

CENTRAL WASHINGTON UNIVERSITY
PROFESSIONAL EDUCATION ADVISORY BOARD
TEACHER EDUCATION
December 5, 2008

MEMBERS PRESENT: Lael Wright, Tammie Lenz, Denise Hogg, Craig Hughes, Jeff Ellersick, Carolyn Stella, Connie Lambert, Tobi Beehler, Rebecca Scholl, and Rexton Lynn

MEMBERS ABSENT: Jim Asmussen.

GUEST: Barry Donahue and Patsy Callaghan

MEETING CONVENED: The meeting was called to order at 9:35 AM.

UPDATES:

- Connie Lambert updated the group on the search for a new Central Washington University President. The University Board of Trustees announced on Friday that the new President will be Dr. James L. Gaudino. Dr. Gaudino is currently the Dean of the College of Communication and information at Kent State. He will begin his presidency at CWU on January 5, 2008. Being a communications person, he is interested in getting to know individuals, and in being a presence here on campus. Current President Jerilyn McIntyre will be attending her last Board of Trustees meetings today. There have been three galas so far in her honor. Though she is retiring, she will stay on at the University as President Emeritus and Communications professor.
- Connie Lambert gave an update on the budget. We will not know the final numbers until mid December. It looks like 5-10 percent cut this year, with a possible 10-20 percent cut next year. The Deans have been tasked to figure out where they can make cuts. The different departments will have to determine where these cuts can take place. Connie met with the chairs yesterday and discussed the possibility of instituting a cohort model in some programs. There are several options being talked about.

APPROVAL OF MINUTES: The October 3, 2008 minutes were approved.

ELECTION OF CHAIR: Lael was elected as chair.

INTRODUCTIONS: Introductions were made around the table.

PEAB WORKSHOP:

- The PEAB Workshop handouts were distributed around the table. It was decided that the handouts would be looked at and discussed at the next meeting if necessary. The PEAB Workshop itself was discussed. Some of the members would like to attend and wondered about the cost and dates. It was decided that this would be looked into.

PEAB SURVEYS:

- The PEAB Surveys that were sent out via email in October were discussed. Rexton explained that these surveys did need to be filled out because they are meant to help us function better as a PEAB. Question 3 (What changes will you make to increase your PEABs ability to recruit and retain new members?) was discussed. It was decided that we met our minimum requirements for number of PEAB members but that we needed more representation. The members would like a Secondary Teacher from the Toppenish area and a Counselor from the North Central area. Connie said that she would look into it. A motion was passed to create two new positions – middle and high.

REPORTS:

- Craig Hughes:
 - The Department of Education is conducting a self study retreat today in the distance ed. Broadcast room. A report will be sent to the PEAB members so expect to receive a large document soon. Also, Craig will forward a copy to Angela so that she can mail a copy out to the members that would prefer a hard copy instead of the large e-mail file.
 - Craig reported that the Reading Program will be the Literacy Program. There are no course changes, just title and prefix changes. He also reported that there will a lot more curriculum discussed at the next meeting.
- Rexton Lynn:
 - Rexton proposed that all programs preparing teacher education candidates have admission requirements and that the requirements for all programs are aligned with the Professional Core. The way it works right now a student with poor gpa scores can take up room in a class and not get into the Professional Core, while a student with a high gpa can't get into the necessary class to enter the Professional Core because of full attendance. If admission requirements were all aligned the first student would have to increase his/her gpa with Gen Ed classes before they could move forward, freeing up space for the student with the high gpa. Pushing students through the program and not having a check along the way is a disservice to the students. Their needs to be monitoring every quarter so that there isn't an issue when the time comes to student teach. Rexton will think how to word the recommendation and submit the recommendation to the PEAB members via e-mail.
- Barry Donahue:
 - Lael and Tobi are on the Standard 5 subcommittee.
 - There will be one more meeting to clear up some details.
 - There is nothing startling to report. Everyone has agreed to do the same thing. There are two departments on board that in the past have gone their own way.
 - There will be a Standard 5 meeting next week to finish this year long process, and a recommendation will be generated.
 - There are two issues at this time. The first issue is assessment. Everybody agrees that assessment is a weak area. The process of looking at the entire curriculum causes concern and apprehension in everyone. Barry would like the PEAB to make an informal recommendation that there be more assessment. EDCS 311 is a five credit course that teaches classroom management, assessment and instruction methods. Each of these topics get three weeks. Three weeks of assessment is not enough time.

Some people feel the course is fine the way it is, but Barry would like to see it longer because there just isn't enough time for assessment. It was suggested that each of the three topics be separated into their own courses because all of these areas are trouble areas when it comes to student teaching. Classroom Management is taught as an elective in Des Moines but is not required, it is not offered as a separate course in Ellensburg at all. It was suggested that this should be a separate required course. If the course splits to three separate courses the credits would stay the same, they would just be reallocated. The other issue is the lack of field experience. One of the problems is that there are a lot of students and the Ellensburg schools cannot accommodate all of them. Student teaching is one thing but a class to observe for a day or a few hours is difficult with local resources. We need to make field experiences useful for the students as well as for the school district. It was pointed out that having better prepared students was beneficial to the school district when they hire future teachers. It was suggested that transportation be made available to students to other areas so that Ellensburg isn't overwhelmed. The problem with this is if a student has a class in Ellensburg they may not make it back in time. It was decided that this option would work with the cohort method only. The Cohort Method would save money in the long run and give the students a free day in which they could go out and get the field experience done. Moving to other areas would be great as far as increasing the diversity as well. Transportation was again discussed and the members decided that facilitating the transportation was one thing but the students are responsible for their own expense. The PEAB members will think of a recommendation and get back to Barry. Barry was invited back to the March 13, 2008 meeting.

- Patsy Callaghan:
 - Patsy distributed a handout entitled "Teacher Certification Requirements for English/ Language Arts". The handout lists all of the Endorsement Credits as well as the Professional Education Sequence. She said that it is really important that we are all on the same page as the document. We all need to be reflective of Standard 5.
 - The next handout she distributed is entitled "Endorsement Program Approval for English Language Arts 5-12". The handout lists Competency in one column and the strategies for assessment of the candidate in the other column. This helps the students have a sense of how to complete the competencies. The handout shows the seven common cores:
 - Knowledge and Understanding of the English Language, Language Development, and its Diversity.
 - Knowledge and Understanding of Reading Processes.
 - Knowledge and Understanding of the Process of Writing.
 - Knowledge and Understanding of Literature:
 - Knowledge and Understanding of Non-print Media.
 - Knowledge and Understanding of Theory and Research Findings.
 - Skills and Instructional Methodology.
 - The focus is on Language more now than ever because of different backgrounds. There are even several different English Dialects.
 - The next handout she distributed is entitled "Secondary English Education Program and NCATE/Live Text Portfolios". This handout lists the requirements for the two

electronic portfolios: (1) the Live Text/NCATE Portfolio and (2) the Digital Secondary English Education Program Portfolio on CD. The first one calls for practicum journals, practicum lesson plans, lesson plans for 7-12 presentations to classroom practitioners, pre/post assessment of student writing samples, memoir, written annotations of WASL papers, pedagogy letter/writing unit rationale, and genre study unit. The second one calls for genre study unit, English 422 Teaching Plan, and reading print/non-print texts planning guide. Both of these have to be completed in their entirety in order to pass English 430 and 488.

- The last handout she distributed is entitled “English Language Arts”. This is a steps of growth list. The first is the Major Requirements (skills practice and development of content area expertise), the next is Content Area Methods Courses (specific alignment with State Competencies and practicum experiences), and the third is Capstone Experience (E-portfolios, presentations to Practitioners and Praxis II). This handout helps the student to see that everything they are doing helps them to expand their content areas. Words are as important as molecule, and students must be able to say what they are doing with the language. The content areas and the methods are clustered throughout.
- It has been suggested that 424 should be taken after the methods classes.
- Students are performing at 85% for Praxis II, and most are passing the first time. Only one student in the last four years has not passed the Praxis II.
- 17 is the typical number of English Students a year that become English Teachers.
- It was suggested that the students be informed that the technical aspect of writing is expected more and more.

THE FOLLOWING PROGRAMS WILL BE REVIEWED:

- March 13, 2009 - Dance with Therese Young
- June 12, 2009 - Library Media with Marwin Britto
- October 2010 - World Languages
- December 2010 - Theatre Arts
- March 2010 - Traffic Safety
- June 2010 - Health Fitness and School Health Education.

DATES FOR 2008-2009 (ALL FRIDAYS)

- March 13, 2009 (9:00-12:00)
- June 12, 2009 (Friday before graduation) – (1:00-3:00) with Top Ten Student Teacher Reception following (4:00-5:00)

ADJOURNMENT: Meeting was adjourned at 12:17 PM

NEXT MEETING: March 13, 2009