

Standards and Review Committee notes, May 2, 2019:

This committee consists of members from a variety of professional education organizations and community organizations, whose role is to give feedback and input on initiatives in process by the PESB.

WACTE members in attendance – Tara Haskins, Amy Hedlund, Patrick Sexton, Sharon Straub

Updates on Preparation Program Review – Initial

- Resources available - personnel, candidate, fiscal

- Addresses standards

- Resources for candidate success –

  - Named roles of personnel

  - Capacity planning

- How has the program eliminated barriers – flagging and support systems

- Principal support

  - Resources from the field, support in the field

  - Program design

  - Recruitment into the profession, especially for candidates of color

  - Timeframe completion expectation

- Superintendent preparation

  - Align with national standards

  - Input, output, outcome measures

  - Multiple forms of evidence

  - Programs reviewed every 3-5 years as scheduled by the PESB

  - Program completes a self-study supported by data – report informs the review

  - Tension between accountability and growth

  - What models exist in other states?

  - Successes and challenges - Authenticity, themes

27 month review – Check for the following – Data expectations need to be crystal clear

- Original plan, reality, Why the changes? How we are tackling challenges? percentage of candidates completing

- How does the PESB support innovation, yet keep the standards?

PESB planning to support these new institutions includes: Process, orientation, collection of data, virtual vs. on-site, format of roles and responsibilities

Reporting of data:

Should the report be similar to the K-12 report card

Should the edTPA be reported as pass/no pass

Color consistency in the report

What is the role of GPA?

If an institution is flagged, what is the connection to the university response?

What is the purpose of the data?

Collaboration on presentation of the data, especially on-line data would be appreciated.

Since Time Immemorial curriculum:

Consistency of implementation needed

Conversations being held with WAECAP on their role

A 40 hour training requirement exists for inservice teachers

Nick needs to be informed about how each program is implementing the requirement in its preservice program. The goal would be to share best practice.

5/6 public SOE's received grants to implement the training

PESB is working with the OSPI Office of Native Education in providing guidelines and examples of best practice for programs, schools, and districts.

A goal of the implementation would include collaboration for research

Other requirements that will require collaboration for implementation: SEL, STI, Issues of Abuse, Working with Paraeducators, and the suggested Holocaust curriculum infusion.

Issues of sustainability

How are principals and superintendents incorporated into these efforts?

CTE curriculum: The PESB has had two workgroups focusing on Career and Technical Education program standards

How will equity pedagogy be embedded?

Would the superintendent model work for review?

Considering a 2-year sunrise date needed for transition

Moving forward: A budget request has been submitted for continuing this committee.

