### PEAB Review of Standard 4: Program Design – Feedback from Review Teams

#### 4A Conceptual Framework: The conceptual framework establishes the shared vision for the unit's efforts in preparing educators to work effectively in P-12 schools.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Selected Sources of Evidence</th>
<th>Met/Not Met</th>
<th>Strengths and Weaknesses/Questions</th>
<th>Informal Recommendations</th>
<th>Formal Recommendations</th>
</tr>
</thead>
</table>
| (1) Provides coherence among curriculum, instruction, field experiences, clinical practice, candidate assessment, and program evaluation; | **Conceptual Framework Document**  
**Woodring Course Syllabus Guidelines**  
Representative Assessment Plans:  
- Elementary Education  
- Elementary Education Outreach  
- Secondary Education  
- Special Education | Met |  
- Evidence of childhood development  
- Good clinical experiences  
- Doing field experience within an experiential model  
- Personalize student experiences  
- Alignment between WCE and the other colleges  
- Understanding P-12 students more holistically  
- Listen to students concerns and address them | | |
| (2) Establishes the philosophy, purpose, goals and standards of the program or unit; | | Met |  
- Do the resources (personnel, time, etc) line up with the philosophy that we state?  
- Have we adapted teaching and learning as a result of new technologies?  
- Are we integrating and intentional about the needs of a broader more diverse group of learners (including ELLs)? | | |
| (3) Reflects renewing commitment to current research and best practices; and | | Met |  
- How do we assure that our candidates are aware of the needs of the professional community as well as the local community where they work and live?  
- Are we assuring that our candidates fully understand their professional obligations around collaboration?  
- How do we prepare candidates to understand the role of poverty in schooling?  
- Are we preparing candidates to assist students’ who are dealing with trauma? | | |
| (4) Supports the state's goals for P12 student learning and program approval Standard V. | | Met |  
- This is an expectation.  
- In what ways are we preparing candidates to make data-based decisions about individuals as well as for the class as a whole? | | |
### PEAB Review of Standard 4: Program Design – Feedback from Review Teams

**4B Transition Elements:** Recruitment, admission, retention, and transition to the field.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Selected Sources of Evidence</th>
<th>Met/Not Met</th>
<th>Strengths and Weaknesses/Questions</th>
<th>Informal Recommendations</th>
<th>Formal Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Programs recruit, admit, retain, and transition candidates to the field that&lt;br&gt;(i) Demonstrate the content and pedagogical knowledge and skills for success as educators in schools;&lt;br&gt;(ii) Demonstrate the dispositions of a professional educator;&lt;br&gt;(iii) Address the state and partner districts’ goals for diversifying the workplace;&lt;br&gt;(iv) Meet the content areas identified by workforce data of the state and region.</td>
<td><strong>Diversity Recruitment and Retention Coordinator</strong>&lt;br&gt;<strong>Teacher Education Admissions Advising Information</strong>&lt;br&gt;<strong>Transition Point Assessments and Requirements</strong>&lt;br&gt;<strong>Alternative Route Proposal Presentation to PESB Title II 2010-11 Report</strong> (Section II. Annual Goals pp. 13-21)</td>
<td><strong>Met</strong>&lt;br&gt;<strong>Strengths:</strong>&lt;br&gt;- Effective personnel and systems are in place to address this criterion&lt;br&gt;- Well-defined recruitment, admission, retention, and exit requirements.&lt;br&gt;- Transition point assessments specific to each program.&lt;br&gt;- Efforts to recruit and retain students of color, e.g., Future Teachers of Color Promise Scholarship; Future Woodring Scholars; Diversity R &amp; R Specialist&lt;br&gt;- Alternative Route program (fall 2013) will address state/regional need for diversifying the workplace.&lt;br&gt;- High need endorsement areas published on Teacher Education Admissions website.&lt;br&gt;- Met all Title II shortage area goals in 2010-11 (reported April 2012).&lt;br&gt;<strong>Suggestion:</strong>&lt;br&gt;- “Diversity in Teacher Education” admissions information. How might we use language, pictures, stories to engage and draw underrepresented students to the program?</td>
<td></td>
<td>Revisit information and data on the extent to which the diversity of enrolled candidates reflect the surrounding area. (Recruitment)&lt;br&gt;Present information and data on whether the College is realigning its resources to meet workforce needs. (Governance)&lt;br&gt;Present information and data on the job placement of program completers who completed an international internship (Transition to Workforce)</td>
<td></td>
</tr>
<tr>
<td>(2) Learner expectations for program requirements, progression, and completion are identified, published, and accessible.</td>
<td><strong>Teacher Education New Student Handbook</strong></td>
<td><strong>Met</strong>&lt;br&gt;<strong>Strength:</strong>&lt;br&gt;Clear learner expectations are provided and explained at multiple locations and points in the program:&lt;br&gt;- Teacher Education Admission and program websites&lt;br&gt;- New student handbook via mandated Professionalism orientation upon admission</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PEAB Review of Standard 4: Program Design – Feedback from Review Teams

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Selected Sources of Evidence</th>
<th>Met/Not Met</th>
<th>Strengths and Weaknesses/Questions</th>
<th>Informal Recommendations</th>
<th>Formal Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) faculty regularly review recruitment and retention data for effectiveness of program in meeting the diversity and content goals of the state, program, and partner districts. (i) Programs create and implement a recruitment and retention plan in response to data; (ii) Programs annually report the data, the plan, and proposed modifications to the Professional Educator Advisory Board and other stakeholder groups supporting the program’s efforts.</td>
<td>Recruitment &amp; Retention Task Force Executive Summary Implementation Plan (March 2010) Chairs/Dir. Retention Data Review (November 2012) Departmental Action Plans (May 2011): - Elementary Education - Secondary Education - Special Education PEAB Meeting (January 2012): - Diversity Recruitment and Retention - Teacher Education Graduates Placement Report 2009-2010 Additional Evidence Presented to PEAB January 31, 2013: Office of Assessment &amp; Evaluation Enrollment &amp; Retention Data Diversity Recruitment &amp; Retention Specialist 2013 Update Equity &amp; Diversity Committee Efforts to Recruit &amp; Retain Teachers from Underrepresented Groups</td>
<td>Met</td>
<td>- Mandated program orientation and materials upon admission - Program coursework and advising - Internship application workshop and handbook/materials - Certification workshop and application/material</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strengths:**
- Faculty collaboration to establish diversity recruitment and retention goals and develop action plans for meeting them.
- Multiple teacher pathways involving faculty, school, and community collaboration (e.g., C2C, Diversity in Ed Conference, alternative routes).
- Diversity R & R Specialist mentoring of applicants through “high quality assistance” and connection to College and University supports.
- Increase in applicants of color across all programs from 10% to 16% (2004-2005 to 2011-2012)
- Regular data analysis is part of the culture of WCE and is used for ongoing improvement of recruitment, retention, transition to the field, and program improvement.

**Weakness:**
- College-wide activity has focused primarily on recruitment of students of color

**Question:**
- Did action steps identified in each Departmental Action Plan happen?

- Update the status of department recruitment and retention plans and data relative to students of color and teaching shortage areas. This would be valuable information to share with the PEAB and program partners. (Recruitment)
## 4C Field Experiences and Clinical Practices

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Selected Sources of Evidence</th>
<th>Met/Not Met</th>
<th>Strengths and Weaknesses/Questions</th>
<th>Informal Recommendations</th>
<th>Formal Recommendations</th>
</tr>
</thead>
</table>
| 1) The program(s) and its school partners design, implement, and evaluate field experiences and clinical practices. | Sample Memoranda of Agreement | Met | STRENGTHS  
- Program and P12 partners collaborate.  
- Program/college personnel meet with P12 partners to review field experience effectiveness and positive impact on students.  
- Field experiences are evaluated by the candidate, CT, and UIC (supervisor); data reviewed and used annually to work with P12 partners in adjusting field experiences and making placements.  
- All placements are made through P12 administrator in collaborative model with college. | NO WEAKNESSES OR QUESTIONS | |
| 2) Field experiences are integrated throughout the preparation program.  
(i) Field experiences provide opportunity to plan, practice and reflect on methods of instruction and differentiation;  
(ii) Field experiences provide opportunity to work in communities or with populations dissimilar to the background of the candidate.  
(iii) Faculty supervision including on-site visits will be provided on an on-going basis |  
- Field Experience and Internship Requirements  
- PEAB Meeting (January 2012): Learning in Community and Schools (LINCS)  
- Office of Field Experiences Placement Classification System  
- University Intern Coordinator Handbook | Met | STRENGTHS  
- Extensive field work in all programs that exceeds state minimum.  
- Field work is focused on specific subjects, methods, pedagogy, etc. with opportunity to identify professional development.  
- Field experiences are throughout the programs, start 1st quarter of admittance.  
- Tracking system in place to diversity practica from student teaching. System created by OFE/WWU; great monitoring tool.  
- Quality of CT is evident; requirements in MOU. | | |
### PEAB Review of Standard 4: Program Design – Feedback from Review Teams

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Selected Sources of Evidence</th>
<th>Met/Not Met</th>
<th>Strengths and Weaknesses/Questions</th>
<th>Informal Recommendations</th>
<th>Formal Recommendations</th>
</tr>
</thead>
</table>
| (3) Mentors are instructional leaders identified collaboratively with the partner school or district. | Cooperating Teacher/Intern Workshops  
Sample Cooperating Teacher Handbook  
Cooperating Teacher Mentoring Module Feedback | Met | **STRENGTHS**  
- CTs are approved collaboratively between P12 partners and OFE. MOU identifies requirements and expectations for CTs that reflect instructional leadership.  
- CT requirements also reflect full teacher certification with endorsement aligned with that of the candidate and a minimum of 3 years of experience.  
- Student teaching handbooks are crafted for each specific program so information is tailored for CTs, principals, and Interns.  
- CTs are required to have training and/or experience working with adult learners. We provide in-person student teaching workshops and an online mentoring module for CTs.  
- CTs are evaluated by the university supervisor and candidate; data is used annually to guide future placements, work with P12 partners, training for supervisors. |
**PEAB Review of Standard 4: Program Design – Feedback from Review Teams**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Selected Sources of Evidence</th>
<th>Met/Not Met</th>
<th>Strengths and Weaknesses/Questions</th>
<th>Informal Recommendations</th>
<th>Formal Recommendations</th>
</tr>
</thead>
</table>
| (4) All Washington educator preparation programs operating field experiences in Washington state shall establish and maintain field placement agreements with all school districts in which candidates are placed for field experiences leading to certification or endorsement per WAC 181-78A-125 | Sample Memoranda of Agreement | Met | STRENGTHS  
- MOUs in place with all school districts where place candidates.  
- Exemplary MOU that clearly outlines expectations and requirements (used as model by PESB).  
- MOU reflects collaborative nature with P12 partners. | NO WEAKNESSES OR QUESTIONS | |
| (5) Entry and exit criteria and a process for mitigating concerns during clinical practice are provided for candidates, the principal, and the mentor. | Internship Application Process | Met | STRENGTHS  
- Entry/exit criteria and process is part of MOU and in handbooks.  
- Candidate progress is evaluated collaboratively with CT and UIC  
- Process in place is candidate concerns arise; collaborative model with P12 partners and policies in place for working with candidates with concerns.  
- Lots of personal attention is provided to the school through the UIC and OFE to mediate a concern with attentiveness to the needs of classroom. | NO WEAKNESSES OR QUESTIONS | |
## PEAB Review of Standard 4: Program Design – Feedback from Review Teams

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Selected Sources of Evidence</th>
<th>Met/Not Met</th>
<th>Strengths and Weaknesses/Questions</th>
<th>Informal Recommendations</th>
<th>Formal Recommendations</th>
</tr>
</thead>
</table>
| (6) Requirements for specific educator preparation programs | edTeacher Performance Assessment (replaced the Performance-based Pedagogy Assessment effective January 2012) Field Experience and Internship Requirements | Met | STRENGTHS  
- All candidates are required to take the edTPA. Lots of support is provided to students in learning about and completing this assessment.  
- Clinical practice exceeds the minimum of 450 hours; program minimum hours range from 588 to 1091. | NO WEAKNESSES OR QUESTIONS | |  |
| (i) Teacher programs:  
(A) Programs shall administer the pedagogy assessment adopted by the professional educator standards board to all candidates in a residency certificate program.  
(B) Clinical practice (defined as supervised planning, instruction, and reflection) for teacher candidates should consist of no less than 450 hours in classroom settings. |  |  |  |  | |

## 4D Program and Faculty Collaboration

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Selected Sources of Evidence</th>
<th>Met/Not Met</th>
<th>Strengths and Weaknesses/Questions</th>
<th>Informal Recommendations</th>
<th>Formal Recommendations</th>
</tr>
</thead>
</table>
| (1) Faculty within the program and the unit collaborate for continuous program improvement. | Professional Development Plan Teacher Education Academic Departments Commission Teacher Curricula & Certification Council | Met | Strength:  
The College is committed to enhancing diversity by collaborating with the Dean, Diversity Committee, Woodring Leadership Council, and Program Chairs for professional development via all-college meetings, the REACH Workshop, Departmental Action Projects, infusion of content related to English language learners, Teaching Learning Academy, Professional Development Plan, established processes and procedures, curriculum alignment efforts across programs and sites’, and department retreats. |  |  |
| (2) Faculty collaborate with content area specialists. |  | Met | Strengths:  
1. TEAC: “The Teacher Education Academic Departments Commission |  |  |

PEAB Meeting May 23, 2013 / Conclusions / Page 7
## PEAB Review of Standard 4: Program Design – Feedback from Review Teams

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Selected Sources of Evidence</th>
<th>Met/Not Met</th>
<th>Strengths and Weaknesses/Questions</th>
<th>Informal Recommendations</th>
<th>Formal Recommendations</th>
</tr>
</thead>
</table>
| (3) Programs collaborate with P-12 schools to assess and respond to workforce, student learning, and professional development needs. | WWU/Bellingham School District Collective Impact Partnership  
North Cascades Olympic Science Partnership  
Testimony from School Partners and Faculty | Met  
Strengths:  
1. Collective Impact Partnership with Bellingham School District  
2. North Cascades and Olympic Science partnership  
3. Nooksack Valley and Elementary Education partnership  
4. Compass 2 Campus  
5. Mount Baker School District Partnership  
6. Youth 4 REAL  
7. Toward the Formation of Culturally Responsive Teacher Communities (2009-2010)  
8. Coalition to Empower Latino Families and Students (2009-2010)  
9. The Latinos in Action (Grades 11- | Recommendations: WCE might provide evidence attesting to its efforts to engage in discussions with content area specialists at the local, regional, and international levels | *recommendations to future or projected collaborative efforts were made in one or more of the sources of evidence. It would be a plus if these references could be updated to reflect progress made to date.*  
5. If the MBSD partnership has now concluded (e.g., the literacy and numeracy focused summer school in collaboration with the Special Education Department), perhaps provide a date for when the |
### PEAB Review of Standard 4: Program Design – Feedback from Review Teams

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Selected Sources of Evidence</th>
<th>Met/Not Met</th>
<th>Strengths and Weaknesses/Questions</th>
<th>Informal Recommendations</th>
<th>Formal Recommendations</th>
</tr>
</thead>
</table>
11. The recently announced Alternative Route Program and the grant work in the Mt. Vernon School District  
12. The emphasis on providing interns with a wide range of field experiences  
13. The new Education and Social Justice Minor which includes a component of collaboration with P-12 schools and community.  
14. The growing number of international service learning and field experiences available to students, e.g., field experiences in Mexico, Kenya, etc. | partnership was concluded, and make mention of what, if anything, replaced or displaced the former partnership effort.  
10. Ensure testimonials are all dated to ensure currency.                  |                        |
| (4) Faculty collaborate with members of the broader professional community | Journal of Educational Controversy  
Faculty Qualifications and Experiences | Met          | Strengths:  
1. Journal of Educational Controversy: “Welcome to the homepage of the Journal of Educational Controversy -- an interdisciplinary electronic journal of ideas. The purpose of this peer reviewed journal is to provide a national and international forum for examining the dilemmas and controversies that arise in teaching and learning in a pluralistic, democratic society.  
2. Professional relationship with regional community colleges  
3. Faculty scholarship and service: Faculty are very productive with scholarly endeavors and disseminate results and expertise in top tier professional venues. Faculty are extremely involved in service at the local, regional, national, and international levels.  
4. Department mentoring and sponsorships for students attending and/or presenting at educational | 3. Suggest a link provided to the document which details annual faculty productivity |
### PEAB Review of Standard 4: Program Design – Feedback from Review Teams

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Selected Sources of Evidence</th>
<th>Met/Not Met</th>
<th>Strengths and Weaknesses/Questions</th>
<th>Informal Recommendations</th>
<th>Formal Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5) Faculty collaborate with members of under-represented populations for program improvement.</td>
<td><strong>Coalition to Empower Latino Families and Students</strong>&lt;br&gt;<strong>Latinos in Action Mentoring Project</strong>&lt;br&gt;<strong>Toward the Formation of Culturally Responsive Teacher Communities</strong>&lt;br&gt;<strong>Bridging Barriers for Migrant Youth</strong></td>
<td>Met</td>
<td><strong>Strengths:</strong>&lt;br&gt;1. Compass 2 Campus&lt;br&gt;2. Coalition to Empower Latino Families and Students (2009-2010)&lt;br&gt;3. The Latinos in Action (Grades 11-12): K-2 After-School Mentoring Project: Year One Outcomes (2009-2010)&lt;br&gt;4. Bridging Barriers for Migrant Youth&lt;br&gt;5. Toward the Formation of Culturally Responsive Teacher Communities (2009-2010)&lt;br&gt;6. Curriculum Integration for Responsive, Cross-cultural, Language-based Education (CIRCLE) program that works with limited English proficient (LEP) learners.&lt;br&gt;7. ELED grant work in Mt. Vernon&lt;br&gt;8. New curriculum initiative in Bilingual, ELL and TESL as recently presented to WCC and TCCC&lt;br&gt;9. The many activities and speakers sponsored by CEED&lt;br&gt;10. Active and robust recruitment of diverse faculty&lt;br&gt;11. New minor in social justice&lt;br&gt;12. College Committee for Equity and Diversity&lt;br&gt;13. The creation of a Recruitment and Retention position.</td>
<td>Informal Recommendations</td>
<td>Formal Recommendations</td>
</tr>
</tbody>
</table>

### 4E Diversity in Learning Experiences

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Selected Sources of Evidence</th>
<th>Met/Not Met</th>
<th>Strengths and Weaknesses/Questions</th>
<th>Informal Recommendations</th>
<th>Formal Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Candidates have significant interactions with diverse populations including colleagues, faculty, P-12 practitioners, and</td>
<td><strong>Diversity Curriculum and Assessments</strong></td>
<td>Met</td>
<td><strong>Strengths:</strong>&lt;br&gt;1. The practicums allow for exposure to more diverse populations&lt;br&gt;2. Strong examples of sources, especially for Latino populations.</td>
<td>Informal Recommendations</td>
<td>Formal Recommendations</td>
</tr>
<tr>
<td>Criteria</td>
<td>Selected Sources of Evidence</td>
<td>Met/Not Met</td>
<td>Strengths and Weaknesses/Questions</td>
<td>Informal Recommendations</td>
<td>Formal Recommendations</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------</td>
<td>------------</td>
<td>-----------------------------------</td>
<td>-------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>P-12 students and families. (i)</td>
<td>Center for Education, Equity and Diversity</td>
<td>Not reviewed</td>
<td>3. Diversity among faculty is increasing.</td>
<td>Education programs.</td>
<td>Not reviewed</td>
</tr>
<tr>
<td></td>
<td>Coalition to Empower Latino Families and Students</td>
<td></td>
<td>4. Advocacy in the College is vibrant</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Latinos in Action Mentoring Project</td>
<td></td>
<td>5. New opportunities to engage with equity issues such as the EDC (Equity &amp; Diversity Committee), and the WCE Resource Centers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Toward the Formation of Culturally Responsive Teacher Communities</td>
<td></td>
<td>6. WCE website highlights placement procedures; every student experiences at least one diverse practicum during their program of study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bridging Barriers for Migrant Youth</td>
<td></td>
<td>7. Interactions between diverse P-12 students and families were met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PEAB Meeting (January 2012): Learning in Community and Schools (LINCS)</td>
<td></td>
<td>8. Creating diverse student FIG’s, i.e., EDUC 109 to enhance diversity recruitment and retention efforts. Over the past 8 years the percentage of student diversity has increased substantially (17%).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Office of Field Experiences Placement Classification System</td>
<td></td>
<td><strong>Possible areas for improvement:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advocating for and Modeling Equity Pedagogy</td>
<td></td>
<td>1. The lack of integration of diversity concepts, critical cross cultural pedagogy, and cultural competency/sustainability assessment across all curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Continual improvement in all areas above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Questions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Beyond SoC (historically disadvantaged ethnicities) are other underrepresented groups part of the Standard’s definition of diversity? For example, is LGBT, language, exceptionality, religion, SES, and new immigrants included in the Standard definition?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Is there uniformity across the faculty about diversity best practices, and how all faculty incorporate diversity into their teaching and outreach/service?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Faculty model equity pedagogy through (i) interaction with diverse</td>
<td></td>
<td>Not reviewed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Selected Sources of Evidence</td>
<td>Met/Not Met</td>
<td>Strengths and Weaknesses/Questions</td>
<td>Informal Recommendations</td>
<td>Formal Recommendations</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>-------------</td>
<td>-----------------------------------</td>
<td>--------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>(ii) reflective practice on their own professional growth in cultural competency, (iii) culturally relevant communication and problem-solving, and (iv) personalized instruction that addresses cultural and linguistic backgrounds.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>