

WACTE general meeting – April 25-26, 2018 – Walla Walla, WA

The meeting was called to order by President Patrick Sexton

President McVay of Walla Walla University gave a welcome from the University.

Mary Jo Larsen gave an update on the PESB student voice committee on which she, Sharon Straub, and Frank Kline sit. The student voice rubrics will be embedded in each task: Rubric 16 in Task 1, Rubric 17 in Task 2 and Rubric 18 in task 3. The question for the group was when the student voice should become consequential. It was due to become consequential in fall 2018. However, a problem with the handbooks created difficulties in fall 2017 so many of the scores could not be used for standard setting. The Executive Board recommended that the consequential nature of student voice be delayed until fall 2019, and the attendees concurred.

The testing barriers committee has sent six pages of recommendations to the PESB for consideration. The main question is “if basic skills testing is removed – what else would be allowed?” The recommendations will come before the PESB in May. If the Board accepts the recommendations, then the policy work would begin. This would give the WACTE membership the opportunity to lobby the legislature for aspects they feel appropriate.

Jeremy Delamarter gave a summary from the field directors’ meeting. They discussed the implementation of the student voice cut scores, the testing barriers, and the predatory nature of district hiring practices. The field directors will be drafting and signing a collective letter to district human resources departments communicating candidate rights. The group also discuss the importance of mentor teacher support and training. The BEST model was considered appropriate. Increased reporting of mental health issues of candidates has been coming forth and the group feels that WACTE needs to consider possible pro-active approaches to dealing with these issues. They discussed the vision for the field over the next two years. Fred Hamel will be the new facilitator of this group.

The data administrators under the leadership of Jan-Olov Johansson and Don Comey have been sharing the groups’ concerns with Nick of the PESB staff. Six of the data administrators have formed a work group. Shannan Palomba, Amy Hedlund, and Don Comey will take the leadership. They will be taking the domains and mapping them against the programs. They will also engage discussion of new indicators and will be working with the EDRC on the data gathering.

Cathy Stephens represented the certification officers and summarized their discussions. They reported that the PESB has decided that there will not be a Pre-Service certificate. Other topics included establishing a limited certification work group. There also needs to be consistency across universities about the Title II data that is due each April 1. The group expressed its appreciation to the WACTE Executive Board for establishing the various sub groups, which gives those constituencies an opportunity to meet and discuss common areas of interest and concern.

The Deans and Directors reported that they discussed follow-up to the Day on the Hill activity with the Washington State legislature. A work group has been established to continue the work for another Day on the Hill activity and money (\$3000) has been allocated to support this work. A strategic plan has been proposed and will be discussed at tomorrow’s general meeting, so the membership should be prepared for discussion. They discussed developing a procedure for determining the true need for teachers and that this might possibly be through the Workforce Training Board.

The discussion moved to a presentation by Mary Jo Larsen and Patrick Sexton on alternative routes. The goals of the presentation were to inform the membership about the state of alternative routes and upcoming PESB consideration of changes to WAC regarding alternative routes. The legislature approved the PESB request to take alternative routes definitions out of RCW and place it in WAC. This allows for more flexibility. There will be a work group formed in the near future. The following routes are currently in existence: Route 1 – Classified instructional employees with AA degrees, Route 2 – Classified employees with bachelors' degrees, Route 3 – Career changers with bachelors' degrees, Route 4 – District staff with bachelors' degrees employed on conditional or emergency certificates. The alternative route goals are to allow innovation; accessibility; diversification; and shorter, more convenient, affordable, and practical pathways to certification. Currently no check on alternative routes exists. Are programs truly meeting the standards? When or if resources disappear, will the programs disappear? The number of new educators from instate is down for the past several years. In 2015-16, 18.72% of new educators were teachers of color. Table talk ensued over strengths, challenges and dangers of the alternative route programs.

Nick Gillon from the PESB staff reported on the IBPR and standards along with the importance of diversifying the workforce and being culturally responsive. He encouraged the WACTE membership to attend the PESB paraboard and board meetings in Richland on May 16, 17, and 18. The PESB is working on making its website more accessible. Jack Busby has been elected as the staff leadership for the paraboard. Three certificates exist for paras: general, subject matter, and advanced. Several workgroups have been or will be established in the near future: Career and technical, Educator continuum, Testing barriers, National Board issues, Limited certificates, and Alternative groups. Several grants are available on the PESB website: Bilingual educator, para pilot, and microcredentials on computer science, social-emotional learning, and RWT. Check the website for information on the Teaching Equity Conference. The legislative agenda includes: Removing unintended barriers, ensuring on-going professional development training options to meet new and existing requirements for paras, and increased support for workforce development and addressing diversity in the workforce.

A suggestion was offered by the WACTE membership for the PESB to add which colleges offer which endorsements to the PESB website.

Nick then updated the group on program standards and review. Areas covered included benefits of this model on each program and the potential challenges. The PESB wants programs to serve their local areas and have as their priorities: clarity, efficiency, local control, systemic aspects, continuous quality improvement, and evaluation of the model.

Paradigm shifts at the PESB include: increased focus on each program and the system; collaboration within, among and between the PESB and the institutions; learning and accountability.

In January the PESB discussed 2-5 year cycles. In March, they decided which indicators to retain, revise, or remove. Retain: GPA as an indicator. Revise: endorsement assessment; edTPA assessment; completion rate by race and ethnicity. Remove from teacher indicators: P-12 student learning, student perception survey, TPEP. Remove from principal indicators: admission rate, licensure rate, school climate. Nick raised the questions as to whether or not it is feasible to look at the record of attempts to pass the tests (West-B, West-B, NES) in order to look at trends.

The meeting was adjourned for the day to a social.

Thursday, April 26, 2018

Centralia College introduced themselves as they have now become full members of WACTE.

The minutes were approved as written

The treasurer's report was accepted. Noted were the increased salaries for WACTE staff and the investment in Day on the Hill activities. Members were encouraged to submit their annual dues as soon as possible. Krissy Kim, along with Bob Cooper and Joyce Westgard from the Executive Board, will work with Belinda Hill and other volunteers in planning next year's Day on the Hill.

Bob Cooper gave an update on the legislative session. 17 institutions were involved in the Day on the Hill activities, 26 people attended, and 37 meetings were held. Going forward, WACTE should consider focusing on Teacher shortage conditional grants, alternative route conditional scholarships, future teacher conditional scholarships, and student teaching grants. The legislature should be encouraged to use existing capacity of programs rather than establishing new programs where there might not be a need and maintaining high standards. Establish connections with your legislators and their aides. HB 1827 addressed the teacher shortage, but the House and Senate disagreed on where the scholarships should be housed so the bill failed. SB5028 mandated integrating the Native American Curriculum into all teacher preparation programs by June 2018. The legislature felt that they had addressed the McCleary mandate. The WEA is facing agency shop decisions by the United States Supreme Court.

David Cherry will be leaving the treasurer's position and Doreen Keller was elected by acclamation. Mary Jo Larsen will be continuing in the Member-at-Large position. Keith Lambert was elected by acclamation to the President-elect position. Tariq Akmal will move into the President-elect position, Patrick Sexton will move into the Past President position. Vincent Alfonso will leave the Board. Deanna Sands will become the new WACTE president. All were thanked for their service.

Michaela Miller from OSPI presented on how that organization is working with school district on the implementation of the McCleary legislation. Each district is now able to negotiate its own salary schedule. She also discussed the implementation of the Every Student Succeeds Act (ESSA) in Washington State. See the OSPI website for the State Superintendent's vision including dual language for all, core instruction for all, extended learning opportunities for all, multiple pathways for all, and emphasis on the whole child. 38% of all Washington State public schools were identified to some form of support. Michaela posed the question to the WACTE group regarding what the organization as a whole could provide to this vision. How do IHE's develop a model of support? How do we gain the knowledge of the school system? OSPI teams will be collecting information from identified schools to focus on patterns emerging for support.

The WACTE 5 Year Strategic Plan, Goals and Action Steps, following discussion and changes from the floor, was approved unanimously.

The Teacher Education Learning Collaborative (TELC) presented on how it can be of service to the WACTE membership in the area of research. 15 WACTE institutions are members of TELC.

The ERDC presentation focused on creating MOU's for each institution regarding how data must be collected. All stakeholders need to agree on every data element definitions. There stakeholders include: PESB, programs, researchers, policy makers. The uses must consider accountability, program

improvement, research, and policy changes. A task force will be created to explore data definitions, research questions, and communication plans.

Programs need to submit aggregated data as usual to the PESB in October 2018. They must submit select EPP data to the ERDC in October 2018. All EPPs will submit to the candidate level data to the ERDC in October 2019. The ERDC will send the aggregated data to the PESB in December 2019.

Questions: Will MOU's be run through IRB's? Can students opt out of sharing data? As we work through the data definitions process, what should the ERDC make sure that the work group keeps at the forefront of their deliberations.

WACTE's strategic plan should be used as a guiding document. Think about the variety of institutions and the variety of capacities. Make the requirements "do-able." In the MOU's, with whom would the institutions want the ERDC to share data. How do we ferret out the alternative routes from the whole?

The next WACTE meeting will be October 24-25, 2018. Place to be determined.

Respectfully submitted,

Sharon Straub, recording secretary