

MINUTES
January 21-22, 2009
Tumwater, WA

MEMBERS PRESENT: Lori Blanchard Ted Howard II Cindy Roaf
June Canty Myra Johnson Stephen Rushing
Gary Cohn Roshni Jokhi Jill Van Glubt
Jim DePaepe Shannon Lawson Joyce Westgard (14)
Roger Erskine Grant Pelesky

MEMBERS ABSENT: Randy Dorn (unrepresented), Keith Hunziker, Dora Noble, Ann Pulkkinen (4)

STAFF PRESENT: Esther Baker, David Brenna, Pamela Cook, Joe Koski, Mea Moore, Jennifer Wallace (6)

CALL TO ORDER

Chair Van Glubt called the meeting to order at 9:02 A.M.

ANNOUNCEMENTS

- Jennifer Wallace, Executive Director, PESB introduced the PESB's new Legislative and Policy Coordinator, David Brenna.
- Chair Van Glubt reminded the Board that the green laminated sheets guide the process related to discussion and action on TAB items.
- The evaluation forms continue to provide useful information and they have been changed to allow members to easily comment on items they may rate with a 1 or 2.

MOTION was made by Roger Erskine and seconded by Myra Johnson to accept the consent agenda.

MOTION carried.

TAB 3

PROPOSAL FOR APPROVAL OF NEW SCHOOL PSYCHOLOGIST PROFESSIONAL CERTIFICATE PROGRAM AT EASTERN WASHINGTON UNIVERSITY (EWU)

Judy Smith, Program Specialist, Professional Education and Certification, OSPI

Ms. Smith provided background on this item and introduced Steve Hirsch and Jaime Seaburg from EWU who joined via teleconference. Mr. Hirsch and Mr. Seaburg have been operating the joint WSU/EWU School Psychology program for several years. Mr. Hirsch described the components of the program and stated that while both programs are similar by design, the EWU program is unique in that it maximizes geographic accessibility by minimizing travel. Mr. Seaburg discussed the use of the P-20 video conferencing system for the supervision portion of the program.

PUBLIC COMMENT

No public comment.

MOTION was made by June Canty and seconded by Grant Pelesky to accept the Proposal for Approval of New School Psychologist Professional Certificate Program at Central Washington University.

DISCUSSION

Members felt that the proposal was thoughtful and were pleased to see the use of video conferencing and electronic portfolios so that the program is available to anyone in the state.

MOTION carried.

TAB 4

PROPOSAL FOR APPROVAL OF NEW SCHOOL PSYCHOLOGIST PROFESSIONAL CERTIFICATE PROGRAM AT CENTRAL WASHINGTON UNIVERSITY (CWU)

Larry Lashway, Program Specialist, Professional Education and Certification, OSPI

Mr. Lashway introduced Gene Johnson, Director School Psychology Program, CWU. Mr. Johnson expressed appreciation to the board for the opportunity to discuss the CWU program. He provided a description of the program, noting a highlight of their program will be the pre-entry seminar which candidates will be able to access via a website CWU will develop. He discussed challenges as well as concerns with the program.

PUBLIC COMMENT

No public comment.

MOTION was made by Roger Erskine and seconded by Stephen Rushing to accept the Proposal for Approval of New School Psychologist Professional Certificate Program at Central Washington University.

DISCUSSION

Members were pleased the standards will be met and that personalization of the program will be taken into consideration. The Board would like an update in a year or so on how the program is performing. Mr. Johnson said he could do that.

MOTION carried with one abstention due to conflict of interest.

TAB 5

SITE VISIT REPORT: EASTERN WASHINGTON UNIVERSITY

Judy Smith, Program Specialist, Professional Education and Certification, OSPI

A site visit was conducted at Eastern Washington University from October 25-29, 2008 of their Teacher, Professional Teacher, Principal, School Counselor, School Psychologist, School Social Worker and combined EWU/WSU School Psychologist programs.

Ms. Smith discussed the site visit and introduced Alan Coelho, Dean, College of Education, EWU and Joann Dickerson, Department Chair, EWU, who joined via teleconference. Mr. Coelho and Ms. Dickerson both expressed appreciation for the team work of all the people

involved in the site visit. Ms. Westgard, PESB member who served on the site visit team, provided information about the site visit which occurred in conjunction with a National Council for Accreditation of Teacher Education (NCATE) site visit. She expressed concern for the duplication of effort on the parts of the state and national review teams conducting concurrent site visits, particularly when the same conclusions using the same materials were produced. Ms. Wallace stated that the Board will review the Washington Administrative Code (WAC) related to this issue at a future meeting. Ms. Westgard noted a correction on page 12 of the report that will be made before it is published on the PESB website. There is also a discrepancy in the number of students enrolled in the Social Worker program in the report. However, the annual report will provide an accurate number.

PUBLIC COMMENT

No public comment.

MOTION was made by Joyce Westgard and seconded by Jim DePaepe to approve the Residency Teacher Certification Program at Eastern Washington University until the next regularly scheduled NCATE site visit schedule.

DISCUSSION

Members spoke in support of approval and felt the program did an excellent job preparing the materials with the evidence.

MOTION carried.

MOTION was made by Joyce Westgard and seconded by Lori Blanchard to approve the Teacher Professional Certificate Program at Eastern Washington University until the next regularly scheduled NCATE site visit schedule.

DISCUSSION

Members felt it was a good program and that the materials exhibited the necessary evidence.

MOTION carried.

MOTION was made by Joyce Westgard and seconded by June Canty to approve the Principal Residency Certificate Program at Eastern Washington University until the next regularly scheduled NCATE site visit schedule.

DISCUSSION

The only unmet needs were related to diversity in the areas of candidates, field experience and faculty and EWU is aware of and addressing these issues.

MOTION carried.

MOTION was made by Joyce Westgard and seconded by June Canty to approve the School Counselor Residency Certificate Program at Eastern Washington University until the next regularly scheduled NCATE site visit schedule.

DISCUSSION

Members stated the materials were excellent and they expressed interest in learning more about the accolade received for the program's "Diversity Awareness Action Plan."

MOTION carried.

MOTION was made by Joyce Westgard and seconded by Lori Blanchard to approve the School Psychologist Residency Certificate Program at Eastern Washington University as stated in the report until the next regularly scheduled NCATE site visit schedule.

DISCUSSION

No discussion.

MOTION carried with one abstention due to conflict of interest.

MOTION was made by Joyce Westgard and seconded by Lori Blanchard to approve the School Social Worker Residency Certificate Program at Eastern Washington University until the next regularly scheduled NCATE site visit schedule.

DISCUSSION

Members felt the materials were excellent.

MOTION carried with one abstention due to conflict of interest.

TAB 6

SITE VISIT REPORT: HERITAGE UNIVERSITY

Judy Smith, Program Specialist, Professional Education and Certification, OSPI

A site visit was conducted at Heritage University from November 1-5, 2008 of their Teacher, Professional Teacher, Principal and Program Administrator, and School Counselor Programs.

Ms. Smith introduced Heritage University administrators and faculty, Jim Borst, Dean, School of Education, Cathy Hardison, Associate Dean, Robin Glaspey, ProCert program, and Mickie Clise, Director, Teacher Program. Mr. Borst stated that the site visit process was a tremendous opportunity for them to review all of their programs as a continuous process, especially in the areas of accountability and data. Ms. Canty, PESB board member, served on the site visit team and felt that the faculty, staff, and administration all understood the conceptual framework and lived the missions of the programs. Ms. Smith provided a summary of the ratings Heritage received for each of the programs. Mr. Borst discussed how the university will address the recommendations for each of the programs.

PUBLIC COMMENT

No public comment.

MOTION was made by June Canty and seconded by Jim DePaepe to grant full five year approval to the Residency Teacher Certification Program at Heritage University.

DISCUSSION

Heritage provides the opportunity for underrepresented minority populations to become teachers, principals or counselors. They do a phenomenal job at being culturally responsive in both teaching and learning.

MOTION carried.

MOTION was made by June Canty and seconded by Joyce Westgard to grant full five year approval to the Professional Teacher Certification Program at Heritage University.

DISCUSSION

Heritage provided great evidence. All the knowledge and skills are part of the program and students can embed them in the Master's program.

MOTION carried.

MOTION was made by June Canty and seconded by Ted Howard to grant full five year approval of the Principal/Program Administrator Residency Certification Program at Heritage University.

DISCUSSION

The superintendents who hired the graduates of this program commented on how well prepared the candidates were. The 90 day tool kit assignment was phenomenal. It's a great program.

MOTION carried.

MOTION was made by June Canty and seconded by Myra Johnson to grant full five year approval to the School Counselor Residency Certification Program at Heritage University.

DISCUSSION

The School Counseling Program does an excellent job in helping a candidate think through the process of how to provide evidence of positive impact on student learning through core assignments embedded in their portfolio. Members thanked the administration for the good work.

MOTION carried.

TAB 8

PROFESSIONAL CERTIFICATE: FOLLOW UP INFORMATION ON COST TO INSTITUTIONS FOR OPERATING PROGRAMS

Larry Lashway, Program Specialist, Professional Education and Certification, OSPI

At the PESB November meeting, the board requested that the Professional Education and Certification (PEC) office at OSPI provide greater detail as to the cost to each institution for providing a teacher professional certification (ProCert) program. Mr. Lashway discussed the January 2009 report and provided corrections to data in the report. He explained challenges involved in obtaining the data the board has requested.

DISCUSSION

While members felt that the information in the report provided a “ball park” view of the cost of professional certification, they acknowledged it was not possible to obtain more realistic and appropriate cost information at this time.

PUBLIC COMMENT

Barbara Clausen, Professional Certification Administrator, WSU Vancouver

Ms Clausen stated that she is the peer facilitator of the group of administrators serving the 17 institutions offering ProCert programs in Washington State and that she had received feedback from the institutions on the OSPI PEC report. She expressed concerns that the information in the report contains gross errors and inaccuracies regarding the cost to students. She believes there are too many categories to be averaged as they don't contain a common amount in each category. The OSPI website contains program information but not the cost. The cost could be added to the OPSI website at the recommendation of the Board.

Members agreed to withdraw the report and tasked the Executive Committee with determining a different means of obtaining information about the cost of ProCert programs.

TAB 7

PROPOSED NEW CAREER AND TECHNICAL EDUCATION (CTE) BUSINESS AND INDUSTRY ROUTE TEACHER PREPARATION PROGRAM STANDARDS

Judy Smith, Program Specialist, Professional Education and Certification, OSPI

Betty Klattenhoff, Director Career and Technical Education, OSPI

Phyllis Lawson, Vocational Certification Specialist, OSPI

In July 2008, the PESB approved a plan for CTE Business and Industry Route Programs to be approved under new standards by January 2010. A Standards Committee developed new proposed standards for board consideration. Ms. Klattenhoff introduced Kathleen Lopp, Assistant Superintendent Career and College Readiness, OSPI. Ms. Lopp expressed her support for the new standards.

Ms. Lawson introduced the following standards committee members: Carole Brewer, Bates Technical College, Bryan Erickson, Evergreen School District, Jay Leviton, Renton School District, and Anita Jinks, Tacoma School District. Each committee member described the programs at each of their institutions.

Ms. Smith described how the committee aligned the National CTE standards with regular approval standards. Ms. Klattenhoff discussed:

- Why new standards were developed;
- The process used to accomplish this; and
- What's to come for program providers?

Ms. Van Glubt participated in one of the meetings and expressed her appreciation for the work the committee did and the process used to develop the new standards.

PUBLIC COMMENT

No public comment.

MOTION was made by Jill Van Glubt and seconded by Ted Howard to accept the Proposed New CTE Business and Industry Route Teacher Preparation Program Standards.

DISCUSSION

Members discussed the importance of the standards in providing a solid foundation for students. Members spoke for the motion and expressed appreciation for aligning the standards to the National CTE standards. The standards committee was praised for their good work.

MOTION carried.

TAB 9

NEW SPECIALTY ENDORSEMENT COMPETENCIES – GIFTED EDUCATION

Coleen Putaansuu, Program Specialist, Professional Education and Certification, OSPI

At a previous meeting, the PESB approved the creation of a new specialty endorsement in Gifted Education. Subsequently, a committee was formed to develop the competencies for this new specialty endorsement. Coleen Putaansuu introduced the committee members: Margo Long, Associate Professor, Whitworth University, Gayle Pauley, Director Title I, LAP, Title V and Consolidated Program Review, OSPI and Kristina Johnstone, Program Supervisor, Advanced Placement and Highly Capable, OPSI.

Ms. Putaansuu provided information on the process the committee used to develop the competencies. Ms. Long discussed the purpose of the endorsement and what will be accomplished. Ms. Pauley discussed her experiences as a gifted education teacher and the importance for teachers to have the opportunity to acquire the endorsement. The social and emotional aspects of teaching gifted children were discussed.

PUBLIC COMMENT

No public comment.

MOTION was made by June Canty and seconded by Cindy Roaf to approve the New Specialty Endorsement Competencies – Gifted Education as presented.

DISCUSSION

Members appreciated the thoughtful, inclusive way the standards were developed. They felt they were comprehensive and realistic and were pleased the area of diversity was considered.

MOTION carried.

TAB 10

RECOMMENDATION FOR THE ASSESSMENT OF ORAL AND WRITTEN PROFICIENCY IN THE LANGUAGE OF INSTRUCTION FOR THE BILINGUAL ENDORSEMENT

Esther Baker, Program Director – Teacher Assessments, PESB

Ms. Baker discussed the revisions to the 2007 Bilingual endorsement competencies and the recommended tests for assessing the oral and written proficiency levels in the second language of instruction.

PUBLIC COMMENT

No public comment

MOTION was made by Grant Pelesky and seconded by Gary Cohn to approve the two anticipated outcomes as written in the cover memo 1) revision to the 2007 Bilingual Endorsement Competencies containing language with the oral and written proficiency levels in the second language of instruction; and 2) the use of the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI) and the ACTFL Writing Proficiency Test (WPT) for assessing oral and written proficiency in the second language of instruction.

DISCUSSION

Members expressed concern for the cost.

MOTION carried.

TAB 11

LEGISLATIVE UPDATE

Jennifer Wallace, Executive Director, PESB

David Brenna, Legislative & Policy Coordinator, PESB

Mr. Brenna discussed the Governor's proposed budget and its impact on the PESB and other state agencies. Ms. Wallace stated that several PESB programs including retooling, parapipline, and alternate routes continue to be funded in the proposed budget. She discussed the various reports the PESB produced and the list of suspended projects, such as the Teacher Assistance Program. Mr. Brenna announced that new members Jim DePaepe, Roshni Jokhi, Cindy Roaf and Ted Howard were confirmed before the Senate earlier that morning.

DISCUSSION

Members discussed the importance of the PESB's Math and Science report and the Joint Task Force report on Basic Education Finance. Bill 1410 and its impact on the PESB were discussed.

TAB 13

ANNUAL TEACHER ASSESSMENT REPORT

Esther Baker, Program Director – Teacher Assessments, PESB

Ms. Baker provided a summary of the Washington Prospective Assessment System: 2007-2008 Results for the WEST-B and WEST-E/Praxis II tests. The report is distributed to the House and Senate Education Committees, the governor's policy advisors, the deans and directors of the teacher prep programs, the State Library, placed on the Legislative Alert List and on the PESB website.

DISCUSSION

Members discussed the failure and retake-rates on the writing subtest for under-represented racial/ ethnic groups taking the tests. Members expressed concern about the implications which reflect a disproportionate impact on the groups where efforts exist to increase the

numbers of teachers in the workforce. The challenge is to determine reasons for and solutions to these failure rates.

Meeting was adjourned at 3:35 P.M.

January 22, 2009

MEMBERS PRESENT: Lori Blanchard Ted Howard II Cindy Roaf
June Canty Myra Johnson Stephen Rushing
Gary Cohn Roshni Jokhi Jill Van Glubt
Jim DePaepe Shannon Lawson Joyce Westgard (14)
Roger Erskine Grant Pelesky

MEMBERS ABSENT: Randy Dorn (unrepresented), Keith Hunziker, Dora Noble, Ann Pulkkinen (4)

STAFF PRESENT: Esther Baker, David Brenna, Pamela Cook, Joe Koski, Mea Moore, Jennifer Wallace (6)

ANNOUNCEMENTS/MEMBER UPDATES

- Roger Erskine provided members with a copy of the 2009 Citizens' Report Card on Washington State Education produced by the League of Education Voters.
- Sheila Fox provided an update on the recent State Board of Education (SBE) meeting.

TAB 12

WASHINGTON'S CONTINUUM FOR TEACHER DEVELOPMENT: EXAMINING POINTS OF EVIDENCE

Jennifer Wallace, Executive Director, PESB

Esther Baker, Program Director – Teacher Assessments, PESB

In the PESB's efforts to move to an evidence-based system of educator preparation and development staff have developed a continuum that outlines new forms of evidence at multiple points along the continuum of educator development.

Ms. Wallace discussed the background, purpose and goals of the continuum. Ms. Baker explained that the continuum addresses assessments, accountability and development of teacher candidates as they go through the different phases of their development. The steps of the continuum are pre-service preparation, induction support and assessment, teacher professional certification process and career-long professional growth. The continuum is in draft form and Ms. Baker invited the Board to provide feedback.

DISCUSSION

Member feedback:

- What is the level of understanding school boards and superintendents have about the continuum structure and its relationship to Standard V and the existing state requirements for teacher evaluation?;
- Change the name of the column "Close the Gap" to something like "Close the Certification Gap" or "Tighten the Timeline";
- The "Career-Long Professional Growth" column is terrific;
- "Take One" is a part of National Board Certification and should be added to that bullet item;
- ProCert and National Board Certification are presented as an either option and both get to the same place;

- Add something to the PGP area to reflect it's a collaborative process;
- A more aggressive communication plan about the PESB, teacher prep, Standard V, etc. is needed;
- Include Master's degree in Professional Growth;
- Work on standards for the Master's degree or use NCATE standards;
- Staff will provide members with NCATE data; and
- Would like to see data from Human Resource Director's group and WEA indicating the extent to which this is being implemented.

TAB 14

UPDATE: PERFORMANCE-BASED PEDAGOGY ASSESSMENT (PPA)

Larry Lashway, Program Specialist, Professional Education and Certification, OSPI
Charles (Cap) Peck, Director of Teacher Education, University of Washington - Seattle

PESB WAC requires that all candidates for a teacher residency certificate complete a common pedagogy assessment. In 2007, efforts began to revise the current pedagogy assessment.

Mr. Lashway provided background, current efforts to revise the PPA and a summary of progress. Mr. Peck described his experiences with similar processes and presented the challenges in pursuing this model. Resources will likely not come out of this session of legislature to address the challenge of reliability and validity.

DISCUSSION

Members discussed the timeline and cost related to development of this process. Members applauded the effort to develop and implement this process.

TAB 15

DEVELOPING A MEANINGFUL PROGRAM COMPLETER SURVEY: WHAT CAN WE KNOW?

Joseph Koski, Policy & Research Analyst, PESB

Mr. Koski provided information about current and future qualitative instruments for measuring the effectiveness of teacher preparation programs. He shared information about Louisiana's model for assessing teacher preparation programs and the use of "Value-Added Models" in assessing the impact of teacher preparation programs on student learning.

DISCUSSION

Members requested a summary of the data in this tab to help the board understand the information. The relationship of this data and the work the board does was addressed. It was noted that this information is foundational and informational.

PUBLIC COMMENT

No public comment.

TAB 16

UPDATE: STANDARD V PILOT PROGRAM UPDATE

Lin Douglas, Consultant

The PESB adopted new evidence-based knowledge and skills standards for teacher preparation programs - Standard V- in July of 2007. The legislature subsequently provided funding to the PESB to pilot Standard V programs in various institutions. In July 2008 the board approved 4 institutions for the pilot.

The following representatives from the 4 institutions were in attendance:
David Carroll and Joanne Carney, Western Washington University
Kathleen Allen and Rebecca Campeau, Saint Martin's University
Debbie Tully, Whitworth University
Margit McGuire, Seattle University

Each representative provided an update of the pilot at each of their respective institutions.

DISCUSSION

Members felt the information was interesting and thanked the representatives for providing the update.

TAB 17

PRESENTATION AND WORK SESSION: SUPPORTING THE MOVEMENT TO EVIDENCE BASED - PROGRESS AND NEXT STEPS ON REVISION OF PREPARATION PROGRAM STANDARDS

Jennifer Wallace, Executive Director, PESB
Larry Lashway, Program Specialist, Professional Education and Certification, OSPI

Ms. Wallace discussed the status of the adopted timeline for implementation of Standard V as well as a timeline for the revision of the other four program approval standards, Standards I-IV. Mr. Lashway identified challenges with the adopted timeline for primarily Standards I-IV. Ms. Wallace stated that Standard V is on track with the adopted timeline.

MOTION was made by Roger Erskine and seconded by Myra Johnson to suspend the current timeline as it relates to Standards I-IV and that staff develop a timeline for the conduct of a thorough review and recommendation for revisions to Standards I-IV that reflects movement to an evidence-based system, as well as a new timeline for implementation, for presentation to the PESB at the March meeting.

DISCUSSION

There is a certain amount of urgency in the system to move quickly, but the Board needs to present a clear picture of the timeline to allow sufficient time for milestones to be realized.

MOTION carried.

Members broke into groups to provide input to the review committees for Standards I-IV. Each group reported on the recommendations of their group based on the following questions:

1. What might you expect to see?
2. Evidence-based system?
3. Changes recommended adequate?

Standard I: PEABs

- Membership
- Increasing ESA Representation
- Review of Data

Standard II: Accountability

- Clear expectations of an evidence-based assessment system
- Provide for an assessment system that matches with the program mission
- Establish core measures
- Identify specific data that doesn't need to be collected

Standard III: Governance

- Scholarship, Diversity, Resources over time
- Necessary as a "lever" to ensure the College of Education has resources comparable to other programs on campus
- Language addressing ongoing need/nature of the criteria
- Reword collaboration and diversity criteria

Standard IV: Program Design

- Overall – link Standard IV to V
- Ensure alignment between all 5 standards
- Do not manufacture evidence re: student based evidence
- Program expectations must be linked to conceptual framework
- Field experience practices

Chair Van Glubt announced that Superintendent Dorn was present and she welcomed him to the meeting. Members introduced themselves and Superintendent Dorn addressed and discussed various issues with the board including:

- WASL and new assessment system;
- Core 24;
- Budget impacts;
- Technology and data;
- New assessment system;
- Professional Development Support; and
- Full funding task force.

Chair Van Glubt thanked Superintendent Dorn for making time to meet and talk with members.

TAB 18

PLANS FOR STATUS REPORT ON IMPLEMENTATION OF PRINCIPAL PRO CERT

Jennifer Wallace, Executive Director, PESB

Don Rash, Association of Washington School Principals (AWSP)

Ms. Wallace stated that this is an informational item and will provide the board with an opportunity to provide input. The PESB has begun hearing early implementation concerns related to administrator ProCert particularly concerning variability in programs and cost. Ms. Wallace and Mr. Rash have met with representatives from the Washington Association of

School Administrators (WASA) and have had communication with the Personnel Administrators Association about conducting a survey of program completers and those in the pipeline.

Mr. Rash stated that this is the second year of implementation with about 20 completers and about 50 in the pipeline now. He discussed the ProCert for Administrators process and the core goal of prompting the candidate to reflect on their work and grow professionally. He believes this is a good time to examine if the process is meeting the intended objectives of a second tier professional certification.

DISCUSSION

Members discussed:

- Issues of added cost;
- Time to meet the requirements;
- Interstate School Leaders Licensure Consortium (ISLLC) Standards, as well as multiple standards and criteria;
- Carefully crafting the survey and asking specific questions such as how aware a candidate was of the ProCert process when they finished the program;
- Variability of programs;
- Concern about the impression that ProCert for teachers is not valuable;
- Quality of Administrator ProCert and the notion of districts certifying individuals.

The meeting was adjourned at 4:16 P.M.