1. WELCOME, APPROVAL OF MINUTES, and PEAB BUSINESS
Shirley Pritchard chaired the meeting in place of Shirley Potter who has been on medical leave.

Minutes of the October 20, 2016 meeting were approved as amended.

The Spring Meeting Date, Thursday, May 11, 2017 was confirmed.

2. STATE OF THE COLLEGE –Francisco Rios
Dean Rios thanked the Board for their continued service.

He provided updates on the following searches in the college:

- Assessment and Evaluation (Kimberly's position)—highly technical, specialized position. Committee is evaluating candidates.
- Faculty Searches:
  - Science Ed – 3 finalist candidates will be on campus mid-February
  - BSN – 4 finalist candidates for 2 open positions.
• Dean Search – Peter Johnson, member of the search committee reported that there is a good pool of very competitive candidates with varied backgrounds. The committee is hoping to bring four candidates to campus end of February or early March.

State Political Outlook – Dean Rios reported that there is a lot going on w/ the state legislature given the McCleary decision. The teacher shortage is on Legislators’ minds. Woodring has submitted a proposal to the Legislature through WWU for $6m to address the teacher shortage. There are a lot of proposals for funding for Alternative Route programs.

There is talk about Community Colleges starting their own teacher preparation programs and even one at an ESD. This raises the question as to why the state should add additional programs when existing programs have capacity. Many of these locations are where four year schools already offer programs. The possibility of offering teacher preparation programs at community colleges raises the question as to whether teaching is viewed as a profession or a set of technical skills that anyone can do.

Federal Issues -- Western, like Universities across the country are concerned about regulations coming from Federal government since the election. Now we are seeing the tangible and concrete results. There is a lot of concern on campus, including from the President (who is himself an immigrant) regarding our international faculty and students. What is happening nationally is affecting faculty, students, staff and we assume that PEAB members are seeing that in their work as well.

Upcoming Events:
• Justice Speaks Event – Thursday. Four speakers talking about building coalitions across multiple generations. Centered out of ESJ and Western Reads.

• Tuesday, Temple Grandin will be here. Evening event at Mount Baker Theater is sold out, but afternoon Q&A event at Performing Arts Center is open seating on a first come, first seated basis.

• Children’s Literature Book Event, last Saturday in February.

3. REPORT ON COLLEGE INITIATIVES
   a. Alternative Route to Teaching Certification Programs– Maria Timmons Flores (handout)
      i. Completed one ELED Cohort and now doing a Secondary Education Equity and Diversity alt route
      ii. Alternative Routes were developed to address shortages: ELL, Math, Science, Bilingual, and Teachers of Color
      iii. Alt routes are shared partnership between school districts and teacher programs to identify and develop teachers
      iv. Research shows that teachers developed in their own communities will stay in the profession
      v. Shared learning around professional development is effective in developing teachers
      vii. Goal: Obtain secondary endorsement in ELL or Bi-Lingual
      viii. Partnership with: Ferndale, Everett, Edison/Burlington, Mount Vernon—challenge for small districts because won’t necessarily have a good candidate every year.
      ix. 18 in current cohort – 12 are bilingual, 10 are students of color.
      x. Funding is increasing in state budget. Encourages PEAB members to be advocates for professionalism around teacher preparation

   b. Since Time Immemorial Curriculum – Kristen French (slides)
      i. A Tribal Sovereignty Curriculum from the state (available from OSPI)
      ii. Worked with NorthWest Indian College to get more Native teachers in the field; applied for several grants but unsuccessful
iii. SB5344 in 2015 – mandates STI – now SDs must incorporate plus add information about the nearest Federally recognized Tribe in curriculum. Collaborate w/ tribes to develop materials, collaborate with OSPI on curriculum

iv. SB5018 – in process currently to require Teacher Prep Programs include one quarter or semester of course work including PNW

v. Kristin is tribal liaison between college and developing a plan for professional development,

vi. Review current AI/AN Educations course and teach each year

vii. Work w/ UW on $400K grant with school districts w/ high populations of native populations to implement the curriculum

viii. Hosted successful STI Summit in October for all colleges of ED

c. Addressing the Teacher Shortage Funding Request -- Bruce Larsen

i. Bruce has been representing WWU at meetings in Olympia with WSAC –

ii. 2 funding streams--$450K will fund 45 students

   1. Student Teacher Grants --$10K grants to student teachers to help with costs if teaching in Title 1 schools
   2. Teacher Shortage Conditional Grant – more of recruitment piece for MIT students to go into teaching in a high needs area, and to increase teachers of color. Will include a service component as a payback

iii. Woodring’s Request (Decision Package)--handout

   1. Resulted from request from Legislator and work with legislative liaison
   2. We would increase number of teachers produced each year
   3. Other institutions have similar requests
   4. Bruce has been focusing on retention piece. What is the role of mentors and leaders that can help new teachers stay in the profession?

4. PRESENTATION AND REVIEW OF STANDARD 1: PEABS

a. Review of Standard 1 – Francisco reported that the PESB is looking to eliminate the requirement to fund PEABs. PEAB is not a standard for teaching and learning. With proliferation of programs at Community Colleges, the state cannot afford to fund PEABs for them too. They reported that quality of PEABs were wildly different, some institutions couldn’t even get quorums. The future of PEABs is uncertain which leads to questions:

b. What is the Purpose of PEAB for Woodring? (Responses from PEAB members follow)

   ▪ Bringing teachers and administrators to campus helps faculty keep in touch with what is happening in the field.
   ▪ Important for teachers to understand the state of teacher education and be able to bring back to their districts.
   ▪ Opportunity for Woodring to be reflective in its practice.
   ▪ Build relationships between faculty and people in the field to benefit students, especially between students of privilege and those without.
   ▪ Get input from members used for continued improvement helps w/ college’s accreditation.
   ▪ Valuable opportunity to see Woodring faculty working with student teachers in the field.
   ▪ Teaching is in a spot between being a technical job and a profession. This board serves purpose to help maintain / evolve in a profession. If it is a technical field, maybe PEAB isn’t needed.

c. Why should colleges of education have advisory boards? (Responses from PEAB members follow)

   ▪ Critical to ensure continued improvement.
   ▪ One of the places where school counselors and teachers come together. Helps counselors understand more about teaching profession.
   ▪ How have we helped you improve your program? College has been responsive; we
have seen change. Would like to see data or history of where/how PEAB has made a difference.

- Holds Woodring accountable to a state body. Having dates provides deadlines.
- Maybe we should help other institutions whose PEABs don’t function well rather than eliminate those that do operate successfully.

d. Having an Advisory Board isn’t part of a teacher preparation program—how would you respond? (Responses from PEAB members follow)

- It does impact learning (example of sign language class added).
- Heard presentations about need to make teachers more reflective of population and we have understood it, seen how important it is. PEAB has been used as a sounding board for new initiatives, get feedback in a safe environment, challenge assumptions.

e. PESB is dominated by teachers not teacher educators; so do we want to make a comment to PESB for its March meeting?

i. Shirley, Aaron, Keith volunteered to work on drafting a letter to PESB. Will share a draft via email with the membership.

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 surveyed students last quarter and responding to that info. They have had a variety of speakers. There is a lot of interest in Behavior Management. Assigned peer mentors, students already in program to mentor students trying to get in. Difficulty getting members to attend meetings on a regular basis, attendance depends on topics, schedules, etc. Trying to brainstorm ways to encourage attendance, share benefits. Sharing information about meetings with faculty and with prospective students. Sometimes students don’t even know club exists. Suggestions from PEAB Members were to ask local WEA chapters to sponsor a meeting with something free to offer student to incentivize attendance. Also suggestion to have panel of teachers to discuss Behavior Management.

6. INTRODUCTION OF NEW FACULTY

a. Brett Coleman—Asst Prof, Human Services, from Chicago, U of I Chicago, teaching core classes on social inequity and research on teaching students about systemic racism
b. Jeff Hart—special education from Southern Utah, PhD from Penn State. Areas of research, exercise – benefits both behavior and academic. Developing a measure for pre service teachers who need pre service intervention.
c. Nat Reilly – Diversity and Recruitment Specialist, came to Woodring from Bellingham Technical college. Working on how to recruit and retain under represented so that we can address need for teachers that reflect our classrooms.

7. PRESENTATION AND REVIEW OF STANDARD 1: PEABS – CONTINUED

a. Small Group Discussions: If program improvement is a key aim, what would we do differently? Consider membership, agenda/topics, structure, meetings, etc.

i. Group 1

- Size would likely decrease, teachers are most expensive because have to pay for sub. Recommend that teacher at each level be kept on PEAB.
- Be more project-based rather than based around standards. Might be more fundable. Example: have WCE ask specific questions for input from board.
- Could reduce length of meeting time, share more information electronically in advance. Could go to half days to save expenses for subs. Or, have meetings after hours.
- Consider Term Limits so to get new viewpoints. Tradeoff is that it takes time for new members to get up to speed.
- PEAB is unclear about how their work in the past has impacted the work here.
- What is the matter with other PEABs around the state?
ii. **Group 2**--Summary: Looked at mission and vision of the college, suggestion to become more of a program evaluation, service is to be external evaluator of how the college is working toward improving programs to meet its vision. Look at each program in each department. Rather than look at standards, look at a single program each year to do a deep dive at evaluating that program. Rotate amongst the programs annually. Bring people with expertise in that program as appropriate with a core group that works on all. Look not just at meeting the standards for the state but also the goals of the college for itself and include alumni.

iii. **Group 3** -- Decreasing the number of meetings and the size of the Board. Talked about Quality Control, develop focus groups that would look at the end users to get ideas from new service teachers to find out what is missing and could be improved on and experienced teachers as well. Group could design some measures that could be incorporated into the program to address the issues identified. Partner with nearby districts if they feel like there are going to be improvements in the program that they will benefit from. Tie in with existing programs (e.g. Compass to Campus)

iv. **Group 4**-- Build relationships. Find links w/ community partnerships. Need to ascertain what the community wants. We need to share best practices with each other and with the teacher candidates. We need feedback as to how what is happening here is affecting teachers. What are graduates from WCE crying out for as deficits so it can be addressed in the future. How do you get teacher candidates and current teachers to meet informally (over dinner or drinks) to have informal conversations? Not using resource of current teachers enough.

8. **IDEAS FOR TOPICS FOR NEXT MEETING:**


b. By May meeting we should know what the state will decide about mandating PEABs and we can discuss where we go from there. We will be listening to the March Standards Board meeting. Francisco pointed out that PESB is very transparent. All of the meeting agendas are listed on their website. Meetings are open to the public either in person or online.

c. Typically, in the third meeting we have given opportunity to see classes oriented toward standard being evaluated for this year. Suggestion to attend classes in members’ subject area. Francisco said that we will find a couple of classes to observe from 8-10, meeting will start at 10. Members could request to attend and college will facilitate.

9. **SURVEY RESULTS**

Survey results:  8 very satisfied  
1 somewhat satisfied

Observations:  
- *I enjoyed the open discussion of the members with our titles put aside. Everyone’s opinion & connection to our goal for quality education is valued.*
- *Thank you – again I feel I have received more than I was able to provide*
- *Interesting discussions to envision the possible changes that may be coming to the PEAB board.*