Professional Education Advisory Board For Teacher Education
MINUTES
Thursday, February 4, 2016

Attending:
Shirley Potter Bellingham School District – WEA
David Anderson Mt. Vernon School District - WASA
Camille Diaz-Hackler WA State School Directors Association (WSSDA)
Janell Doggett Sedro Woolley 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
Shirley Pritchard Bellingham School District – WEA
Steve Ruthford Bellingham School District - AWSP
James Walsh Bellingham School District – WEA
Ed Wissing Bellingham School District - WEA

WWU Faculty & Administrators
Francisco Rios Dean
Karen Dade/ Associate Deans
Bruce Larson
Larry Antil Assistant Dean for Outreach Programs
Patty Bourne Faculty, Music, College of Fine & Performing Arts
Kimberly Markworth Faculty, Math Department, College of Sciences and Technology
Chris Ohana Faculty, Elementary Education
Aaron Perzigian/ Faculty, Special Education
Chuck Lambert
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
Sarah Gallagher Student Washington Education Association (SWEA)

Regrets: Judi Caudle, Marj Hendricks, Chris Owings, Bruce Goebel, Peter Johnson

1. WELCOME AND PEAB BUSINESS. Shirley welcomed the PEAB to the winter meeting. Introductions were made around the table. James motioned, Ed seconded, approval of minutes from the November 4 meeting. Minutes were approved with edits.

2. ESOL ENDORSEMENT FOR TEACHERS. Jennifer Green presented on a new ELL endorsement program being developed for teachers. There is a need for more elementary and secondary teachers who have ELL endorsements. Only about 2% nationally or half the teachers currently working with ELL students have an ELL endorsement. In May 2014, 9.7% of all students in Washington public schools were identified as transitional bilingual. And, there are many others not identified who could still benefit from instruction designed to support English
language learners. This new program will be a 27-credit, 13 month (June to July) cohort program designed to provide teachers with an ELL endorsement. Courses will be delivered online with face-to-face classes on 3-4 Saturdays per quarter. Courses will be offered at the 400 level for those interested in the endorsement only. For anyone interested in continuing on for a Master’s degree, the courses will also be offered at the 500 level and will include additional requirements. Assignments will be built across courses and designed to integrate and support the teachers’ current classroom practices. There will also be an option for teachers to earn a bilingual endorsement by taking an additional course. The program will be offered through Extended Education, with the first cohort planned for June 2016. The program is recruiting for 10-15 teachers for the first cohort and is looking for grants to help support the costs of the program. There are $3,000 in retooling funds available from the state for teachers.

3. STATE OF THE COLLEGE. Francisco thanked the PEAB for its ongoing commitment to Woodring and reported on some of the College activities:
   - Congratulations to Kevin Roxas for receiving tenure and promotion to Associate Professor and to Chuck Lambert for promotion to full Professor.
   - The presidential search committee is currently reviewing applications with the intent of inviting final candidates to campus in March.
   - The RN to BSN program is expanding its program to Skagit County and will have its first cohort beginning this spring quarter. Research shows that nurses with a BSN provide better overall care so the Institute of Medicine has a goal of increasing the number of nurses with a BSN degree to 80%. Currently, about 50% of nurses hold a BSN.
   - Woodring is actively recruiting for six new faculty positions. Candidates will be visiting the campus over the next few weeks. The quality of candidates applying for the positions is very exciting. The search for the Compass 2 Campus Director is also moving forward.
   - We continue to hear from the state (PESB, WACTE, etc.) about the pending teacher shortage. Lack of new teachers and substitutes and loss of current teachers is not only affecting Washington but other states around the country. The problem will only get worse in Washington because of class size reductions. It is a complex issue but the discussions are beginning to happen in the legislature. Woodring developed a decision package (special legislative requests for new funding) for increasing the number of new teachers by 250 and submitted it to the University. The University prioritizes the decision packages it receives from the colleges and presents only a few to the legislature. A number of proposals from legislators and PESB have also been submitted to the legislature for consideration but there is little extra funding in this legislative session. However, some funding has been made available to support current teachers. BSD received funding to reinitiate a mentor program for new teachers.
   - Woodring received funding for two alternate route programs. The Woodring Highline Future Bilingual Teacher Program partners with Highline School District. The two-year program is designed for employed paraprofessionals who want to become K-8 certified, bilingual teachers. The Secondary Education for Equity and Diversity Program is a post-bachelor’s program designed for working instructional assistants and youth workers to earn dual endorsements in a secondary (6-12) content area and in ELL or Bilingual Education. It partners with the Everett, Mount Vernon and Burlington Edison School Districts. WWU was the only university that had two proposals funded.
   - The Since Time Immemorial curriculum was mandated for K-12 schools. Now, a bill has been introduced to mandate the teaching of the curriculum in teacher education programs. Whether the bill passes or not, Woodring is committed to preparing our teacher education candidates to teach this curriculum. The College is planning a summit for state teacher education programs on the new curriculum. The summit will be held in conjunction with the WACTE fall conference being held at WWU in the fall.
   - WWU had a racial incident on campus in November which caused the campus to close for one day and received media attention. The University responded by holding listening sessions for the university community. Woodring responded as well with two listening sessions
with students, faculty and staff. An on-line survey was also sent to all students to provide another opportunity for students to voice their thoughts and perspectives. Francisco gathered the data from the listening sessions and surveys and categorized the comments within general categories. Francisco distributed a chart showing the general categories of curriculum, representation, professional development, and College climate. The College will continue its conversations around these issues and will move them forward into next steps and action plans. The College has also hired the Center for Ethical Leadership to facilitate all-college discussions on college climate.

4. STUDENT REPORT. Sara Gallagher reported on SWEA activities. They have a great team of officers and have had good attendance at meetings. They meet from 6:00 – 7:00 every other Wednesday and usually have about 35 people attend. They wrapped up the fall with a meeting on self-care, with a representative from the counseling center. Topics for winter meetings include hiring and navigating the system; Woodring scholarships; social justice; family engagement; and, classroom physical space for behavior management. For spring quarter, they are considering meetings on the Since Time Immemorial curriculum; how to build a school team; and, the edTPA. They plan to send out another survey to students on their interests.

5. STANDARD 3.B.2 – ADVISING. Data from the annual internship survey of graduating students was presented and reviewed. Responses to the question “How useful was the advising you received from Woodring College of Education for your teacher education program?” were compared from 2010-11 and 2014-15 surveys and were shown by department and TEOP.

Laura Wellington, Director of Teacher Education Admissions and Field Experiences, discussed the advising offered by Woodring Student Services (WSS). She distributed an overview of the advising activities of each unit within Student Services – Teacher Education Admissions, Office of Field Experiences, Teacher Performance Assessment (edTPA), and Certification Office. All the units are student centered with an “open door” policy. Advising is provided individually or in groups (i.e., orientations, trainings, etc.). WSS staff work closely with teacher education and academic departments, and with other University offices such as admissions, career services, etc. They participate in university-wide student events such as career days, transitions (for transfer students), Summer Start (for entering freshmen), Family Open House, Western Preview, etc.

David Carroll, Chair of the Department of Elementary Education, discussed advising practices within Elementary Education. When looking at data on advising, it’s difficult to know what type of advising is being considered, i.e. is it faculty advising or advising on scheduling and registration procedures. To help clarify and to gather feedback on changes the department had made to its advising and registration procedures, a department advising survey was sent to students in January 2016. David distributed the results of the survey. 41% responded to the survey. While the survey helped clarify some issues, the department will continue to work on ways to improve its advising practices.

Bruce Larson, Chair of the Department of Secondary Education, discussed advising for secondary education students who all also have endorsement area/subject advisors. Secondary provides supplementary advising to these students as most students are seniors by the time they come to Secondary Education. Secondary students are admitted in spring for a fall start. They are encouraged to meet with a secondary advisor in spring and then attend an orientation in fall where they break into advising groups. Students are grouped by similar endorsement areas. Faculty have 5-10 advisees per year and meet individually with advisees during the first few weeks to check schedules and establish relationships. Any academic or
behavior issues during the program are routed back through the advisor. The MIT program has two primary faculty advisors.

Leanne Robinson, a faculty member in the Department of Special Education, discussed the department’s efforts to improve its advising procedures. The department conducted focus groups with students and found that advising issues were primarily around scheduling, i.e., dissatisfaction with not getting into classes. These classes were not necessarily special education classes but courses needed in other departments. The department set up a new system for course planning so that it can track the course needs of students to keep time to degree. It also provided a course release to a faculty member to work with students with special advising needs (e.g., designing individualized programs, coordinating with other departments, etc.) The department provides orientations and group advising as well as individual advising to students.

Larry Antil, Assistant Dean for Outreach Programs, discussed the differences in advising between off-site and campus based programs. The outreach programs follow a cohort model and students follow a set sequence of courses. So, scheduling issues don’t tend to be the problem. There are still challenges but they are different. When students fall “out of sequence,” it becomes more complicated and requires advising from the Academic Program Director, faculty or staff at the site. The Teacher Education Outreach Program office is also involved in advising on any issues or questions.

6. AFTER SCHOOL PROGRAMS. Through the Collective Impact Partnership, a partnership between Woodring, the Bellingham School District and community agencies, an after-school program was started at Alderwood Elementary School last year. With support from the partners, Alderwood was able to provide a free after-school enrichment program for its students. The program is staffed by a site coordinator, Woodring students, and AmeriCorps/ VISTA members. BSD provides busing for the students. The program has been a tremendous success and has increased parent engagement in the school, reduced the number of student referrals to the principal's office after students participate in the program, and helped increase student confidence in the classroom. The Collective Impact Partnership was awarded a United Way grant of $41,000 over three years to expand the program to another Title I school. Cordata Elementary was selected and an after-school program was started this year. Lisa Moulds, Woodring’s Learning in Community and Schools Placement Specialist; Meagan Howard and Daniela Sois, AmeriCorps members; and, Leah Randolph, a current Woodring student, shared their experiences with the after-school programs at Alderwood and Cordata Elementary Schools. Lisa places about 150 Woodring students per quarter in school-based or community programs. Materials were distributed on the Collective Impact Partnership and the After School Enrichment Programs at Alderwood and Cordata.

7. STANDARD 3.C.1 – FACULTY QUALIFICATIONS. Faculty from the three teacher education departments joined the PEAB to highlight some of the ways in which Woodring faculty are involved in local K-12 schools.

Marsha Riddle Buly and Tracy Coskie, from Elementary Education, and Lisa Peterson, from the Bellingham School District, discussed their faculty exchange for the 2015-16 school year. Marsha and Tracy are working with BSD to support professional development for district teachers, to provide expertise in literacy, and to support curriculum development. In turn, Lisa is teaching literacy courses in Elementary Education.

Lauren McClanahan, from Secondary Education, discussed how the department is embedding students into the schools more often and earlier in the program. For example, one of their courses is being taught at Whatcom Middle School. All the coursework for the class is
conducted at the school, with planning sessions in the library and teaching in the classrooms. It provides more opportunities for the teacher education students to interact with teachers, administrators and students and allows them to practice core concepts in real school situations. Students practice management skills and learn to adapt lesson plans to match student needs. Lauren showed a video of the WMS program.

LeAnne Robinson, from Special Education, discussed how the department is incorporating more practicums within their program. There are very few quarters when the special education students are not out in the schools. Special Ed currently has a partnership with the Mt. Baker School District. The MBSD has high needs but low resources so Special Ed has placed 10-12 of its reading practicum students with MBSD. The partnership has resulted in an improvement in the MBSD students’ reading. Special Ed is working on formalizing partnerships with other schools for their final math and written expression practicums.

The PEAB asked what the barriers were to increasing the number of these exchanges/partnerships. The primary barriers tend to be logistics and scheduling for the students. The PEAB suggested looking into these and creating more formalized partnerships with local K-12 schools.

8. STANDARD 3.D.3 – FACULTY PROFESSIONAL DEVELOPMENT. Karen discussed the policies and procedures surrounding faculty professional development. Per the United Faculty of Western Washington Collective Bargaining Agreement, all Colleges maintain a pool for funds to support faculty professional development. The amount in the pool is determined by a specified formula based on the number of FTE for tenured, tenure-track, and non-tenure-track faculty. For Woodring, the allocation of these funds is overseen by the Associate Dean’s Office. Faculty apply for funds at the beginning of each year and priority is given to tenure-track faculty presenting at conference, since this is a requirement to attain tenure. In 2014-15, $76,930 was awarded to 45 faculty to attend 73 conferences. The total-to-date for 2015-16 is $76,691 awarded to 43 faculty for 68 conference.

In addition to these funds, the College also funds other professional development activities, such as all-College trainings, College teams to attend professional conferences, international opportunities, etc. Individual departments also use their funds to support their faculty professional development. In addition, the University offers an array of trainings on equity, diversity, leadership, etc.

9. RECOMMENDATIONS AND SURVEY. The PEAB suggested that the College determine the types of data that would help assess its school and community partnerships. They also asked the College to facilitate a discussion for the Board on equity, diversity and social justice after the spring meeting, e.g., what does social justice look like in the classroom, how to speak with a diverse voice in the classroom, etc. Shirley, James, Aaron and Camille volunteered to provide a “sounding board” for the planning.

The spring meeting is scheduled for Thursday, May 12, 2016.

Survey results: 11 very satisfied
1 somewhat satisfied
1 no rating – just comments

Observations:
- Another wonderful conversation! I always learn so much! I especially enjoyed learning about the after-school programs. Would love to see it reach the MS and HS level.
• Again, thank you. Great presentations and discussions. PEAB members have the opportunity to participate in a very positive, professional environment with a focus on future planning for the Woodring College of Education. A special thanks to Francisco, Shirley and Emily for their efforts to promote thoughtful, relevant communication amongst PEAB members, WWU faculty and students.
• Our meetings are always very informative and professionally affirming.
• What kind of data can we examine to determine whether there is a need for a more systems approach to increasing the number of hours Woodring students spend in local elementary/middle/high school classrooms? Rubric for clinical partnerships?
• I am very proud to serve on this Board. Woodring is off hook great. Thanks you for caring for your community.
• Enjoy hearing about all the community/WWU connections via the after-school programs in local schools. Informative to learn about mandated Native curriculum. First we’ve heard of it! Plan to ask more questions at our district regarding this new law.
• It is always nice to get details of the programs happening in the Ed programs. I’m going to follow-up on my district’s actions to meet the mandate of MH 5433.
• Well presented. Informative. Some physical movement for breaks.
• As always, I walked away with new ideas and opportunities to pursue. Thanks!
• I continue to be amazed at everything Woodring is doing for teacher education. Can an advisor, when they can’t advise in another area, schedule a meeting with the other dept. and student before the student leaves? Technology would allow it.
• Great overview of programs and initiatives.