

WACTE Deans and Directors meeting – October 24, 2018

The meeting opened with greetings from WACTE President Deanna Sands

All members of the group introduced themselves and what they were undertaking as self-care in light of the stress of their positions.

Thanks were given to Patrick Sexton, MaryJo Larsen and Vinny Alfonso for their work on the mission statement.

As a result of so many new openings in schools of education, WACTE needs to develop ways of mentoring and promoting continuity of program. The Deans and Directors were asked to return in January with strategies that WACTE might use to plan for succession. Is there professional development that WACTE might seek to support us in developing this plan?

WACTE has discussed developing an ethics statement. Deans and Directors were asked to return in January to enter this discussion.

The legislative package focuses on ways in which the legislature and the PESB can address the teacher shortage. WACTE would like to see the support coming to the individuals who are entering the teaching force to use in the way that would best suit their needs. The Executive Board was charged with crafting a statement that would support diversity in the workforce, which then would be used in conversations with legislators. The legislative agenda also calls for IHE's to build tighter relationships with districts and calls for support in having mental health professionals in schools. WACTE strongly supports this agenda.

Social/emotional learning requirements are being considered for new and inservice teachers. The competencies for teacher candidates already exist. Conversations need to continue on the definition of social/emotional learning and the need for an interdisciplinary approach to this area among school counselors, school psychologists, school nurses and teachers. There also needs to be a larger conversation among PESB, OSPI, WACTE, and other educational professional organizations.

On October 31, the Gates Foundation will host a meeting featuring the nine universities that received equity grants. We need to look at the standards that have been created and create a rubric. Anti-racist considerations need to be added. The Gates Foundation in conjunction with the PESB will hold a series of conferences regarding equity issues and how they might be addressed in programs. How will the PESB look at this as an aspect of the Indicator Model?

WACTE has several representatives who have been working on the Testing Barriers workgroup and are now serving on the Case by Case workgroup. One thought under consideration presented by Pearson was differential pass rates by ethnicity. Members deemed this unacceptable. At this point, the considerations need to meet the requirements of the current RCW until it is changed. Pearson will be asked to make the process more friendly with access, accommodations, atmosphere, cost, and reporting. Changes are being asked for in the West-B reports to give the candidate more specific information regarding the areas in which they need to improve. Questions include: Will there be a percentage limit for how many candidates could receive case by case exemptions within a program? How many times may a candidate take a test before applying for a case by case exemption? What other methods might there be for showing competency other than the test? How do we access the data from the OSPI data base regarding the case by case exemptions? Might we leave cut scores on the West-B up

to individual institutions? What are the deficiencies in the exams and how might they be alleviated? How do we approach the legislature on this issue as both a validity and a monetary issue?

Keith Lambert will create a survey asking the WACTE membership about current capacity in their programs, which might be used in conversations with legislators regarding teacher shortage.

Schools of Education were asked to send Joyce Westgard their most recent WACTE contact person's name along with an alternate so that she might update the list serve.

The teacher data network will be discussed at the general meeting

Information regarding the CEEDAR project was presented. WACTE has been given a \$25,000 planning grant and will be working on a plan that aligns with WACTE's strategic plan. WACTE needs to have the right people on the planning team with a vision beginning with outcomes that relate to WACTE's strategic plan. There should be a strong focus on clinical practice and an emphasis on social/emotional learning. Also needing to be in place will be a professional development plan that might include visits to programs with excellent inclusive practice in K-12 RTI programs. Learning shared from previous CEEDAR projects: Communication with all institutions is essential; obtaining input is paramount; work should be focused on capacity building; how changes will impact courses across campus needs to be explored; emphasis should be placed on clinical partnerships with co-teaching incorporated; sustainability needs to be addressed for when the grant expires; impact on senior faculty needs to be considered; community engagement needs to be explored. Can we develop anchor school sites? How do we approach this at both the elementary and secondary levels? A blueprint needs to be created. For additional specific information visit the CEEDAR website. Programs will be able to access a great many resources even if they are not part of the grant.

Respectfully submitted,

Sharon Straub, recording secretary