

MINUTES
May 21-22, 2008
Wenatchee, WA

MEMBERS PRESENT: Lori Blanchard Myra Johnson Ann Pulkkinen
June Canty Shannon Lawson Stephen Rushing
Roger Erskine Kay Nelson Yvonne Ullas
Vicki Frei Dora Noble Jill Van Glubt
Ted Howard II Sharon Okamoto Joyce Westgard (17)
Keith Hunziker Grant Pelesky

MEMBERS ABSENT: Terry Bergeson (unrepresented), Gary Cohn, John Hagney
Stephanie Salzman (4)

STAFF PRESENT: Esther Baker, Pamela Cook, Lin Douglas, Nasue Nishida,
Jennifer Wallace (5)

CALL TO ORDER

Chair Van Glubt called the meeting to order at 8:31 AM.

ANNOUNCEMENTS

- Chair Van Glubt introduced new members:
 - Ann Pulkkinen, representing educational staff associates, is a school social worker at Rock Creek Elementary in the Tahoma School District.
 - Ted Howard, representing public school principals, is Principal of Garfield High School in Seattle.
 - John Hagney, representing public school teachers, is a social studies teacher at Lewis and Clark High School in the Spokane School District. Mr. Hagney was unable to attend this meeting but will attend the July meeting.
- 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.

MOTION was made by Joyce Westgard and seconded by Roger Erskine to accept the consent agenda.

MOTION carried.

Chair Van Glubt adjourned the meeting to Executive Session per RCW 42.30.140 for purposes of discussing pending or potential litigation.

Chair Van Glubt reconvened the meeting.

TAB 5

PROGRESS REPORT: UNIVERSITY OF WASHINGTON, TACOMA RESIDENCY TEACHER AND ADMINISTRATOR PREPARATION PROGRAMS

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

Diane Kinder, Interim Co-Director Teacher Program, University of Washington, Tacoma

In May 2007 the PESB granted the University of Washington Tacoma five year approval of its residency teacher preparation program, but asked for a one-year progress report on those standards found unmet during their January 2007 site visit.

Ms. Kinder described the changes made to correct the unmet standards including:

- Hiring two interim co-directors
- Strategic Planning
- Agreement on values, vision and mission
- Establishing faculty workgroups
 - Governance
 - Certification programs handbook revisions
 - Assessment

PUBLIC COMMENT

No public comment.

TAB 6

SITE VISIT REPORT: CITY UNIVERSITY RESIDENCY TEACHER, COUNSELOR AND ADMINISTRATOR PREPARATION PROGRAMS

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

Steven Olswang, Interim Provost, City University

Marge Chow, Director of Educational Administrator Program, City University

Craig Schieber, Director of Teacher Certification Programs, City University

City University of Seattle had their site visit February 9-13, 2008. Mr. Lashway explained that the principal and program administrator report includes the superintendent program which uses the same faculty, infrastructure and assessment system. The program administrator and superintendent programs have been operating under their initial two year approvals as they were recently added to the roster at City University. Mr. Lashway summarized the findings of the site visit.

Mr. Olswang expressed his appreciation for the opportunity to assess their programs and the support they received from the site visit team. They believe the report is fair and accurate and reflects areas they realize they need to improve. They will be addressing those issues in the future.

PUBLIC COMMENT

No public comment.

MOTION was made by Joyce Westgard and seconded by Myra Johnson to grant five year approval to City University's Residency Teacher Preparation Program.

MOTION carried.

MOTION was made by Joyce Westgard and seconded by Kay Nelson to grant five year approval to City University's Principal and Program Administrator Program.

MOTION carried.

MOTION was made by Joyce Westgard and seconded by Grant Pelesky to grant five year approval to City University's Counselor Preparation Program.

MOTION carried.

MOTION was made by Joyce Westgard and seconded by Yvonne Ullas to grant five year approval to City University's Professional Certification Program.

MOTION carried.

MOTION was made by June Canty and seconded by Myra Johnson to grant five year approval to City University's Superintendent program.

MOTION carried.

DISCUSSION

City University did an excellent job in presenting their programs and they have a good sense of what they need to do to improve. Members are confident they will address those issues. Members expressed appreciation to Ms. Westgard for serving on the site visit team.

TAB 7

FOCUSED SITE VISIT REPORT: CENTRAL WASHINGTON UNIVERSITY RESIDENCY TEACHER AND ADMINISTRATOR PREPARATION PROGRAMS

Larry Lashway, Program Specialist, Professional Education and Certification, OSPI
Connie Lambert, Interim Dean of Education, CWU
Wayne Quirk, Provost, CWU
Jim DePaepe, Director of Research, Evaluation and Assessment, CWU

In July 2007 the PESB disapproved Central Washington University's residency teacher preparation program and principal / program administrator program. In April 2008 a focused site visit was conducted related to the unmet standards. Full approval of both programs would mean approval until their next scheduled National Council for Accreditation of Teacher Education (NCATE) visit, which will be 2013.

Mr. Lashway discussed the accolades and recommendations of the focused site visit. Mr. Wayne extended appreciation to the review team for the thorough review and acknowledged the faculty and staff that assisted in the effort.

PUBLIC COMMENT

No public comment.

MOTION was made by June Canty and seconded by Vicki Frei to grant full approval to Central Washington University's Residency Teacher Preparation Program to coincide with their NCATE visit in 2013.

DISCUSSION

Members appreciated that all the standards are now met and acknowledged that there is more work to be done in the continuous cycle of improvement. The site visit team was applauded for the extra day they added to the site visit to write the report in time for the board meeting.

MOTION carried.

MOTION was made by June Canty and seconded by Roger Erskine to grant full approval until the next site visit in 2013 to Central Washington University's Administrator Preparation Program.

DISCUSSION

Members are grateful that all items are now met, including the conceptual framework which involved additional work.

MOTION carried.

Chair Van Glubt stressed the importance of serving on a site visit team and encouraged new board members to attend training in the fall.

TAB 8

REPORT OF REVIEW PANEL APPOINTED BY PESB TO CONSIDER CENTRAL WASHINGTON UNIVERSITY'S (CWU) APPEAL OF THE PESB'S DECISION DISAPPROVING CWU'S RESIDENCY TEACHER PREPARATION PROGRAM

Jennifer Wallace, Executive Director, PESB

Ms. Wallace thanked Sharon Mowry, Victor Nolet, and Leon Horne for serving on the review panel. She discussed the appeal review panel findings.

TAB 9

2008-09 CHARGE TO APPROVED PREPARATION PROGRAM TEACHER PEABS RE: STANDARD V

Lin Douglas, Senior Associate, Policy and Programs

Professional Education Advisory Boards (PEABs) play a vital role in facilitating collaboration between educator preparation programs and school districts. Based upon discussion during a recent Washington Association for Colleges of Teacher Education (WACTE) meeting, it is proposed that the teacher preparation program PEABs focus their work and the annual executive summary on the implementation of the new Standard V during the 2008-09 academic years.

Ms. Douglas discussed the following rationale for this recommendation:

- Benefits of the collective expertise of PEAB members
- Opportunities to create district-university partnerships
- Opportunity to address implementation challenges

- PEAB deliberation can help inform Standard I (PEAB) revisions
- PEABs have the potential to serve as extensions of the PESB
- Opportunity to identify how the role and purpose of PEABs might be enhanced

MOTION was made by Yvonne Ullas and seconded by Dora Noble with respect to WAC 181-78A-250 (3) & (6) to adopt the recommendation that the teacher preparation program PEABs focus their work and the annual executive summary on the implementation of the new Standard V during the 2008-09 academic year.

DISCUSSION

There has been good dialog about this issue and it will benefit teacher preparation candidates, students, universities and communities.

MOTION carried.

PUBLIC COMMENT

No public comment.

TAB 10

PROPOSED WAC CHANGE: CONDITIONAL WAIVER FOR TEACHER ASSIGNED OUT-OF-ENDORSEMENT

Nasue Nishida, Legislative and Policy Coordinator, PESB

In March the board came to consensus on elements of a conditional waiver and directed staff to draft WAC language for the May meeting. Ms. Nishida provided background for new members.

PUBLIC COMMENT

No public comment.

MOTION was made by Roger Erskine and seconded by Kay Nelson to accept the proposed WAC change: Conditional Waiver for Teacher Assigned Out-of-Endorsement as amended “by both teachers and districts.”

DISCUSSION

This is a good step forward and is a part of the PESB work plan.

MOTION carried.

TAB 11

PROGRESS AND NEXT STEPS: ACHIEVING PESB GOAL OF ENDING OUT-OF-ENDORSEMENT ASSIGNMENTS

Nasue Nishida, Legislative and Policy Coordinator, PESB

Jennifer Wallace, Executive Director, PESB

In September 2006 the PESB adopted a goal of eliminating out-of-endorsement assignments by September 2009. Ms. Wallace reminded members of the balance between requiring appropriate credentials while also providing access and opportunity to acquire those

credentials. She discussed the targets, progress/accomplishments, challenges and next steps/options in the plan and timeline for this process. Members assembled into groups and discussed how challenges should be addressed and what new strategies might be considered.

DISCUSSION

Alternative Routes

- Info from existing partnerships
- Data on candidates
- Communication to those needing them

Retooling

- Communicate – associations & colleges working together
- Frequently/web effectiveness

Waiver

- Consequences
- Funding for teachers with waivers

Online Options

- Consortia models = course credits

Out-of-State programs

- Wide range of quality
- State approval process
- Consumer awareness
- ESD involvement

In-State Enrollment/Shortage

- Recruitment barriers
- Capacity vs. incentives
- Scholarships, loan forgiveness, support for candidates in math preparation

Conditional Certification

- Limit to two times, then move to conditional waiver

End-Related Assignment

- Communicate option to end user – Pathways I, II, III

Out-of-Endorsement Assignment

- Incentives/penalties for district reporting of annual OOE
- Sharing FTE

Other

- Who supervises/implements this work?
- Coordinated system

TAB 12

PRESENTATION AND DISCUSSION OF NEXT STEPS: PLANS FOR MEETING LEGISLATIVE CHARGES FROM 2008 SESSION

Jennifer Wallace, Executive Director, PESB

Nasue Nishida, Legislative and Policy Coordinator, PESB

In this last legislative session, the PESB was given several tasks, many attached to short-term timelines. In addition, the board has been tapped to provide information to the members of the Basic Education Finance Taskforce regarding knowledge and skills-based pay models and

assisted the House Higher Education Committee in planning a recent web dialogue focused primarily on teacher preparation and certification.

Ms. Wallace and Ms. Nishida presented plans, timelines, and updates on the legislative work and initiatives. Some of the legislative charges from the 2008 session are:

- English Language Learner Workgroup and Recommendations
- Autism Awareness Recommendations
- Math and Science Teacher Survey/Study

DISCUSSION

Members discussed the spectrum of autism awareness. Several members shared their experiences on the recent webinar on teacher preparation. The issue of placement of teacher prep candidates was raised and it was noted that the University of Washington has data available to support the notion that putting teams of people in poor performing schools has a positive impact on student learning. Concern was expressed that the increasing expectations placed on teachers with the new requirements will drive them out of the profession. The PESB is responsible for continued licensure and education of teachers and adopts the policies that deal with teacher requirements. The competencies the PESB adopted are in alignment with the new math and science standards.

TAB 13

SIGNING OF GOVERNMENT-TO-GOVERNMENT AGREEMENTS WITH THE QUINAULT INDIAN NATION AND PUYALLUP TRIBE OF INDIANS

Nasue Nishida, Legislative and Policy Coordinator, PESB
Cosette Smith, Quinault Indian Nation
Nancy Bob, Puyallup Tribe of Indians

In 2003, this certification was piloted to contribute to the prevention, recovery, revitalization, and promotion of first peoples' languages, and provide the opportunity for tribal children to learn their language while at school. In 2006, after a successful pilot period, the PESB approved in WAC the permanency of the program.

To the existing nine tribes that signed government-to-government agreements offering a language/culture program for state certification, the PESB added two more tribes: the Quinault Indian Nation and the Puyallup Tribe of Indians.

Ms. Smith discussed the background of the Quinault Indian Nation's language/culture program. Ms. Bob discussed the focus of the Puyallup Tribe of Indians' program in teaching English as well as the Puyallup language.

DISCUSSION

Members expressed appreciation to Ms. Smith and Ms. Bob for their work toward keeping high standards for the folks working with their children.

May 22, 2008

MEMBERS PRESENT: Terry Bergeson Keith Hunziker Grant Pelesky
Lori Blanchard Myra Johnson Ann Pulkkinen
June Canty Shannon Lawson Stephen Rushing
Roger Erskine Kay Nelson Yvonne Ullas
Vicki Frei Dora Noble Jill Van Glubt
Ted Howard II Sharon Okamoto Joyce Westgard (18)

MEMBERS ABSENT: Gary Cohn, John Hagney, Stephanie Salzman (3)

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

ANNOUNCEMENTS

- Mr. Erskine provided an update on the State Board of Education (SBE) meeting he recently attended.
- Ms. Bergeson expressed appreciation to Roger Erskine and Sheila Fox for providing linkage between the SBE and the PESB. She discussed the compensation issue and stated she would work with the PESB on the compensation proposal. She will send the board copies of the presentation she develops for the School Finance Taskforce.

TAB 14

PRESENTATION AND DISCUSSION: STATUS OF IMPLEMENTATION OF THE PROFESSIONAL-LEVEL CERTIFICATE FOR TEACHERS, ADMINISTRATORS, AND ESAS

- **Annual Professional Certificate Report**
Mary Jo Larsen, Program Specialist, Professional Education and Certification, OSPI
- **Panel Discussion: Perspective from Teacher Professional Certificate Coordinators, Candidates, Program Completers, and School and District Representatives**
Candidates/Completers/Principal
Kari Davison, Lake Washington School District
Colton Edmiston, Evergreen School District
Stephanie Hughes, Toppenish Middle School
Jason Perrins, Battle Ground School District
Charles Trafford, Northshore School District
Higher Education Representatives
Nancy Cartwright, Edmonds School District
Robin Glaspey, Heritage University
Sharon Mowry, Whitworth University
- **Board Discussion / Charge – Remaining Challenges to Be Addressed**

Annually the PESB receives a report from the Professional Education and Certification Division on implementation of the Professional Certificate. Due to continuing concerns from the field about teacher pro cert programs, last year the PESB identified implementation challenges and identified specific strategies related to those challenges.

Ms. Wallace discussed the challenges the board identified:

1. Varying degrees of district support for the process

2. Overlap/repetition with master's degree residency teacher programs
3. Cost
4. Lack of program uniformity across institutions
5. Lack of clarity regarding program standards and high quality evidence
6. Lack of training for professional growth team members
7. Communication related to how to get started – when, where, how
8. Lack of opportunity for teachers to use prior experience and evidence
9. Lack of teacher data related to professional certificate experience

Ms. Larsen discussed the annual report for professional-level certificates for teachers, administrators, and educational staff associates (ESAs). She indicated there are strengths within the process as well as areas for growth in the process and system. She outlined the actions OSPI is taking to address the challenges, including:

Administrators

- Start small – 20 candidates
- Strong collaboration
- Panel assessment
- Nature of evidence

ESAs

- Developing entry structure
- Rubrics
- Program development
- Collaboration with professional associations

Ms. Larsen detailed the activities OSPI has engaged in to respond to the challenges identified by the PESB and outlined the next steps:

- Facilitator Support
- District and PGT training
- Compensation
- Communication
- Uniform and External Assessment

Mr. Trafford described his experiences and expressed his concerns and frustrations with the ProCert program. The ProCert process has been difficult for him and he believes there should be a different type of process/program. He believes release time and including school in the process would be helpful.

Ms. Davison discussed how the ProCert process has impacted her and believes the structure of the program doesn't address her professional growth plans. Collaboration during the process would be helpful.

Mr. Edmiston discussed options for improving the ProCert process. He believes incentives would be helpful as well as release time.

Ms. Hughes believes the ProCert process has been powerful and beneficial to her. The process within the framework was difficult, but profound to her growth. The process does have value and in the long run it will transform the educational process in Washington. Support from district would be helpful.

Mr. Perrins believes that administrators are not involved in the ProCert process. He is not in favor of the process and believes other options should be considered. The cost and time commitment is a burden on teachers.

Ms. Cartwright believes the communication component of the ProCert process is a primary challenge. Helping to support districts to see the process as a continuum would be helpful. The process needs to be simple, understandable and accessible. The compensation issue needs to be addressed.

Ms. Mowry believes the principles the teacher certificate are based on are sound. She described steps her university has taken to improve the process. For out-of-state people they communicate to them that fast track is available.

Ms. Glaspey reiterated the importance of establishing compensation upon completion of the ProCert process and discussed various concerns.

DISCUSSION

There needs to be communication with educators in the private school system as they are often left out of the loop. Members felt it would be useful to look at programs with best practices and use those to build programs that help candidates. Communication with candidates is critical in guiding them into programs that meet their needs. Caution should be exercised so that the external assessment doesn't put more of a burden on teachers. Examining the original design and intent of the ProCert program would allow the board to judge if they are on a continuum. The issues of personal compensation, district support financially and funding for release time, which vary depending on whether a particular district bargained for it or budgeted it, need to be addressed through legislation.

PUBLIC COMMENT

Jeanne Harmon, Executive Director, Center for Strengthening the Teaching Profession

She believes a standard should be held to and that practices should be continually improved. There is an undue strain on universities and school districts. A mentor program is critical. Legislative issues need to be addressed, but we can't lose site of the goal. She encourages looking at a program completer and seeing the work they've done.

Dennis Sterner, Dean, School of Education, Whitworth University

As a member of the Pacific Education Institute Board of Directors and a member of the Environmental Education Association of Washington, Mr. Sterner discussed the importance of environmental education in our state. The Environmental Sustainability Education Specialty Endorsement group will be submitting a Phase II request to the PESB in July.

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

Ms. McGuigan expressed appreciation to colleges and universities for their work on ProCert programs. She is concerned about underfunding projects and creating a non-sustainable system. She is an advocate of ProCert and supports changes that will assure its success. She believes there are opportunities to consider multiple paths of entry in achieving the goal.

Lucinda Young, Washington Education Association (WEA)

Ms. Young discussed the issue of funding and how the lack of it has impacted those involved in the ProCert process. She believes the key component of ProCert is the pre-assessment. It is

a challenge to make the system work for the individual. Teacher compensation, mentoring, and release time are issues WEA can work on with the PESB. WEA supports ProCert and professional development. She expressed her concerns about the pilot testing for teacher ProCert.

Ms. Wallace asked members to provide feedback to staff and their executive committee representative so that this issue can be on the executive committee agenda in June. Recommendations will be developed for the July board meeting.

TAB 15

DISCUSSION / POLICY OPTIONS: MANDATORY PARTICIPATION IN PILOT TESTING FOR TEACHER PROFESSIONAL CERTIFICATE PORTFOLIO OF EVIDENCE ASSESSMENT

Esther Baker, Program Director, Teacher Assessments

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

The legislature passed two bills giving the PESB authority to set standards and develop, pilot and implement a uniform and externally administered professional-level assessment based on demonstrated teaching skill. On April 11, staff released a RFP to firms or institutions interested in developing, piloting and implementing the ProCert Portfolio of Evidence Assessment. The pilot testing is a crucial phase of assessment development.

Ms. Baker discussed the highlights of the RFP.

DISCUSSION

Members discussed the issue of requiring candidates to participate and the consequences if they did not. Concern was expressed for how a candidate's portfolio would be handled. Members felt there should not be any costs to a candidate if they are required to participate in the pilot testing.

***MOTION** was made by Roger Erskine and seconded by Stephen Rushing to approve the drafting of language that requires participation, if invited, in pilot testing for teacher professional certificate portfolio of evidence assessment.*

DISCUSSION

This discussion has been good and helpful and we will ensure the vendors understand the sensitivities and concerns we have and if they don't, we won't go forward.

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

TAB 16

PROPOSED NEW SPECIALTY ENDORSEMENT: GIFTED EDUCATION

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

Margo Long, Whitworth University

Sharon Mowry, Whitworth University

Dennis Sterner, Dean, School of Education, Whitworth University

Nancy Cartwright, Edmonds School District

Wanda Cowles, Gifted Education Advisory Board

Ms. Larsen discussed the three components to acquiring a specialty endorsement. This item is Phase II of the process.

Mr. Sterner discussed the gifted education center at Whitworth University. Ms. Long discussed the gifted education standards. Ms. Mowry discussed the value of this endorsement in preparing teachers to teach high level children.

PUBLIC COMMENT

Terri Bawden, Wenatchee School District

Ms. Bawden stated that they are posting two positions for gifted educators in her district. It has been difficult in her small district to find educators who have been trained initially in gifted education and their district has had to train them. The gifted ed endorsement will ensure that teachers are trained at the university level.

Lois Davies, Warden School District

Ms. Davies stated that she supports the gifted education specialty endorsement.

***MOTION** was made by Grant Pelesky and seconded by Myra Johnson to move to Phase III in the process for the proposed new specialty endorsement: Gifted Education.*

DISCUSSION

Members discussed the qualifications a teacher needs to be highly qualified in gifted education.

***MOTION** carried.*

TAB 17

PROPOSED WAC CHANGE: REQUIREMENTS FOR SCHOOL COUNSELORS WHO HOLD NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS CERTIFICATION

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

Michaela Miller, Coordinator, National Board Support Program, OSPI

Ms. Larsen advised the board that this is a technical fix that had been previously overlooked. Ms. Miller explained that this change would align with other WACs and allow counselors who hold the residency certificate will then achieve national board certification and move into professional certification. She pointed out the specific WAC language in the tab.

PUBLIC COMMENT

No public comment.

***MOTION** was made by Myra Johnson and seconded by Yvonne Ullas to accept the proposed WAC change: Requirements for School Counselors who Hold National Board for Professional Teaching Standards Certification.*

DISCUSSION

Members are pleased with this WAC change.

***MOTION** carried.*

TAB 18

PROPOSED WAC CHANGE: USE OF CERTIFICATION FEES BY EDUCATIONAL SERVICE DISTRICTS

Lin Douglas, Senior Associate, Policy and Programs

Rich McBride, Superintendent North Central Educational Service District

Ms. Douglas pointed out the summary of this item and noted that it is the result of a lengthy process. She explained that WAC language provides flexibility for ESDs to use certification fees to support certification services and ensures accountability for the use of the fees. The Board needs to take action to be in compliance with RCW language adopted by the 2008 Legislature.

Mr. McBride expressed appreciation to the board for the work they've done related to this issue.

***MOTION** was made by Roger Erskine and seconded by Yvonne Ullas to accept the proposed change to WAC 181-79A-130 & 131: Use of Certification Fees by Educational Service Districts.*

***MOTION** carried.*

Chair Van Glubt adjourned the meeting at 1:51pm.