state does, we will have to decide if we keep PEABs together and what we would look at each year. Will also depend upon what the new Dean wants to do.

PEAB Members cited following benefits of PEAB:

- Keith said that it provides a benefit to people in trenches to take back to schools—students and other teachers—about what is learned at PEAB.
- Shirley includes information learned at PEAB meetings in her reports to regional meetings about what WWU is doing.
- Lindsay: This group is a mechanism for student feedback, gives more weight when it is backed by PEAB.
- Morgan: Agrees, needs a place to bring suggestions that SWEA gets.

Francisco asked if Woodring has provided PEAB members with the information they need that can lead to significant change and whether we have helped the members be able to look at data and understand it in a way that would lead to powerful recommendations. For the Winter board meeting, he asked members for suggestions for things that PEAB could work on in future that would make work more meaningful. He asked members to write suggestions down. If you didn’t want to offer in public, he said that they could send to Karen in advance of the meeting anonymously. He has been making a list of things he thinks should be addressed by group.
9. SURVEY RESULTS

Survey results:  11 very satisfied  
1 somewhat satisfied

Observations:

- Thanks for sharing Indicator info with group. Concern: How do we recruit and retain “non-traditional" students into the profession when we are using “traditional” measurers?
- Interesting and valuable information presented today. Thank you.
- The experiences I feel would make our board more effective consist of greater opportunities to observe and talk with teacher candidates along with observation of Woodring staff interactions with students in classroom and field settings.
- Let’s consider ways to connect with current educators in our area: For PD, speakers, actions being taken, etc. Consider email server, sending info to union presidents, Facebook or other social media, etc. Let them know what is happening at WWU.
- A great meeting once again, even as we explore the usefulness of PEAB teams as a whole. WWU PEAB has always been very professionally planned and discussions are relevant to our profession as we take back into to inform those in our districts. I recommend that WWU explore the possibility of developing a classroom management course to be an essential element of Elementary Education program.
- The PEAB is always an important time for me because I feel refreshed by hearing all Woodring is doing I bring back ideas for my district or opportunities from WWU, so I consider PEAB a primary piece for communication….please continue sharing teacher opportunities.
- Everyone was very attentive, sincere and thoughtful. We need to keep PEAB alive so teachers can continue to bring the real world to Woodring.
- How is Western preparing teachers to instruct in a 1-1 technology environment?
- Thank you for having me join the Board. I enjoyed learning about Woodring and meeting you.
- I’d love to know what Woodring wants really wants from us? Are we just checking a box for PESB or can we point to specific improvements/changes?