<table>
<thead>
<tr>
<th>Time Frame (leader)</th>
<th>Activity</th>
<th>Materials/notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:10 (Roland)</td>
<td>Importance of the day- why we are doing this, what we are hearing from districts (advisory meetings). Our job is to send teachers out into the schools, what are the schools saying about their needs and our teachers?</td>
<td>(We need to have everyone sit by panel)</td>
</tr>
<tr>
<td>9:10-10:10 (Elsie and Jazlin)</td>
<td>Panel-level discussion of data trends/themes and identification of the three most important themes for us to address as a faculty</td>
<td>Separate case study and lesson plan data files for Elementary, Secondary, and maybe Special Education (if we can’t fold them in by their elementary or secondary cert.) (Karen) Note-taking guide, 1 per panel (attached below)</td>
</tr>
<tr>
<td>10:10-10:25 (Elizabeth)</td>
<td>Identification of focal theme</td>
<td>Note-taking guide, 1 (attached below)</td>
</tr>
<tr>
<td>10:25-11:05 (Panel Directors)</td>
<td>Application to initial Cert Courses:  - Elementary Panel- Identify which CORE courses that everyone takes could be augmented to better address this issue, with a particular focus on which blocks these should occur in (it may or may not be all of them, depending on the data trends)  - Secondary Panel- Identify where we can make changes to augment courses so that every student is reached, whether that is in common courses, a methods course for every major, or both.</td>
<td>Need: Professional Sequence page of the Elementary and Secondary program plan (Kiara) Note-taking guide, 1 per program area (attached below)</td>
</tr>
<tr>
<td>11:05-11:30 (Elizabeth)</td>
<td>Regroup into program areas (20 min) Keeping the ball rolling (5 min): When the mid-cycle review will be What needs to happen between now and then (This discussion needs to continue in program areas. The program area meetings notes need to be submitted Roland, and program areas will report out on their changes at the December 5th TED meeting, changes need to go into effect Winter 2019)</td>
<td></td>
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</tbody>
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Elementary Panel-Level Notes (Part 1)

What are our students doing well that we need to continue to support? What do we think we are doing that supports this success?

- Case Study: We notice that students’ scores are improving from 1-2 to 3 in Block 3
  - At least 85% with target score in:
    - Serving Students, 95%
    - Candidate Standards, 90%
    - Physical Resources, 87.5%
    - Safe Environment, 93.8%
    - Intervention Sequence, 85%

- Lesson Plan for Elementary Initial Certification Students: There is a smaller drop from level ½ to level 3 in these:
  - Alignment of learning activities
  - Instructional groups
  - Outcome Differentiation
    - Block 82.3 - score level 2 / Block 3 50% - 3, 14.4 – 4
  - Assessment Approach moving up in each block
  - Cognitive Intervention
  - Intervention Alignment

- Safe Environment
- Physical Resources/Environment
- Serving Students
  - Seeking resources, access to learning
- Candidate Standards
  - Honesty integrity

What are some areas in which our students need more support? In particular, what are some areas in which they continue to struggle from block one (as applicable) all the way through block three?

- For Case Study: Only 65% are rated at 3 in block 3, indicating the need for more support in:
  - Related Categories
    - Outcome Statements, 35%
    - Formative Assessments, 43.8%

- Case Study-Areas of growth- low percentages in block 2/3
  - Intervention Outcomes
  - Differentiation
  - Cognitive intervention

- Lesson Plan for Elementary Initial Certification Students:
  - Outcome Differentiation
    - Drop from 2-3/Assessor
    - Outcome Differentiation only 64.3% on target
For the areas in which they struggle, what are the top three most important broad themes to address this year? For each area, what data indicate the issue?

1. Case Study – we need to look at who scored 1&2/3&4 in block one and 1&2/3&4 block 3 and compare
2. Can we track by student or continuity of courses?
3. Case Study and Lesson Plan, look at InTASC standard

Themes-
- Formative Assessment
- Strong Outcome Statements for Teaching and Learning
- Designing Inclusive Instruction

**Elementary Panel-Level Notes (Part 2)**

**Elementary:** Identify which core courses that everyone takes could be augmented to better address this issue, with a particular focus on which blocks these should occur in (it may or may not be all of them, depending on the data trends).

**Secondary:** Identify where changes can occur to augment courses so that every student is reached by instruction related to this issue, whether that is in common courses, a methods course for every major, or (ideally) both.

**For Everyone:** For each change, please address the following, in the table below. (Feel free to add rows as needed.)

- Course Number and Title:
- What skills, knowledge, dispositions, etc etc, will students gain via this change?
- What will be evidence that they have achieved this gain?

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Specific Skill, Knowledge, Disposition or Other</th>
<th>Evidence of Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBE 5000/SED5010</td>
<td>• Designing learning spaces</td>
<td>• Submit a plan (3-d model, sketch, photo) for the physical arrangement of learning space</td>
</tr>
<tr>
<td></td>
<td>• InTASC Standards 3 d, k</td>
<td>• Submit a critical observation of the physical environment with recommendations for equitable accessibility</td>
</tr>
<tr>
<td></td>
<td>• Students will design physical learning spaces that are safe and accessible for active and equitable engagement</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Requirement</td>
<td>Note</td>
</tr>
<tr>
<td>-------------------------</td>
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</tbody>
</table>
| ELE 6120 (Literacy methods 2) | • Building student abilities to provide access to equitable, active engagement in literacy practices that respect diversity of all learners  
                              • InTASC Standards 2 d, e, i, j, k                                           | RLL will write this and report back to next panel meeting |
| RLL Children’s Literature | • Selecting culturally relevant texts to represent diversity of all learners and cultural dialects  
                              • InTASC Standards 2                                                           | RLL will write this and report back to next panel meeting |
Panel-Level Notes (Part 1)

What are our students doing well that we need to continue to support? What do we think we are doing that supports this success?

1) Serving Students: 100% received a 3 or 4 (case study)
2) Providing Safe Environment (case study)

What are some areas in which our students need more support? In particular, what are some areas in which they continue to struggle from block one (as applicable) all the way through block three?

1) Differentiated Outcomes (case study) & lesson plan
2) Technology (case study)

For the areas in which they struggle, what are the top three most important broad themes to address this year? For each area, what data indicate the issue?

1. Re-examine case study assignment for content & where to address outcomes in pre-student teaching.
2. Differentiation outcomes is a recurring theme.
3. Re-examine case studies to look at a strength-based approach, not a deficit approach.

Technology
Panel-Level Notes (Part 2)

**Elementary:** Identify which core courses that everyone takes could be augmented to better address this issue, with a particular focus on which blocks these should occur in (it may or may not be all of them, depending on the data trends).

**Secondary:** Identify where changes can occur to augment courses so that every student is reached by instruction related to this issue, whether that is in common courses, a methods course for every major, or (ideally) both.

**For Everyone:** For each change, please address the following, in the table below. (Feel free to add rows as needed.)

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</thead>
<tbody>
<tr>
<td>Course content methods course (EED 340, 340D, math, etc.) that is already data collection point</td>
<td>UDL</td>
<td>Improved scores in collection point data.</td>
</tr>
<tr>
<td>In student teaching, we will work with coaches in learning about UDL, Training for faculty in UDL</td>
<td></td>
<td>(Pre-Post tests?) Faculty Discussion, common readings, review of lesson plans, etc.</td>
</tr>
</tbody>
</table>
Program Area Notes

Program Area: Science

What is the number of students in your program area? 1 block 1, 2 block 3 - 50% scored 1, small n

Case Study: At the elementary level: 100% met expectation scores for 2 secondary level:
Lesson Plan: At the elementary level:

<table>
<thead>
<tr>
<th>Block</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td>2 Block 2</td>
<td>3 Block 3</td>
<td></td>
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91% score 1 Block 1, 1 Block 2, 68% Block 3

Does the focal theme that we identified apply to your program area? Why or why not?

We don't have information for individual program.

Do you see any apparent trends to watch, any trends that are actionable for your program area? What are they, if any? What is your plan?

Block 3 students 90% were performing at level expected.

We plan to address inclusive goals.
Program Area Notes

Program Area: Math Ed

What is the number of students in your program area?

Case Study: At the elementary level: 5  secondary level: 5
Lesson Plan: At the elementary level: 7  secondary level: 3

Does the focal theme that we identified apply to your program area? Why or why not?

we see some trend in general data.
That is why we assume it might apply & with $n^* \leq 10$, it wouldn't make sense to ran t-test.

Do you see any apparent trends to watch, any trends that are actionable for your program area? What are they, if any? What is your plan?

No (small n)
Program Area Notes

Program Area: **Early Childhood**

What is the number of students in your program area?

Case Study: At the elementary level: 4  
Lesson Plan: At the elementary level: 5  
secondary level:

Does the focal theme that we identified apply to your program area? Why or why not?

Yes, UDL must be infused into all Early Childhood coursework.

Do you see any apparent trends to watch, any trends that are actionable for your program area? What are they, if any? What is your plan?

Now can we get support & help in collecting pertinent and specific data for Early Childhood program.
Program Area Notes

Program Area: **Social Studies**

What is the number of students in your program area?

- Case Study: At the elementary level: 4  secondary level: 2
- Lesson Plan: At the elementary level: 1  secondary level: 9 17

Does the focal theme that we identified apply to your program area? Why or why not?

The focal theme applies to our program area because our overall scores fall below the target score in Blocks 1 & 2. Although N is low—we expect proficiency for our students in the case study.

Do you see any apparent trends to watch? any trends that are actionable for your program area? What are they, if any? What is your plan?

(1) Which Block 3 had 42.4% which reached target score.
Program Area Notes

Program Area: BBE

What is the number of students in your program area?

Case Study: At the elementary level: 1 secondary level: 2
Lesson Plan: At the elementary level: 0 secondary level: 3

Does the focal theme that we identified apply to your program area? Why or why not?

Yes - we address it in our courses.

Do you see any apparent trends to watch, any trends that are actionable for your program area? What are they, if any? What is your plan?

Two fewer numbers - the number below 10.
Program Area Notes

Program Area: **Music PE Art**

What is the number of students in your program area?

- Case Study: At the elementary level: all are PK-12
- Secondary level:
  - Music: 18
  - PE: 16
  - Art: 19
  - Total: 36

Does the focal theme that we identified apply to your program area? Why or why not?

*Stronger outcomes, differentiated outcomes - yes applies to our area. Clearer outcome, will help us prepare our students to better meet the assessment requirements.*

Do you see any apparent trends to watch, any trends that are actionable for your program area? What are they, if any? What is your plan?

Technology can be difficult to incorporate into Art, Music, PE for several reasons: 1) content is what we do and how we do it doesn't always require or is improved with technology; 2) technology resources both for students at WSU and programs in the schools do not provide cutting edge equipment.
Program Area Notes

Program Area: English / Eng Lang Arts

What is the number of students in your program area?

Case Study: At the elementary level: 2 secondary level: 4
Lesson Plan: At the elementary level: 4 secondary level: 5

Does the focal theme that we identified apply to your program area? Why or why not?

Yes. Because ELA curriculum, including literature and writing, becomes more accessible to all students when VUL is addressed.

Do you see any apparent trends to watch, any trends that are actionable for your program area? What are they, if any? What is your plan?

Not enough students at this point to have trends.