Professional Education Advisory Board for Teacher Education  
October 30, 2019

Attending:
Steve Ruthford, Chair   Bellingham School District – AWSP  
Daniel Glaze   Bellingham School District – WSCA  
Keith Lindsey   Nooksack Indian Tribe  
Bill Nutting   Mount Vernon School District – WASA  
Robin Russell   Bellingham School District - WEA  
Catherine Schuman  Ferndale School District – WEA  
Katherine Tetu   Lynden School District -- WEA  

WWU Faculty & Administrators  
Horacio Walker   Dean  
Tracy Coskie   Co-Associate Dean for Academic Affairs & Chair, Elementary Education  
Aaron Perzigian   Faculty, Special Education  
Kevin Roxas   Chair, Secondary Education  

Regrets:  Lisa Peterson, Tania Milana Krumpak

I. WELCOME AND APPROVAL OF MINUTES.
• PEAB Business  
  o Approval of Minutes – May 22, 2019 meeting—approved  
  o Future Meeting Dates  
    ▪ Best Days to Meet – Wednesdays still preferred  
    ▪ Winter Quarter Meeting – Wednesday, February 12  
    ▪ Spring Quarter Meeting – Wednesday, May 13 (tentative)

II. STATE OF THE COLLEGE – Horacio Walker  
• Dean Search --Horacio announced that he is retiring at the end of the year and that the search for new dean has begun. We anticipate that the new dean will arrive no later than August, in time for new Academic Year.  
• New structure for Associate Dean. The college previously had a full-time Associate Dean. After two failed searches and consultation with various stakeholder bodies of the college, Horacio decided to appoint two Co-Associate Deans who are faculty members. Tracy Coskie is Co-Associate Dean for Academic Affairs and Jackie Baker Sennett is Co-Associate Dean for Student Services. This is a new model on campus which will provide leadership development opportunities for faculty and utilize institutional knowledge residing in the college. This structure will also aid in the on-boarding of the new dean in the fall.  
• New Diversity Recruitment and Retention Consultant. Hired Daisy Padilla Torres. She worked at Skagit Valley College on our joint Maestros project. She brings great knowledge and experience and we are very excited to have her.  
• Director of Field Experiences – appointed EdTPA Coordinator, Melissa Oscarson, as interim following Laura Wellington’s resignation so that we could assess how to staff that position and structure the office in the future.  
• Communications and Administration Consultant—Genevieve Carrillo, is working on redesigning website to make it more student oriented.
• **New Early Childhood Education Program in Bremerton** is up and running with resources allocated by the Legislature. First time that we have had Tenure Track faculty at outreach site.

• **Nursing Program Accreditation Visit** – report was very positive. The four standards have been met and only minor recommendations for improvement were made.

• **Student Representation for PEAB** – elections are underway for student senators for colleges across campus including Woodring. We hope to have students at next PEAB.

### III. Response to the PEAB Recommendations from May 2019

*Recommendation: Elementary and Secondary Education programs should examine their programs to see where they can endure that candidates have opportunities to build their capacity to work with families, collaborate with other professionals and engage with community.*

- Elementary Education—Chair Tracy Coskie distributed handout outlining how the department incorporates these concepts into the curriculum and provides opportunities to build their capacity. One thing they are “still dreaming about” is how to build in a project so students can interact with Special Education and Human Services programs. Looking at a complete revision of curriculum. Family and Community engagement will undergird the whole program rather than just be elements taught as is currently.

- Secondary Education—Chair Kevin Roxas Coskie distributed handout outlining how the department incorporates these concepts into the curriculum and provides opportunities to build their capacity. We try to have a strengths based perspective. We look at what a members of family and communities bringing to our work, rather providing solutions. Try to match candidates with experiences which give them the opportunity to use concepts from coursework.

- In response to question from PEAB member, Chair Coskie said that biggest change following the recommendation is in ELED 425.

- Longoria said that MIT candidates are embedded in AVID program. We are building relationships with the students and gaining trust of the cooperating teachers. We see the work as apprenticing them into the work. Work is foundational so that it can be built upon.

### IV. New PEAB Review Process for AY2019-20

In the past the Board reviewed one standard per year. The standards were revised and now there are seven domains which are highly interconnected. As a result, PESB said that the PEAB is no longer required to focus its review on a single standard or domain. Rather, the PEAB should review Problems of Practice (PoP). The college would like the PEAB to identify a Problem of Practice, examine data regarding how college is addressing it, and make any recommendations as a result.

- Suggestion for a Problem of Practice (PoP) is Cultural Competencies and how to embed these in the curriculum. This is something that Woodring has been working on. How does this historically white institution address issues of diversifying faculty and students? Intersects with Domains 2, 3, 4 and 6.
  - Data –
    - Faculty survey—WCE 36% of Tenure Track faculty self-identify as being a member of a minority group. Non-tenure track is 13%. Majority in both are women (69%)
    - Students- self identified in AY18-29 28.88% as persons of color, but growth has been very slow over past several years, only 6% over past five years. Question is why is growth so slow?
  - Pathways Programs
• Maestros Para el Pueblo—identify high school students with interest in teaching, support them through going to Skagit, then WWU.
• Future Woodring Scholars (Longoria) – from time of admission, we get list of students who qualify, self-identified as person of color, Pell grant eligible and Cis gendered men. Work to build a cohort. Work on Diversity GURs, FIG in first year.
• Building Bridges with Migrant Youth
• FACET—Family and Community Engaged Teaching
  • Unofficial 2nd year program for Future Woodring Scholars. Go to Shuksan Middle School. Faculty work with middle school students along with WWU students.
• Compass 2 Campus
• Pilot to Policy Grant from PESB—systemic work with partners, centered on race. Look at systemic barriers. Documenting existing work and gaps. Students need more support than what was being provided. Need to do more work college-wide.
  o Teacher Education Programs—Tracy Coskie
    • Handout identifying how the Cultural Competency in various domains/standards is addressed and in which courses.
    • Working with faculty that teach in Education 310
    • Programs need to think about how they build on the foundation students have after taking EDUC 310.
    • Can’t say that Cultural Competency standards are fully met, it is a work in progress.
  o Pilot to Policy Project Recommendations – Maria Timmons Flores distributed draft report.

V. Board Follow-Up
Focus on Recruiting and Retention of a diverse workforce and Success Indicators. Questions the PEAB would like information on.

1. Look at pipeline from admit to graduation, what are yields?
2. At which points did we lost people along the way? What do we know about them? What are the gateways? Attrition rates (Retention)
3. Are there programs that have succeeded at this, and what do they do?
4. What are the advising models now? (retention)
5. How many people of color are admitted and become certificated as compared to the dominant white culture? (Recruitment & retention)
6. What is our definition of being successful and how do we know when we get there? (Success Indicators)
7. Are there any differences in retention rates amongst ethnic and racial groups? (retention)
8. How are we institutionalizing the work and making it sustainable? (all)
9. Do programs have the resources needed to be sustainable going forward? (All)
10. What scholarship resources for students are available and do they know how to access them? (Recruitment & Retention)
VI. Survey & Adjourn

Survey Results:

6 – Very satisfied
1 – Somewhat satisfied

Observations:

- Love the focus of this conversation
- Excellent presenters; good discussion