I. WELCOME AND APPROVAL OF MINUTES.

- Chair Ruthford introduced himself and asked members to introduce themselves
- PEAB Business
  - Minutes from the May 3, 2018 meeting were approved
  - Future Meeting Dates were selected as follows:
    - Winter Quarter Meeting – Wednesday, February 6, 2019
    - Spring Quarter Meeting – Wednesday, May 8, 2019 (tentative)
  - Proposed Bylaws Changes – Chair Ruthford explained to the Board that staff was informed by Stephen Miller from Washington Education Association that Western’s PEAB was larger than other institutions’ PEABs and larger than what is required by Washington Administrative Code (WAC). Because of challenges in finding WEA members to serve, WEA would no longer be making appointments in greater numbers than what is required by law. In order for Woodring’s PEAB to remain in compliance with the requirement that 50% of the board be teachers, the board size must be reduced to 8 voting members. This requires changing the Bylaws.
    
    Proposed changes to the Bylaws were presented by staff and reviewed by the Board. The amendments were approved unanimously.

- Board Vacancy – Chair Ruthford mentioned that there is a vacancy on the board. The WAC states that the PEAB shall include at least one educational staff associate
(school counselor, school psychologist, school social worker, school nurse, school occupational therapist, school physical therapist, or school speech language pathologist or audiologist) appointed by the president of the individual’s professional association. Discussion ensued and board expressed desire to have either a school counselor or school psychologist. Board members with suggestions for possible appointees should contact staff support, Karen Olstad with contact information.

II. STATE OF THE COLLEGE—Horacio Walker

- Dean Walker thanked the members for their commitment to serving on the Woodring PEAB.

- Personnel Update:
  - Data Manager – still searching, nearing end.
  - Associate Dean – Bruce Larson is interim. Search is beginning.
  - Three new Tenure Track faculty positions in Early Childhood Education in Bremerton funded with new appropriation from the State.
  - The college will be searching to fill three vacant tenure track faculty positions in Bellingham this year as follows:
    - One in Early Childhood Education.
    - One in Information Technology that is college-wide
    - One in Special Education.
  - Searches will be aligned with a diversity initiative at the University to attract a diverse pool of well qualified candidates.
  - Leadership in C2C – Maria Timmons Flores, Interim. Main event of year, Campus Tour Day is next October 16. 1000 fifth graders from 12 schools will come to campus to learn more about going to college, so they think about college as a great thing for their future.

- Future Native Teachers Initiative – 30-40 HS students will come to campus to learn more about attending college and becoming teachers. Woodring is hosting.

- Admissions Data – 639 students applied, 64% were accepted, of those accepted, 23% were students of color. Improvement from previous 5 years. Effect of important work that college has been doing, including the partnerships with diverse school districts such as Mount Vernon and Burlington-Edison and Skagit Valley College.

- Working Group – coalition put together by TAF, merged with Martinez Foundation, working to recruit and retain students of color and providing support for students in their first year. Goal is increase # of teacher candidates of color. Other members of the coalition include: University of Washington, Seattle Pacific University, Seattle University, Pacific Lutheran University, Evergreen State College and UW Bothell. Discussion on how to reduce access barriers and support students.

- Question from PEAB for Dean Walker:
  - Follow up to previous report regarding increasing capacity for graduating more students in order to address impending teacher shortage. Answer: We are at capacity, would need additional funding in order to increase capacity. We have requested funding from the Legislature, but has been unsuccessful other than in Early Childhood Education in Bremerton.

- Question: Where to find more information about diversity initiatives at the college? Horacio will connect PEAB members with Woodring’s Diversity Recruitment and Retention Specialist, Nat Reilly.
III. Response to PEAB Recommendations from May 2018 meeting:

- **Recommendation #1 – re: diverse setting and placements during practicum and internships.** Laura Wellington, Director of Office of Field Experiences distributed a Diversity Index handout (incorporated into minutes). Woodring uses Free and Reduced Lunch to measure whether our students are in a diverse setting. Approximately 53% of students received a diverse field experience from Fall 2017 – Summer 2018. Laura plans to talk with Field Directors at other institutions at upcoming WACTE meeting as to how they measure whether students are in diverse settings. We will continue to look at this. Horacio commented that there is a tension between vision and reality. We would like to have students in more diverse schools, but we can only place students where teachers are willing to accept them.

Lindsay Mead – serves on board for UW. They are going very narrow to limited number of schools. It is working well to provide students with diverse experiences. Their experience includes tours of neighborhoods where students live and helps teacher candidates to have a better context. Also keeps more continuity and coordination between institutions and

Bill Nutting – state average for free/reduced lunch is about 45%. His experience is that students that have had experience in more diverse schools are more willing to accept positions in schools with high levels of free/reduced lunch.

Tracy Coskie, Chair, Elementary Education – shared with the PEAB that ELED has 3 programs: ECE, Elementary Ed and Alt Routes. ECE feels confident that their students have experience in diverse settings because all students do practica in Bilingual School and Tribal School. In the Elementary Ed program, students go to Cordata and other schools with diverse populations. ELED is working on a new model. Working on developing strong partnerships with clusters of placements to insure diverse placements and also so that we are doing work to support the placements and assist the school personnel. Alternative Route—all of the students are working in diverse schools because they are working a bilingual endorsement. They stay in that school throughout their whole program.

- **Recommendation #2 re: timing of edTPA.** Kevin Roxas, Chair, Secondary Education reported that they looked at how we are supporting students. Instead of imbedded in 1 one quarter, different concepts are taught over 4 quarters. Complimentary Melissa Oscarson, devised three day-long workshops to assist students in preparing. The content of these workshops includes reviewing the tasks and how to divide up work over internship so that everything is covered. Also how to upload videos, etc.

- **Recommendation #3 regarding candidates’ skills and understanding of differentiation and how the field experiences provide opportunities to practice this skill and apply their knowledge.**
  - Tracy Coskie, Chair, Elementary Ed reported that Early Childhood’s entire philosophy and approach is child-centered. Elementary practica are based on assessments of students. For internships, interns have to build in supports in lesson plans. They must show that they know how to do this. Coordinating teachers and instructors coach them.
  - Charles Lambert, Chair, Special Education – all graduates are dual endorsed. There are 4 blocks in the cohort based program. 1st block – is focused on group instruction/management. 2nd block – focused on individualized instruction. Also behavior management. 3rd block – Implement RTI and individual then Internship. Differentiations is integral to what Special Education is.
  - Kevin Roxas, Chair, Secondary Ed –EDUC 310 talks about differentiation, bring students to different service learning settings. Also have students in Guided Teach
over 3 quarters of field based placement. Working with host-based teachers and faculty, get feedback as to how candidate is delivering the lesson plan and how they are meeting needs of the students. Ongoing.

IV. Presentation and Review of Standard 5: Role-Specific Knowledge and Skills
- Review of Standard 5 -- state has been transitioning from Standards to Domains. Associate Dean Larson explained that it was challenging to figure out how the new domains relate to the previous standards which the PEAB is charged with reviewing every five years. We consulted with PESB, they directed us to the cross walk table included in the board meeting packets. Dean Walker stated that it was the college’s recommendation to look at Standard 5 on the handout and decide which aspects would be most important for Board to focus on this year. The board then broke into two groups discuss priorities within Standard

V. Discussion and Consensus Building re: Priorities
- Representatives from each break out group shared the top two priorities in Standard 5 identified for the PEAB to focus on during AY18-19 and decided on the following:
  - Domain 1 – “The teacher understand how learners grow and develop. Recognizing that patterns of learning development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.”
  - Domain 5 – “The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.”
  - INSTASC (5.A.11) “The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth and to advance the professions” was also deemed important, but does not directly fall under the Standards that PEAB is charged with reviewing and making recommendations. The suggestion was made to have WCE share examples about how this is being in Teacher Ed programs.

- Identification of data needed for next meeting to begin evaluation of how the college prepares candidates for skills identified in domains 1 and 5 and evaluates whether candidates meet the standards.
  - Domain 1 – What classes cover this topic? How does WCE know if it is working? Program-level assessments. Cooperating Teacher Observations and Information. Question: how does college determine that a candidate is meeting the standards?
  - Domain 5 – How is this assessed? Review of syllabi. Program review (including opportunities for practice)

VI. SURVEY

Survey Results:
9 – Very satisfied

Observations:
Thank you for adding EdTPA support for secondary interns.
As usual, excellent discussion and collaboration to provide direction for our future work.