

T CERT PEAB AGENDA
02/26/20 | 5:00 - 6:30 pm| UW1 361

Prospective Attendees: Ed Buendía, Kevin Finney, Marissa Heringer, Allison Hintz, Michael Peña, Perla Pineda

Not Present: Tina Farias, Jon Howeler, Mike Johnson, Alison MacIntosh, Tracy Meloy (Chair), Cassandra (Cassie) Mulivrana, Aimee Sage, Mark Schubert, Ian Tutwiler, Bryce Wallace

Administrator/Recorder: Toni S. Hartsfield

Item	Description	Purpose	Standard Addressed	Data Reviewed	Action and/or Recommendation
1	Welcome and Introduction		1		
Board introduced themselves, and we gave a special welcome to Michael Peña from Mariner High School. Michael came to us via Sobia Sheikh, former Board member, now part of our Advancement Board.					
2	2020 Admissions		1, 2		
Admissions complete for El Ed Option in UG degree. Marissa shared applicant stats - most diverse, largest number. Of 70 applicants, 68 offered positions. Of 19 Post Bacs, 16 have accepted and we are still waiting on 3 responses. We now have a third cohort. We welcomed Everett to partner with us in embedded methods classes in schools via our Teaching In Schools program. Pre-service teachers meet in school and learn content areas and pedagogy and then put it into practice right away. Students co-teach with teachers in their classrooms. So immediate opportunity to put theory into practice right away. 9 courses in 3 districts, Two quarters of 4 quarters for El Ed. For Secondary, one course in the program for right now.					
3	El Ed Autumn Schedule Redesign (Allison Hintz)		2, 4		
Our El Ed faculty and staff planned a day long retreat and have the following recommendations: 1) Remove Certification Portfolio Requirement- Change is in response to student feedback and faculty discussed and support this. We can collect same items we collected in portfolio in other ways. 2) El Ed students reporting discrimination and microaggressions reported from our school and Educational Studies needs to address these within ourselves/our School					

PROGRAM APPROVAL STANDARDS (WAC 181-78A-220)

- Standard 1 - Professional Education Advisory Board (PEAB)
- Standard 2 - Accountability and Program Improvement
- Standard 3 - Program Resources and Governance
- Standard 4 - Program Design
- Standard 5 - Knowledge and Skills

- 3) Rethinking Fall Student Placements - Redesigning from one week in field and one week on campus to 4 wks in field, 3 wks in course, 3 wks in field.

We want to be particularly conscious of the impact of new design on partners and our students. Allison Hintz sought our partners' thoughts on 3) redesign since the schedule of school-embedded coursework impacts them, especially about the impact of longer time in field with longer time out of school and then a return to schools at the end of our university quarter.

Questions and Feedback from Board:

- Questions from board about what kinds of artifacts students would collect from field work and how those artifacts will be used in courses
- Suggestion to provide students with clear syllabi for coursework and an outline of what is occurring within classes and in field as a means for helping students lay out what's expected and when.
- Board member expressed the value of teacher candidates in schools for a month for setting up classrooms and attending professional development activities with the CT, and then two weeks of in school experience.
- Past design of one week on and one week off resulted in too many transitions
- One dynamic in either design is how will students return easily/transition back after time away - what will they come back to in terms of lessons and what students are learning and CTs are teaching.
- Suggested helpful communication between students and CTs during times when students are not at school: E-Records, Lesson Plans for the week, e-Newsletters, Online Teaching Manuals
- Expressed value of students having a full week in schools to see what a traditional week looks like, and also discussed other ways to quantify a "week" - consider a "non-traditional" week model of a Monday thru the following Wed or Wed to Wed as a week. 7-8 School days as a "week."

4	Secondary Certification Structure		1, 2, 4		
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Our Newly Redesigned Secondary Certification and MEd degree

- Secondary Cert = a four quarter K8 post bac (at UG tuition) and a one year MEd redesigned for teachers to return to us at a later date.
- We offer ELA, History, Social Studies, Science, Physics and we have students in all subject areas
- Admissions closed with 16 applicants
- Program begins in summer
- Student Teaching - starts in Fall, 3 credits and 14 credits on the group - a school imbedded course at Mariner one day a week and seminar course and scaffold the EdTPA.

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- Winter - content area methods course, second course of Tribal Sovereignty. STI curriculum is a two course series one 3 cr and one 2 cr with focus on subject/content area and then pedagogy.

Field Experience and Field Instruction:

How can placements be structured/assigned?

- Placing student teacher candidates w/teachers in content areas - one placement with CTs who teach same concentration all day; however, you have teachers that are teaching 2 different concentrations and switching classes and may be switching grades 9th graders to 11 - 12th on the same day with same CT.

CONCLUSION: EI Ed models/practices for TC placements will not work 100% with Secondary. We will need to be mindful of school unique day long schedules (blocks vs. 7-8 periods), as well as how CTs are teaching multiple content areas (sometimes 2 or 3), as well as teaching different content areas with different age groups (9, 10, 11, or 12th graders) in one day.

Who should do observations? How should they be done?

- Someone who is an expert in the field. Non experts offered pretty generic feedback and would be useful to have someone with the content knowledge and make suggestions for different ways to teach that content.
- Debrief with field instructors after the observation and especially using the rubric. Expose students earlier to rubric.
- Value of multiple perspectives - having an administrator would be of value, as well as an experienced teacher who can give the “art of teaching” feedback - how to move through the classroom. Cooperating Teacher as someone who was most helpful in providing info/tips on teaching
- Regular conversations develop between student teachers with placements in the same schools. Suggestion to add a formal or informal student to student (peer) observation.
- Remember the value of informal observations and encourage/add informal observations, e.g. Reading strategists coach and/or principal to come in (e.g. Perla) in addition to formal feedback

5	SES Program Review		1, 2, 4	
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We will return to this topic at a future meeting

Suggested Topics for future Meeting: CO TEACHING - exploring more the value of CTs and student teachers thinking about the work of teaching together, *in the moment* rather than discussing after a lesson has ended. To make teaching observations less evaluative, more collaborative and focused on teaching and learning

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