

WACTE general meeting minutes – April 24, 2019

Welcome & Presenting the gavel:

Patrick Sexton welcomed the attendees to Spokane and presented the gavel to incoming President Tariq Akmal. The current president, Deanna Sands, was attending a CEEDAR convocation in Denver and would be joining the WACTE meeting on Thursday for the data summit.

Tariq added his welcome to the group and thanked Joyce for all of her work in organizing the meeting. Joyce reminded the group to register early for the meetings, as hotels need to plan meeting rooms and food prior to the start date of the meeting.

Brief reports were given by the subgroups (Deans and Directors, Field Directors, Certification Directors, and Data Administrators) summarizing their morning meetings.

The Deans and Directors discussed the need for workforce development data to better gauge the teacher shortage issue. The group discussed the anomalies in the scoring the edTPA this term and how we might address this work with the PESB and Pearson. The Day on the Hill was reviewed, and plans are beginning for next January's Day on the Hill. EPP's are encouraged to continue contact with their legislative representatives over the course of the year. Invoices for dues to be paid by June were given to each of the EPP's. The budget reports are being transferred to QuickBooks for ease of reporting and auditing. The executive board will form a committee to decide whether or not to pursue sponsors for various meetings.

The Field Directors discussed the edTPA and the anomalies in scoring this term. They also discussed a strategic plan goal using cutting edge research. Jeremy Delamarter presented his new book on teacher education and how we as EPP's equip our candidates with tools for the trip. The group also discussed having explicit policy or protocol to deal with candidates who request changes in their placements. The group announced that Chris Sodorff from WSU was retiring and thanked her for all her wisdom over the years.

The Certification Directors discussed whether or not programs can use background checks and fingerprints to make admission decisions. They also discussed the ramifications of the West-B changes.

The Data Administrators welcomed Tess Green from the ERDC as their guest. They are working on a combined manual for the collection and reporting of data. What will these changes mean for programs. The call for feedback is "now" since the manual will go before the PESB at their May meeting.

The secretary's report was approved as written.

The treasurer's report showed a revenue of \$36,327.70. CEEDAR has been paying part of the expenses for meetings as a result of WACTE's work on a CEEDAR grant. The current cash balance is \$33,482.59. The treasurer's books are being transferred to QuickBooks for greater ease in budgeting and reporting.

Task Force Reports:

- Thanks were given to the group for completing the survey regarding Social/Emotional Learning. John McCoy's bill calls for the creation of standards, benchmarks, and indicators to be developed should the budget that supports his bill pass.

- THE ERDC data governance taskforce is developing templates for ease of reporting data. All of this is happening quickly due to the data reporting cycle as the data reporting is transitioning from reporting the data to the PESB to reporting the data to the ERDC.
- The clock hour work group has worked to develop flexibility and access to the clock hour process and streamline the system. Thanks go to Maren Johnson for providing guidance to the group.
- The Standards Review committee did not meet in February due to weather conditions and is due to meet May 2 to continue its work.

Elections were held:

Tara Haskins was elected as president-elect-elect, Amy Hedlund was elected as the Research representative, and Sharon Straub was re-elected secretary. In each case, the vote was 25-0 from the EPP's in attendance. Gifts were presented to Patrick Sexton, out-going past president and Jan-Olov Johansson, outgoing research representative.

Work from the CEEDAR initiative was discussed:

The concepts of inclusion at the center of this initiative include assumption, agree, argue, aspire, and act. A need exists for common discourse and a common agenda. People are questioning if this is even possible with the system in practice is so ingrained in silos. The scope of the challenge is daunting. The educators we prepare are responsible for the learning of all children, and it is argued that we are not teaching our candidates to teach all children in the current models we are using. You will find notes based on the reading by Blanton, et.al. 2018 from the various discussion groups below:

Article Debrief: *Interrogating the Intersections Between General and Special Education in the History of Teacher Education Reform*

Assumptions, Agree, Argue –

- Historical context and some assumptions for the idea that there is a need for discourse and the equity
- Article never named able-ism as the issue
- Real sense of relief on how engrained the separation is and how to bring us all together and it is not just my people and my institution, but systematically engrained in us
- Educators we prepare are responsible for the learning of ALL students – it made clear that we are educating a limited bandwidth and we are not teaching our candidates to teach all children. Maybe we aren't teaching our candidates to serve all children
- Difficulty in bringing these two groups together and the policy around this. Misinformation of what special education is about, significant ideological differences in what this is all about.
- Difference from a third component of Early Childhood and the training of serving ALL students
- Segregation is a part of our society and is hard to restructure our minds to this work together.
- Placing the owness on the schools to make this change, but how do we be participants in the evolution of this change

- How can we learn from our ECE programs to take into account in our general elementary and secondary programs
- Rethink the whole project – the binary of general and special ed is reaffirmed at the end of the article. This is very complex at the level of the child, program

Aspire/ Act –

- What would happen if we got rid of the distinction of SPED in our teacher prep program – what if we got rid of SPED courses vs. EDUC courses, introducing UBD
- Early Childhood/SPED program – have taken away the distinction of one vs. the other
- We have to partner with our districts, we have to get away from doing it all ourselves

Other thoughts -

- SPED candidates are required to have another endorsement, however this isn't true of other certifications
- We are tasked with creating fully-formed candidates to deal with all of the context, issues and variety of students. This isn't an expectation in other fields. We need SEL for our candidates, not just students in their classrooms.
- At what point in time did we forget that this is about people. That every child is on a continuum. Relationships are and have always been the key. We have lost this through policy, assessment, etc. Why isn't this model of special education the model we follow as a collective, rather than it being on the outside or separate from what we do.
- The challenge is that candidates want to be perfect when they leave the program, and we can't give them. I would love for all of our students to learn that they don't have to be perfect, they have to be prepared to learn and grow.

Notes from whole-group debrief re: Article of Gen, Sped Intersection

- Assumptions
 - Need for a common discourse – is there *even* a possibility?
 - The educators we prepare are responsible for the learning of ALL children. In our program, we are preparing candidates in a limited bandwidth—we are relying on the Sped-prepped candidates to teach some of the children
- Agree
- Argue
 - *Ablism* is not called out in the article
 - The difficulty of bringing these two groups together is policy (in the article), but really, it's about culture and ideological ideas—not addressed in the article
 - We can't only make these changes in schools
 - The binary of gen, sped was reified in the end of the article
 - We're asking too much of our candidates in Sped, especially that we are now requiring a second endorsement. How do we help our candidates to use

resources? Provide support? We need social/emotional support for our candidates

- **Aspire/Act**
 - What would happen if we got rid of the distinction of *special education*? (reframe our certification program)
 - We could dual cert (e.g. ECE/Sped.)—how could the rest of K-12 system learn from that
 - What does it mean to be a “subject”? Query education

- **Other**
 - Sense of relief at recognition that gen/sped are actually silo-ed and not just something limited to “my” program
 - Coming from ECE background, it is instilled in us that you serve ALL children
 - Segregation is a part of our society—this will be a hard restructure
 - There is a push for certification. We can’t do all of that learning in a (one year) program, it has to join with the K-12 system to keep teacher learning happening
 - Accountability has removed relationships from effective teaching. Let’s keep each other accountable to not losing this

Notes from conversation about the Blanton et al., 2018 article:

Assumptions/Agreement/Argue:

- Idea that there is a need for a common discourse, especially in speaking to equity – Questioning if there is a need, what would it look like, is it even possible...
- Article didn’t name ‘ableism’ – underlying issue in this conversation
- The educators we prepare are responsible for the learning of all children...
 - What that means is that we are not preparing candidates for the full range of children (All Children) in their classrooms
- Difficulty of bringing the schools (gen ed/sped) together...there are significant ideological differences that are not included
- Different sense of the scope of the challenge – not just within individual programs
- ECE – prepared in a way that we serve ALL children – idea of this separateness was new...
Segregation is inherent in our world...influences the challenge of this work
- The binary of gen/sped was put into play at the end of the article...

Aspirations:

- What would happen if we got rid of the “special education” distinction and became a teacher education program...reframing how we go about preparing our teachers

- What do we need to learn from our early childhood education colleagues that have more of a whole child perspective

What about the 1 year MIT program? How to put everything they need to know in a 1 year program...

- Need to get away from the idea that we can do it all and that we should be expected to do it all

Our policies in WA have perpetuated the challenge by requiring a second endorsement of SpEd candidates but not the reverse...

We expect beginning candidates the first day to be fully prepared and without enough preparation on how to use resources that may (or may not be) available to them.

Also, how do we provide support for our candidates

- Social Emotional Support
- Mentor programs underfunded

At what time in this business was it no longer about people...what happened to the thought process that every child is human, every child is on a continuum?

- Lost it through all the policies over time...
- Relationships is the cornerstone.
- Why is the model of special education an alternative...why is it not just how we serve all kids?

Challenge w/ students when they leave...they want to be 'perfect' when they leave, they want to know 'where the box is' to get them prepared.

- Would love for all students to graduate with the understanding you develop as you go

Whole group discussion followed including the topics of conversation listed below:

The difficulty of bringing groups together to discuss policy
 Segregation is part of the framework of our society
 Placing the onus of change on the schools
 Distinctions about labeling children
 What would happen if we eliminated the concept of "Special education"
 What do candidates need to learn in preservice vs. inservice.
 What are the humanizing aspects, the relationships?
 How do we continually aspire to be student-centered.

Bob Cooper, WACTE lobbyist gave the following legislative update:

In July, every candidate must continue to take the West-B, but will no longer be required to pass the West-B.

Senate Bill 1139 addresses the teacher shortage and is currently waiting for a vote in this legislative session. Elements include scholarships, which would be administered by WSAC. A Professional Educator Collaborative would be established to inform on-going legislation, with WACTE as a designated member of this committee. Paraeducators would be allowed to take any route that they wished toward teacher certification, not just an alternative route, which currently exists in law.

Senate Bill 5082 establishes Social/Emotional Learning as a permanent committee. This bill also includes language that the PESB would collect and publish information that would compare institutions. Bob Cooper is working to have this language eliminated, and he encourages all EPP's to work through their lobbyists to eliminate this language.

The legislature is working on additional funding to support Special Education P-12 across the state.

The levy lid bill is still a part of the on-going discussion regarding school funding.

WSAC Presentation:

J. Lee Schultz from WSAC (formerly the HEC Board) presented on this group's work, which is based on policy and research, financial aid, access and support of K-12, and consumer protection. WSAC handles \$400 million dollars in aid each year. 18,000 students who applied for scholarships were qualified to receive financial scholarships, but did not receive funds due to the amount that had been allocated by the state legislature. WSAC works with the pipeline for paras, pre-service alternative route and conditional scholarships, and retooling scholarships. This current year, 1.4 million dollars are available across all programs, and a priority of WSAC is to provide equity across all programs. This legislative session they are working with legislators to fully fund the State Need Grant and Career Connect Washington, which focuses on CTE. They are hoping that the legislature will allow flexible use of state appropriations and maximize the grants in light of shortage areas (need to be defined) and the indicated financial need of the pool of applicants. The grants include the Student Teaching grant and the TEACH grant.

PESB Presentation:

Alex Manuel reported that the PESB is working on a variety of initiatives and is grateful for WACTE's collaboration.

The PESB will be working on the implementation of the testing barriers legislation, continuing to define the role of the PESB Board and the ParaEducator Board.

The PESB staff is currently advertising for three openings.

Six workgroups have been in place: Standards Approval and Review, PEAB's, Advancing Equity, CTE, Educator Pathways, and Mentoring.

Grant applications are now available to pilot a bilingual high school teacher academy.

The WEST-B must now be taken, but does not need to be passed in order for a candidate to enroll in a certification program. EPP programs will have program discretion in how to use the data from the score reports. What will be the program accountability? Further conversations will be coming regarding consistency in reporting.

National Standards have been approved for Business and Marketing and Early Childhood Education. Still to come are standards for library media, Special education, consumer science, and reading.

Candidates for school psychologists must now complete a NASP program. NAASP is visiting the possibility of how clinical psychologists might become school psychologists.

Renewals for ESA certs will be on a five-year cycle.

A Behavioral Analyst certificate is being added to certifications.

It was suggested that EPP's look at the Teacher Shortage Report published by the PESB, especially regarding their local area.

Adjournment: The meeting was adjourned to a reception.

Day 2 of the April WACTE meeting is going to be the Data Summit.

The October meeting of WACTE will be held October 23-24 at the Red Lion at SeaTac.

Respectfully submitted

Sharon Straub, recording secretary