

MINUTES
March 19-20, 2008
SeaTac, WA

MEMBERS PRESENT: Lori Blanchard Keith Hunziker Grant Pelesky
June Canty Myra Johnson Stephen Rushing
Gary Cohn Shannon Lawson Yvonne Ullas
Roger Erskine Kay Nelson Jill Van Glubt
Vicki Frei Sharon Okamoto Joyce Westgard (15)

MEMBERS ABSENT: Terry Bergeson (unrepresented), Dora Noble, Stephanie Salzman (3)

STAFF PRESENT: Esther Baker, Pamela Cook, Lin Douglas, Mea Moore, Nasue Nishida, Jennifer Wallace (6)

CALL TO ORDER

Chair Van Glubt called the meeting to order at 8:30 AM.

ANNOUNCEMENTS

- Chair Van Glubt introduced new member Keith Hunziker, representing public school teachers, and welcomed him to the board.
- At the request of Grant Pelesky, meetings will now begin with the Pledge of Allegiance.
- Members should use the green half sheets to guide in the process of discussion and action on tab items. The evaluation forms will provide useful information to the executive committee for planning future meetings.
- Chair Van Glubt advised members that staff had made one correction to the January draft minutes.

MOTION was made by Roger Erskine and seconded by Sharon Okamoto to accept the consent agenda.

MOTION carried.

TAB 6

SITE VISIT REPORT: SAINT MARTIN'S UNIVERSITY (SMU) TEACHER, ADMINISTRATOR, AND SCHOOL COUNSELOR PREPARATION PROGRAMS

Coleen Putaansuu, Program Specialist, Professional Education and Certification, OSPI
Ms. Joyce Westgard, Dean College of Education, SMU
Mr. Douglas Astolfi, President, SMU
Mr. Steve Sierra, Associate Dean College of Education, SMU

SMU had their site visit December 1-5, 2007. Ms. Westgard appreciates the opportunity to have site visits as it helps them improve their programs and get feedback from a variety of sources.

Mr. Astolfi and Mr. Sierra discussed the site visit and expressed their appreciation for the assistance from the site visit team.

Ms. Putaansuu discussed the mets and unmets of the Teacher Preparation, the School Counselor Preparation, and the Principal and Program Administrator Preparation Programs. Ms. Larson discussed the mets and unmets of the Professional Certification Program. Ms. Putaansuu discussed the accolades and recommendations for each of the programs.

PUBLIC COMMENT

No public comment.

MOTION was made by June Canty and seconded by Yvonne Ullas to grant five year approval to Saint Martin's University Teacher Professional Certification Program.

DISCUSSION

It's evident from the report that SMU has a fine program.

MOTION carried one abstention.

MOTION was made by Roger Erskine and seconded by Myra Johnson to grant five year approval to Saint Martin's University Counselor Preparation Program.

DISCUSSION

It's an outstanding program.

MOTION carried one abstention.

MOTION was made by Roger Erskine and seconded by Stephen Rushing to grant one year approval with a focused site visit during that period to Saint Martin's University Administrator Preparation Program.

DISCUSSION

The time prior to the focused site visit will allow SMU time to address issues and concerns. A written report will be included in the Administrator Prep focused site visit.

MOTION carried one abstention.

MOTION was made by June Canty and seconded by Roger Erskine to grant five year approval to Saint Martin's University Teacher Preparation Program.

DISCUSSION

SMU is running a good program. The Professional Education and Certification (PEC) division of OSPI will ensure the charts are more accurate in reflecting data in the report. SMU provided a high degree of collaboration across the entire university during the site visit.

MOTION carried one abstention.

TAB 7

FOCUSED SITE VISIT REPORT: EASTERN WASHINGTON UNIVERSITY'S (EWU) TEACHER PROFESSIONAL CERTIFICATE PROGRAM

Mary Jo Larsen, Program Specialist, Professional Education and Certification, OSPI

Judy Smith, Program Specialist, PEC, OSPI

MaryAnn Donnelly, Program Administrator, Teacher ProCert Program, EWU

Joann Dickerson, Interim Co-Chair, Education Program, EWU

In July 2007 the PESB disapproved Eastern Washington University's Teacher Professional Certificate Program. In January 2008 a focused site visit was conducted.

Ms. Larson described the criteria for the teacher ProCert program and the unmet areas. Ms. Donnelly discussed the steps EWU has taken to correct the unmet areas, including written evidence. Ms. Dickerson discussed the changes EWU has made in terms of professional growth.

***MOTION** was made by Stephen Rushing and seconded by Vicki Frei to grant approval until the next site visit to Eastern Washington University's Teacher Professional Certificate Program.*

DISCUSSION

Members expressed appreciation for the efforts EWU had made in moving forward to deliver this program in a relatively short period of time, as well as the use of student voice in the program.

***MOTION** carried.*

TAB 8

PROPOSED WAC CHANGE: CRITERIA FOR THE 30 CLOCK HOUR COURSE REQUIREMENT FOR SCHOOL SPEECH LANGUAGE PATHOLOGISTS / AUDIOLOGISTS, PHYSICAL THERAPISTS, OCCUPATIONAL THERAPISTS, AND SCHOOL NURSES

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

Janice Doyle, Lead Nurse, Bethel School District and Clinical Affiliate Faculty, Pacific Lutheran University (PLU)

Jan Galvin, Physical Therapist, Tacoma School District

Leslie Power, Speech Language Pathologist, Spokane School District, Washington State University, and Eastern Washington University

The PESB asked the Professional Education and Certification Division of OSPI to convene a committee of Educational Staff Associates (ESA's) to review the criteria required in current WAC 181-79A-223 for the 30 clock hour course required of some ESA roles for certification.

Ms. Smith discussed the ESA roles and how their requirements for certification differ from other certifications. She presented the recommendations of the committee and the proposed change in WAC for the Board's consideration.

Ms. Galvin explained their class structure is through a case study format. They work hard to help people adjust to working in schools. Ms. Powell believes their course gives folks a firm structure to allow for success.

MOTION was made by Joyce Westgard and seconded by Lori Blanchard to approve the proposed WAC change: criteria for the 30 clock hour course requirement for school Speech Language Pathologists/Audiologists, Physical Therapists, Occupational Therapists, and School Nurses.

DISCUSSION

Going with the outcome and specifying what those outcomes are will benefit students. Members appreciated the statewide effort utilized in the formation of the committee.

MOTION carried.

TAB 9

PROPOSED WAC CHANGE: COMBINING THE BUSINESS AND MARKETING EDUCATION ENDORSEMENTS

Nasue Nishida, Research and Policy Analyst, PESB

At the last PESB meeting in January, the board heard support from stakeholders for combining the business endorsement and the marketing endorsement.

Ms. Nishida discussed the similarities in the two endorsements and the advantages of combining them. The change is supported by the Washington Association of Marketing Educators, the Business Education Association, and the school districts. She presented the actual change to WAC 181-82A-202 for board action.

PUBLIC COMMENT

No public comment.

MOTION was made by Gary Cohn and seconded by Yvonne Ullas to approve the proposed WAC Change: Combining the Business and Marketing Education Endorsements.

MOTION carried.

TAB 10

REPORT AND PANEL DISCUSSION: PREPARATION FOR IMPLEMENTATION OF STANDARD V IN THE COLLEGE/UNIVERSITY TEACHER PREPARATION PROGRAMS

Corrine McGuigan, Assistant Superintendent for Research and Educator Development, OSPI
Larry Lashway, Program Specialist, PEC, OSPI
Ms. Christine Kline, Dean, University of Puget Sound (UPS)
Mr. Frank Kline, Seattle Pacific University (SPU)
Ms. Margaret McGuire, Seattle University (SU)

In July 2007 the PESB adopted the new Standard V – evidence-based knowledge and skill standards for teacher preparation programs. The PESB also asked that institutions provide a progress report by March 2008 on their plans for implementation.

Ms. McGuigan discussed Standard V and the shift to student voice. OSPI will assemble a leadership team that will discuss rolling out a statewide plan. This strategic initiative will be launched in the summer of 2008.

Mr. Lashway discussed the preliminary reports received from the 21 university programs implementing Standard V. The three major issues are curricular alignment, generating evidence, and connection with the P12 community.

Mr. F. Kline expressed appreciation to the board and the Standard V committee for the work they have done. WACTE will collaborate with the PESB and OSPI to assist with the process. Institutions of higher education can collaborate with field partners and develop new models of field experience focused on a team approach.

Ms. C. Kline expressed her appreciation to the PESB and OSPI for their collaborative assistance. She discussed three important issues to UPS, sustainability, field experience and the nature of evidence.

Ms. McGuire expressed her appreciation for the board's leadership. SU will align Standard V with their program and operate in a pilot mode next year. Their challenges include sustainability citizenship standard, and alignment with National Council for Accreditation of Teacher Education (NCATE) expectations and the Performance-Based Pedagogy Assessment (PPA).

DISCUSSION

Members expressed appreciation to WACTE for their efforts and acknowledged the importance of consistency in communication. There is concern about having sufficient evidence and whether the student teacher will be ready by 2009. Team-teaching and learning processes across the curriculum were discussed. There are challenges involved, including Performance-Based Pedagogy Assessment. Learning processes across the curriculum were discussed. Institutions of higher education can collaborate with field partners and develop new models of field experience focused on a team approach. Systemic change needs to reach multiple levels across the state system. OSPI will be assembling a leadership team that will discuss rolling out a statewide plan. This strategic initiative will be launched in the summer of 2008.

GENERAL PUBLIC COMMENT

Lucinda Young, Washington Education Association (WEA)

The legislature is working on two issues that will affect the work of the PESB, the comprehensive health task force and the basic education finance task force. She discussed the importance of differentiating between pure research and advocacy research. She stated that WEA will assist, particularly with feedback from members in the field.

TAB 15

LEGISLATIVE UPDATE

Nasue Nishida, Policy and Research Analyst, PESB

As of March 13, 2008, the supplemental legislative session adjourned. Ms. Nishida provided a wrap-up of the session, describing bills that passed, associated funding, and other issues the board may need to prepare for in the next session in 2009.

DISCUSSION

Members expressed appreciation to Ms. Nishida for her work during the legislative session and for providing legislative updates. Members discussed the National Board compensation, which

is only for new recipients and not retroactive. Sharon Okamoto, Roger Erskine and Stephanie Salzman attended an event designed to inspire and prepare high school students of color to become teachers. Ms. Okamoto and Mr. Erskine shared their experiences about the event.

TAB 11

ACTION: WEST-B PASSING SCORE REVIEW

Esther Baker, Program Director -Teacher Assessments, PESB

Phil Gullion, Associate Director of Assessment Services, Evaluation Systems group of Pearson

Ms. Baker and Mr. Gullion reviewed the information provided at the January 2008 meeting including the staff recommendation of adjusting the reading and math scores to the Standard Setting Panel's score with 0.0 Standard Error of Measure (SEM) and adjusting the writing score to the Standard Setting Panel's score with a -0.5 SEM.

Mea Moore, Coordinator of Educator Programs and Standards, shared information about a study she is participating in to recruit underrepresented populations. She will gather information from national researchers and state stakeholders about standardized teacher entrance examinations, writing and underrepresented populations and will provide a report to the board.

***MOTION** was made by June Canty and seconded by Grant Pelesky to maintain the current minimum passing scores on the WEST-B in all three areas.*

DISCUSSION

Members discussed the issue of underrepresented groups who fail the WEST-B and don't re-take it. The universities can work with these folks and help them achieve the passing scores. There is a degree of confusion and the conversations around this issue indicate there is not a compelling need or documented evidence to change the cut scores.

***MOTION** carried, one no vote.*

PUBLIC COMMENT

Two letters that were submitted via online public comment by Frank Kline, Washington Association for Teacher Education and Dennis Sterner, Dean, School of Education, Whitworth University.

Dan Bishop, Seattle Pacific University

Mr. Bishop discussed the impact of false positives on the overall intent of the test itself to measure basic skills of educators. Most institutions use this assessment tool for as an entry into the program as opposed to an indicator of basic skills for teachers as they enter the profession. For folks with difficulty passing, we can coach them so that before they leave, they can take it again and pass.

Corrine McGuigan, Assistant Superintendent for Research and Educator Development, OSPI

Ms. McGuigan reinforced three points:

- This is a test of basic skills and knowledge.

- As policy makers we need to check our assumptions about testing and the purpose of a paper/pencil test. There is a correlation with that test and actual intellectual competence or practical competence in a classroom.
- We have a disproportional disadvantage for people of color on such tests as the WEST-E and the WEST-B.

TAB 12

DISCUSSION / POLICY OPTIONS: EXEMPTIONS FROM THE NEW WEST-E

Esther Baker, Program Director -Teacher Assessments, PESB
Jennifer Hallick, Vancouver School District

Individuals, who are prepared and/or certified out-of-state, currently have a one-year extension on the requirement to pass a WEST-E content knowledge test. The only exemption provided for the WEST-E requirement is for an individual who holds a certificate through the National Board for Professional Teaching Standards if there is a direct equivalency between the endorsement sought and the national board certificate.

Ms. Hallick described the process the Vancouver School District uses to determine highly qualified.

Ms. Baker presented the following suggested options and discussed the pros and cons:

- Option 1– Through the use of out-of-state test sites located in 5 top source states, require all out of state applicants to pass the new WEST-E.
- Option 2 – Establish a PRAXIS II exemption for all other tests, except the new elementary education WEST-E. Require passage of the new elementary WEST-E for all out-of-state applicants.
- Option 3 – Allow an individual prepared out-of-state who has less than two years of out-of-state fulltime teaching experience to qualify for a preliminary teaching certificate without demonstrating subject matter competence.
- Option 4 – Conduct comparability studies with other states' tests, as Texas has conducted.

MOTION was made by Roger Erskine and seconded by Kay Nelson to have staff prepare WAC language to implement Option 1.

DISCUSSION

Members felt that Option 1 made the most sense with good pros and cons that are not insurmountable. Members expressed concern for individuals who have been teaching for many years, come to our state and then don't pass the test. This is a high-stakes licensure exam and according to RCW, if someone does not pass the content knowledge test, they are not eligible for certification. The out-of-state test sites provide an additional option for someone from out-of-state who could potentially take it before they move.

MOTION carried, one no vote.

TAB 13

DISCUSSION / POLICY OPTIONS: PROPOSAL FOR “APPLIED MATH” AND “APPLIED SCIENCE” CATEGORIES ON A CTE BUSINESS AND INDUSTRY ROUTE CERTIFICATE

Lin Douglas, Senior Associate, Policy and Programs, PESB
John Aultman, Assistant Superintendent, Career and College Readiness, OSPI
Jacquelyn Powell, Edmonds School District

Ms. Douglas stated that about 466 new math teachers are needed to meet the additional math requirement. That number represents primarily partial Full Time Equivalents (FTE's), especially in small districts. The first component in the Math and Science Teacher Initiative is to provide options for Career and Technical Education (CTE) teachers. This option would allow "eligible" CTE Business and Industry Route teachers the opportunity to add an "applied mathematics" and/or "applied science" category to their CTE certificates by pathways similar to those established to add endorsements to residency.

Mr. Aultman discussed the similarities between the business and industry route and alternative or continuing professional teaching certificates routes. He described the necessary work experience and education for a CTE Business and Industry Route certificate.

Ms. Powell supports the proposal for "applied math" and "applied science" categories on a CTE Business and Industry Route certificate. She discussed the innovation school she developed along with two colleagues. Their key focus was global readiness and they chose Project Lead the Way in order for CTE to adopt a rigorous curriculum that would ensure all groups of students are represented.

Ms. Douglas clarified that this is not an endorsement, but rather an applied math or applied science category. The category the CTE teacher has will determine eligibility. This is an option to increase the number of teachers available to teach math or science. It would also allow districts to retain teachers to fill a need they've already identified and potentially reduce out-of-endorsement assignments in math and science.

MOTION was made by Stephen Rushing and seconded by Vicki Frei to direct staff to draft specific policy changes reflecting preferred options identified today.

DISCUSSION

Members support providing more options to already qualified teachers. There are other components for consideration and eligibility criteria will be established to identify people who have demonstrated they are qualified.

MOTION carried.

TAB 14

PROPOSED WAC CHANGE: CHANGE NAME OF ENGLISH AS A SECOND LANGUAGE (ESL) ENDORSEMENT TO ENGLISH LANGUAGE LEARNERS (ELL) ENDORSEMENT

Mea Moore, Coordinator, Educator Programs and Standards, PESB

Patty Finnegan, Research and Evaluation Manager for OSPI's Office of Migrant & Bilingual Education

Ms. Moore pointed out the timeline regarding adoption of the ESL endorsement. A letter was sent to 191 ELL district representatives and stakeholders, as well as everyone who participated on the ELL committee, requesting feedback on changing the name of the current ESL to ELL. For those that responded, the majority supported the change to ELL.

MOTION was made by Gary Cohn and seconded by Sharon Okamoto to approve the proposed WAC change: change name of English as a Second Language (ESL) Endorsement to English Language Learner (ELL) Endorsement.

DISCUSSION

Members discussed the National Board term of English as a New Language (ENL) and noted the name could change in the future to be consistent with the national vocabulary.

MOTION carried, three no votes.

TAB 16

DISCUSSION/ACTION: GOVERNOR'S P-20 COUNCIL ELL SUBCOMMITTEE **RECOMMENDATIONS**

Nasue Nishida, Policy and Research Analyst, PESB

Mea Moore, Coordinator, Educator Programs and Standards, PESB

Chair Van Glubt sits on the P-20 Council, which is charged with evaluating early learning, K-12, higher education and workforce preparation with the goal of increasing accountability in Washington's education system.

Ms. Moore served on the ELL subcommittee. She presented three action steps for board consideration. If approved, Chair Van Glubt will present them at the next P-20 Council meeting on April 24, 2008. The action steps are:

1. Endorse basic principles and stages of language acquisition as part of the knowledge and skill standards for K-12 educators;
2. Create a plan for the professional development of already certified K-12 teachers, administrators and para-professionals in language acquisition knowledge and skill;
3. Assess the current education and career pathways that move multilingual, multicultural individuals into and from positions as para-professionals through to positions as certified teachers. Identify strategies to increase their effectiveness.

MOTION was made by Roger Erskine and seconded by Gary Cohn to approve the Governor's P-20 Council ELL subcommittee Action Step recommendations.

DISCUSSION

Members discussed the importance of the work of the P-20 Council.

MOTION carried.

TAB 17

EXECUTIVE DIRECTOR REPORT

Jennifer Wallace, Executive Director, PESB

- Ms. Wallace discussed the three vacancies on the board. Strong nominees have been forwarded to the Governor's office.

- The last of the original members' terms will expire in June and we'll have a few more vacancies.
- We are lacking nominees for the private school teacher and private citizen positions.
- The Assistant Attorney General asked for a 2 week extension on the CWU appeal decision and we are currently in week five of that extension.
- Ms. Wallace expressed appreciation to Ms. McGuigan for allowing us to be involved in the search for the new Director of the PEC.
- She encouraged members to consider serving on subcommittees.

Chair Van Glubt recessed the meeting at 3:17 pm.

March 20, 2008

MEMBERS PRESENT: Lori Blanchard Keith Hunziker Sharon Okamoto
June Canty Myra Johnson Grant Pelesky
Gary Cohn Shannon Lawson Yvonne Ullas
Roger Erskine Kay Nelson Jill Van Glubt
Vicki Frei Dora Noble Joyce Westgard (15)

MEMBERS ABSENT: Terry Bergeson (unrepresented), Stephen Rushing, Stephanie Salzman (3)

STAFF PRESENT: Esther Baker, Pamela Cook, Lin Douglas, Mea Moore, Nasue Nishida, Jennifer Wallace (6)

ANNOUNCEMENTS

- Ms. Nelson had a function at school and will be arriving late.
- Ms. Noble announced that she recently received The Crystal Apple Award for Pasco.
- Ms. Canty announced that she recently met with the Assistant Secretary of Education for the Federal Government.
- Mr. Erskine provided an update on the meeting between the PESB and the State Board of Education (SBE) Executive Committees. It was a productive meeting and discussions centered around shared issues.
- Ms. Fox shared two objectives of the SBE: increasing student performance and providing all students with the opportunity to exceed, which are of common interest to the PESB.

TAB 18

DISCUSSION / POLICY OPTIONS: CHANGES IN OUT-OF-ENDORSEMENT WAIVER OPTIONS FOR SCHOOL DISTRICTS

Nasue Nishida, Research and Policy Analyst, PESB

Mack Armstrong, Washington Association of School Administrators (WASA)

Rob Friese, Principal, Willapa Valley High School (via teleconference)

Ms. Nishida presented the following criteria and options and members discussed and voted on their option of choice:

Eligibility Criteria:

How many credits in the un-endorsed subject matter must a teacher hold to be eligible for the waiver? The three options are:

- Option 1, a 24 credit minimum
- Option 2, an 18 credit minimum
- Option 3, a 9 credit minimum

DISCUSSION

Members discussed eligibility and unanimously agreed that Option 2 was the best choice. There is a district sign-off piece in the special ed waiver that would indicate support as opposed to a full-fledged letter.

Program Enrollment Criteria:

When is program enrollment verified and by whom?

- Option 1 would allow an institution to verify teacher enrollment as part of the teacher's application.
- Option 2 allows the teacher to commit to seeking program enrollment submitted with their application and the program would submit a secondary verification of enrollment.

DISCUSSION

Members discussed the difference between being enrolled and applying to an institution. The special ed waiver uses the term "enrollment" and the courses a person is taking are checked. A course should be offered in way that satisfies the districts timeline.

Results of vote: Option 1: 3 months – 0

Option 2: 6 months – 12

Option 3: 9 months – 2

Time Limitations Criteria:

For how many years will the waiver be valid/by when will a teacher need to have attained a full endorsement?

- Option 1 would give up to five years to complete a full endorsement
- Option 2 limits it to three years

DISCUSSION

Members felt that five years is too long. Three years is doable and shows a good faith effort. The special ed pre-endorsement waiver, after which this waiver is modeled, has about a 4 year average for those people attaining endorsement.

Results of vote: Option 1: 3 years – 1

Option 2: 4 years – 13

Option 3: 5 years – 0

Emergency/Fallback Waiver Criteria:

What, if anything, needs to be in place for the unexpected/unanticipated assignments that occur during a school year?

DISCUSSION

Members discussed the current waiver language which is very specific and mandates within 2 years of teaching. Beyond that, the local school board approves that assignment and then reports to the PESB. This waiver is beyond provisional status and this would be an option that would need to change WAC language around the existing waiver. Staff could get feedback from districts on what a case by case scenario would entail.

Waiver Name Criteria:

What is the appropriate name for this waiver?

Members voted on their name of choice: Waiver proviso – 0

Conditional waiver – 12

Temporary pre-endorsement – 2

Mr. Armstrong expressed his appreciation to the board for the work they've done. Creating viable waivers is complex and challenging. He pointed out the differences between small and large districts in terms of flexibility. He stressed the importance of communicating clearly with whatever waiver process is developed.

Mr. Friese expressed his appreciation to the board and shared his perspective from a smaller district. He noted the difference between effective teaching and endorsements. If teachers are required to obtain endorsements, issues around credits and cost would arise. He believes the emergency waiver is a necessity for their district.

TAB 19

PRESENTATION / DISCUSSION: 2006-07 DISTRICT OUT-OF-ENDORSEMENT REPORTS

Nasue Nishida, Research and Policy Analyst, PESB

As of last year, the PESB is responsible for collecting district reported data on out-of-endorsement assignments from the previous school year. This activity was previously done by the State Board of Education.

Ms. Nishida noted that 82% of the districts had reported with 698 assignments and 18% did not report. 52% of the districts reporting reported no out-of-endorsement assignments. The highest incidences were in Math, English Language Arts, Special Ed, Reading, Social Studies, Health and Fitness, Science, and History.

Ms. Nishida will report back to the board the number of out-of-endorsement assignments that were in reading at the middle and high school level.

TAB 20

UPDATE: PESB COMMITTEE ON OUT-OF-STATE ENDORSEMENT EQUIVALENCIES

David Kinnunen, Associate Director, Professional Education and Certification, OSPI

Nasue Nishida, Research and Policy Analyst, PESB

At the board's November 2007 meeting, the board commissioned a committee to examine endorsement equivalencies for teachers coming from out-of-state. Committee members include Mr. Kinnunen, Ms. Nishida, Board members Ms. Canty, Ms. Johnson, Mr. Rushing, and Mr. Erskine, as well as district and association stakeholders.

Ms. Nishida discussed 'out-of-state endorsements non comparable' and explained it would apply to someone whose endorsement doesn't align to any endorsement we offer in Washington. Ms. Nishida discussed 'out-of-state endorsements comparable' and explained it would apply to someone coming into Washington who has a similar endorsement to what we have in our state. In order for a person to receive our Washington endorsement, they would have to pass the WEST-E.

Mr. Kinnunen outlined the consensus ideas from the committee:

- Agreement that PEC needs to use both the comparable and non-comparable tables to operate issuance of state certificates.

- Agreement that comparable tables related to special education and K-8 endorsements can be left as is and that the issue of a teacher market for a new WEST-B test be worked out.
- Agreement that review of the non comparable table is needed as to the inclusion of items and the need for frequency of use.
- Discussions were held on decreasing the number of endorsements on the non comparable endorsement list.

Further results from the committee will be presented at the next meeting.

TAB 21

PRESENTATION AND UPDATE: WASHINGTON LEADERSHIP ACADEMY

Lin Douglas, Senior Associate, Policy and Programs, PESB
Dale Kinsley, Director, Washington Leadership Academy

The 2007 Legislature provided two years of funding to develop the Washington Leadership Academy. Additionally, private funding from the Gates Foundation has been secured for three years during the start up period. The PESB is represented on the steering committee for the Academy, as the Board authorized signing the Memorandum of Understanding last July.

Ms. Douglas is on the partner's board along with representatives from most of the agencies and professional partners involved in the Academy. Management of the Academy is jointly being handled by the administrator's association and the principal's association. A design team of practicing superintendents, principals and some state and higher education folks has been formed. A state curriculum group is working with the design team to develop the common content, the pedagogy, and coaching. The proposal is to put the Leadership Academy into operation by the next school year.

GENERAL PUBLIC COMMENT

Jim Meadows, Washington Education Association (WEA)

Mr. Meadows stated that the WEA is supportive of the idea of offering professional growth plans (PGS's) as an option to educators seeking to renew their certification. However, organizationally they do have concerns about requiring PGP's. Only 20 districts out of 300 have signed on to participate in the pilots. Most districts don't know the pilots exist and there is a lack of information to the critical mass that would seek this as an option. WEA hopes to have a role in promoting this with their membership.

TAB 22

PANEL DISCUSSION / POLICY OPTIONS:

- **Changes in Criteria for Continuing Education (Clock Hour) Providers**
- **What Will It Take to Convert from Clock Hours to Professional Growth Plans (PGPs) in All Districts as Means for Certificate Renewal**

Lin Douglas, Senior Associate, Policy and Programs, PESB
Kate Baehr, Elementary Principal, Vashon
Bev Henderson, Staff Development & Assessment Coordinator, Kennewick (teleconference)
Zena Ingles, Executive Director, Learning & Teaching, Tukwila
Dawn Knutzen, Teacher Induction, ESD 113

Starla Manchester, Manager, Professional Development, Vancouver
Judy Martinson, Superintendent, Derringer

At the March 2007 board meeting the board directed staff to develop new state level continuing education approval criteria and to move forward with using PGP's to renew certificates.

Ms. Douglas proposed two phases to this process:

- 1) Adopting new approval criteria for clock hour providers
- 2) Adopting PGP's as the means by which educators renew certificates

Ms. Douglas discussed the recommendations and pointed out the current WAC that addresses criteria, but doesn't reflect the quality the board intended for professional development for educators.

Chair Van Glubt asked staff to move forward and bring this back to the board as WAC language.

Bev Henderson

Ms. Henderson indicated that PGP's are positively received in her district in Kennewick. The challenges they face are management of the 200 people involved and meeting and talking with everyone. PGP's provide an option and clock hours generate revenue, which helps with other professional development. She hopes they can continue to use both.

Starla Manchester

Ms. Manchester is in charge of professional development and the mentor program in her district. The process in her district is small, but it appeals to their ESA's who have a hard time finding relevant classes to renew their certificates with. They don't have a lot of people in their PGP's because they offer a lot of classes in district and they run competition with the clock hour piece. Challenges are Scalability – they have 1300 teachers, keeping people focused on what will enable the most growth with the greatest impact on student learning.

Zena Ingles, Sue Yerian

Ms. Ingles stated that they are a small district and the PGP program was not readily accepted by their school board and union. This year they tied it into their professional growth options and made it available to teachers to tie in with the PGP. Challenges include ensuring principals and district administration understand the value of PGP and how the implementation is going to contribute to improved student learning. Ms. Yerian discussed the process they used and stated that this is the last piece that will make this an aligned system in Tukwila. This process has improved collaboration, assessments, and communication and the focus on student outcomes if very powerful.

Kate Baehr

Ms. Baehr stated that they were approved to do the clock hours, but due to leadership changes in their district, they've been unable to implement the program. They are primed and ready, and have professional training communities and there is large support. Over half of the teachers are in collaborative PGP options within their current evaluation process and are already working together goal setting and collaborating. Due to the fact that they are on an island, they are bound geographically which makes opportunities for professional development difficult and cost prohibitive.

Judy Martinson

Ms. Martinson stated that they are a small district but are excited about the options this provides to people. Many of their teachers are one of a kind and they have built in learning communities. Providing only clock hours is incredibly difficult to do. Having options that tie in with collegiality and collaboration is an advantage to them. They are challenged in Derringer by time and resources and are concerned about continuing to have flexibility and options.

Dawn Knutzen

Ms. Knutzen collaborated with three ESD's in Olympia and applied for the PGP in order to provide training and guidance so that schools could easily come on board. They had challenges in getting union approval. Teachers cannot sign up for it and the districts need to get a letter of approval from the union and the school board. They were ready to go this year, but currently have no one on board.

Ms. Douglas stated that two other sources of input were received, an e-mail from the Zillah School District and a letter from the ESD superintendents who are concerned with the ESD role in keeping transcript records and lost revenue from clock hours.

MOTION was made by Grant Pelesky and seconded by Roger Erskine to delay this issue until September.

DISCUSSION

This would give the board time to deliberate, review the report and make an informed decision. At its April meeting the executive committee will discuss what should be included in the report.

MOTION carried.

TAB 23

CONTINUED DISCUSSION / POLICY OPTIONS: ONLINE AND OUT-OF-STATE INSTITUTIONS OPERATING IN WASHINGTON STATE

Jennifer Wallace, Executive Director, PESB

Ms. Wallace pointed out that the PESB currently has no policy related to oversight of out-of-state institutions operating in Washington State. The PESB relies on two mechanisms, program approval and other states' program approval regulations. The challenge is to ensure high quality teacher preparation programs while providing reasonable access and opportunities for individuals to acquire these standards. Field placements are of particular concern and she stressed the importance of integration between formalized learning and field experience.

The board reviewed the following options that represent a move along the continuum toward greater state oversight:

- Option 1: Allow state-approved, accredited out-of-state institutions to offer programs to in-state teachers if established field placement agreements with districts based on criteria established by the PESB.
- Option 2: Allow state-approved, accredited out-of-state institutions to place candidates for certification and/or endorsement in WA schools if apply to WA for approval of specified requirements (not full approval).

- Option 3: Out-of-state institutions may partner with approved in-state institutions (e.g. in-state institution provides oversight of field-experience; accountable for program quality) for either adding endorsements or preparation.

DISCUSSION

Members felt that out-of-state institutions should be held to the same standards as in-state, including establishing a PEAB, having site visits, understanding Washington standards and field placement agreements. For state requirements there should be a clear plan for documentation and data collection. Staff will begin to work on the policy piece of this issue and will bring forward more specific options perhaps in July.

Chair Van Glubt adjourned the meeting at 2:55 pm.