

CENTRAL WASHINGTON UNIVERSITY
PROFESSIONAL EDUCATION ADVISORY BOARD
TEACHER EDUCATION
MINUTES
December 1, 2006

MEMBERS PRESENT: Tobi Beehler, Joel Hollingsworth, Connie Lambert, Rexton Lynn, Steve Schmitz, Shari Stoddard, Ken Wilson, Lael Wright

MEMBERS ABSENT: Jim Asmussen, Tammie Lenz, Rebecca Scholl, Carolyn Stella

GUEST: Joyce Garrett, Craig Hughes

MEETING CONVENED: The meeting was called to order at 9:30 AM.

- I. The minutes for the meeting October 6, 2006 were approved as corrected.
- II. The order for agenda items was established to accommodate the guests' time constraints.
- III. Reports
 - A. Professional Certificate (Andrea Sledge)

Andrea Sledge distributed copies of the Professional Certificate and National Board Certification programs PEAB Report and the Professional Certificate Professional Growth Plan form.

Mary Jo Larsen, OSPI Program Specialist: Professional Certificate, will be on campus December 11, 2006 for a Focus Visit on Standard V, Knowledge and Skills: Student Voice.

There are 110 applications for the Professional Certificate program and 318 current candidates. Anticipated changes/updates to the program include: offerings at the Lynnwood Center; procedures related to Incomplete grades in ECTL 601, Professional Certificate: Pre-assessment Seminar, and ECTL 609, Professional Certificate; Culminating Seminar.

The updated brochure for the Professional Certificate program is in its final draft at the Office of Continuing Education.
 - B. National Board Certification (Andrea Sledge)

There are 6 facilitators and 33 candidates in the CWU NBTC program this fall. A goal of the program is to obtain approval from the MEd in Master Teacher program committee for NBTC to be integrated.

Steve Schmitz expressed thanks to Andrea for taking the Pro Cert/NBCT to the next level. This is very much a one person show with little staff support.
 - C. NCATE/OSPI Site Visit (Joyce Garrett)

NCATE Coordinator Joyce Garrett gave an overview of the NCATE at CWU website. Teacher Education PEAB members were invited to browse the site at <http://www.cwu.edu/~ectl/ncate/index.html>.

Connie Lambert reported that MEd programs on reserve include School Administration, Inclusive Teaching Strategies, and Instructional Leadership. She also reviewed the handouts related to what information will be on the website for the Professional Education Advisory Boards. The PEAB recommendations will be

in a table format for the March meeting. Time will be spent then preparing for the visits in May.

The handouts discussed were:

- PEAB 1st & 3rd Year A40 Surveys (2002-2003)
- Teacher Education Placement Report from CWU Career Development Services (2002-2005)
- Demographics of Teacher Preparation Candidates (U/G 2002-2003 through 2005-2006)
- WEST-E Institutional Summary Report (09/01/05-08/31/06)
- WEST-E Endorsement Demographics (09/01/05-08/31/06)

Points made while discussing the WEST-E:

- Instructors do not take the WEST-E as funding is not available. Faculty members could use professional development monies.
- Pass/not pass statistics by ethnicity are not available for the WEST-E.

D. Dispositions (Rexton Lynn)

Rexton Lynn, Director of Field Experiences, led a discussion on teacher candidate dispositions. Surveys are done during field experiences for the purpose of screening for attitudes. The discussion included:

- An Ad hoc committee for CTL to discuss/develop document/survey needs to be set up. Lael Wright would be the public school representative.
- There should be forms for each field experience.
- The survey would provide support for faculty in advising students out of the program when necessary. It should be an articulation of attitudes from candidates.
- Courts have upheld that professional opinion does count when policies/procedures/documentation are in place.
- At CWU Pre-Autumn Field Experience is only in the fall. Some candidates do their Pre-Autumn Field Experience and Student Teaching the same quarter ending up with all of their teacher preparation courses of no use.

Questions and suggestions for Pre-Autumn Field Experience included:

- Offer the course throughout the year.
- The field experience could be changed to a 1 credit course with the name changed to reflect that it is not a fall quarter class only.
- A practicum could be offered at mid-program where students work together and mentor each other. Observations from cooperating teachers and supervisors would be an integral part of the class.
- Pre-Autumn Field Experience is part of the Professional Education Core and we are always looking for ways to improve.
- Shari Stoddard has developed a class in the Art Education program that brings the students to the candidates.
- Distance Education technology could be more fully utilized for observations.

IV. PEAB Mission

- A. **WAC 180-78A-220: Program Approval Standards for Approved Preparation Programs:** Reports on the following will occur during the 2006-07 academic year

#2 Accountability

#4 Program Design

#5 Knowledge & Skills

- B. **5 Year Review:** Program Evaluation data, courses, & field experiences

- C. Program Review: (Science, ECE, Bilingual/TESL)

December – Bilingual/TESL (Craig Hughes)

Craig Hughes explained a PowerPoint presentation on the bilingual education and TESL programs. Copies of the slide show were distributed. Points made during the presentation included:

- The Ideal vs. Reality for dual language
- The PRISM model involves a study for time required to acquire academic English skills. The stages are:
 - 1. Cognitive development
 - 2. Academic development
 - 3. Social/cultural context
- To be successful the focus should be on all four. Teaching English only results in “no knowledge.”
- Multicultural throughout program
- 50 Strategies for Teaching English Language Learners, 1st Edition, by Adrienne L. Herrell is a good resource.
- The Sheltered Instruction Observation Protocol (SIOP) Model was developed to provide teachers with a practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for ELLs in content area teaching.
- There are plans to develop an undergraduate course at CWU comparable to EDBL 530, Sheltering in Mainstream Methods
- EDBL 312, Foundations in Bilingual Education and EDBL 438, Teaching English as a Second Language are recommended for content area teacher candidates.
- ELL = English Language Learners
- LEP = Limited English Proficiency

March – Science (Martha Kurtz)

June – ECE (Keith Salyer)

VI. **Dates for this year (all Fridays)**

March 2nd – 9:00-12:00

June 8th (Friday before graduation) with Top Ten Student Teacher Reception

V. Other