



## Lower Columbia College

### Professional Education Advisory Board, BAS-TE Meeting Minutes 9/17/2018

**Meeting information:** September 17, 2018; 9:00 AM – 3:00 PM; LCC HSB 235

**Presiding:** Karen Joiner, LCC Executive Dean

**Attending:**

Voting members:

Jill Whitright	Longview School District-WSCA
Tim Yore	Kelso School District - AWSP
Dr. Dan Zorn	Longview School District - WASA
Taryn Morgan	Longview School District- WEA
Andrea Edwards	Woodland School District- WEA
Becky Richards	Kelso School District- WEA
Jessica Carol	Three Rivers Christian- WFIS
Karen Joiner	Lower Columbia College

Non-voting members (representatives):

Samantha Stevens	ESD 112
Jeanne Nortness	Three Rivers Elementary School - WFIS
Ann Williamson	Lower Columbia College
Josie Zbaeren	Lower Columbia College
Karen Joiner	Lower Columbia College
Michaela Jackson	Lower Columbia College
Stephen Tokarski	Lower Columbia College

**Absent:**

Tamra Bell, Lower Columbia College, representative

**Quorum present:** Yes

**Business meeting summary:**

1. Introductions
2. Meeting paperwork
3. PEAB Membership Orientation
4. Bylaws and Elections
5. BAS-TE Program Review
6. Program Feedback
7. Communication Methods
8. Follow-up Actions
9. Meeting Evaluation
10. Schedule Future PEAB Meetings

## **Minutes:**

### **1. Introductions**

Karen called the meeting to order at 9:02 and outlined the main goals of the day: Conduct initial PEAB meeting and seek PEAB approval of the BAS-TE proposal. Karen gave background for the program and expressed the challenges with tight timelines for submissions and approvals through two agencies simultaneously (State Board for Community and Technical Colleges and the Professional Education Standards Board), necessitating the overlap of planning for and building of the program. Members introduced themselves, and were asked to state what they saw as main challenges in education today as well as a reward of being in education. Michaela outlined the plan for the meeting, as per the agenda.

### **2. Meeting paperwork**

The sign-in list was distributed. Paperwork for teachers who need LCC to pay for a substitute and the mileage paperwork were explained and distributed.

### **3. PEAB Membership Orientation**

Karen explained the PEAB structure and summarized the **Guidelines for PEAB Operations** per PESB. Appointment of members and membership requirements were explained - PEAB must have one-half of the eight voting members being classroom teachers appointed by the WEA (3) and WFIS (1). Term of service is three years, with reappointment allowed. Funding and reimbursement of expenses was explained.

Karen conducted a PEAB Membership Orientation, per the **New Members Handbook** from PESB, including PEAB mission, purpose, membership, and responsibilities. Role and function of the PEAB was presented. The five program standards were briefly reviewed. While overviewing Standard 4, Program Design, Karen expressed the challenges with establishing the PEAB so late in the process of building a proposal to submit to PESB, and the short timeline that the board has in order to have input in the process. Dan Zorn expressed concern about the limited time to have input heard. Karen and Michaela assured him that despite the limited timeline, the College would do its best to include their input in the final proposal to PESB, which is a main purpose for today's meeting.

### **4. Bylaws and Elections**

Karen reviewed the proposed bylaws.

Motion made by Tim Yore to approve bylaws; seconded by Andrea Edwards.

Motion passed unanimously.

The board determines its own organizational structure, and election of a chair and secretary was recommended. Agreed by consensus to elect these at the end of the meeting.

Break: 10:25AM - 10:35AM.

Karen called the meeting back to order and outlined the program's plan to begin the first cohort Fall 2019, and the challenges inherent in this ambitious timeline. Approval of the SBCTC, PESB, then Department of Education and finally the college's accrediting body (Northwest Commission on Colleges and Universities) must be gained before the program can be marketed.

## 5. BAS-TE Program Review

Karen began with a summary of the State Board of Community and Technical Colleges (SBCTC) program proposal that was recently submitted, and was previously emailed to members. Changes have been made to this proposal based on reviewers' feedback that aren't necessarily reflected in today's documents. Michaela outlined the eight criteria that the SBCTC looks for in successful teacher education program proposals.

**Criteria 1: Curriculum** - Michaela reviewed the proposed curriculum for the BAS-TE program, with particular emphasis on the practicum. Students will be placed in a classroom from the beginning of the program. Dan Zorn asked for clarification regarding proposing changes to the curriculum. PEAB input at today's meeting will be incorporated into the final submission to PESB. Karen and Michaela outlined the plan to have subject matter experts involved in the writing of the courses within the proposed curriculum. Ann explained that although the state only requires 450 hours of field experience, this program will have 720 hours of field experience. Concerns were raised that the scheduling of the practicum experience (two days per week) may be difficult for teachers to accommodate. After much discussion, it was agreed by consensus to approve this curriculum and practicum model with the understanding that for consistency, five mornings or afternoons per week may be preferred, when possible, over two full-days per week.

**Criteria 2: Qualified Faculty** - Michaela summarized the plan to hire qualified faculty, to include a full-time faculty and many part-time faculty/subject-matter experts. Karen explained the cohort model: full time students will be admitted every two years and complete in two years (summer excluded), starting fall 2019. The first part time cohort will begin in fall 2020; these students will complete in three years (including summer quarter coursework). Karen reviewed the admissions timeline for the cohorts. Course offerings will be based on the cohort needs which in turn drives the faculty that will be required each quarter.

**Criteria 3: Admissions Policy** - Michaela explained that LCC's plan for admissions policy will be refined based on feedback received 9/13/18 from SBCTC peer reviews. Karen invited input and ideas regarding admission criteria, and reviewed the current plan. Ann mentioned that the SBCTC recommended that LCC not conduct interviews of program candidates due to potential for unintentional implicit bias. Michaela mentioned that the admission criteria, once determined, will be submitted to PEAB for review. Applications will be reviewed and scored by LCC and school district partners.

**Criteria 4: Student Services Plan** - Michaela outlined the steps that LCC is planning to take to provide the necessary support to students who are in the BAS-TE program.

**Criteria 5: Commitment to build and sustain a high-quality program.** Karen emphasized that LCC has committed budget resources to implement and sustain the program. Members were directed to the budget page in the state proposal for review.

**Criteria 6: Accreditation** - Karen summarized the process for LCC to seek approval for the BAS-TE from the Northwest Commission on Colleges and Universities (NWCCU), including a review and site visit.

**Criteria 7: Pathways beyond BAS degree** - Michaela presented that the SBCTC views it as very important that this degree have pathways to a master's degree or higher for students to pursue if they choose. Taryn asked about the reasoning behind the BAS name. Ann explained a short history of how this degree was created, and how it differs from a typical Bachelor's

Degree. Karen explained some of the different acronyms that Community Colleges use for degrees and how this connects with the creation of the BAS degree.

**Criteria 8: External Expert Evaluations** - Michaela presented that LCC had three outside experts for input on the program - Marilyn Melville-Irvine, ME, Tony Vandermaas, and Tamara Holmlund from WSU. She summarized their backgrounds and the input they provided.

Dan Zorn asked about the differences between the ECE and K-8 tracks. Michaela responded, and explained what led to the decision regarding the program design. The program will prepare students to be certified to teach K-5th grade, but graduates would have to do extra work in order to get endorsed to teach grades 6-8. Ann explained the rationale for offering an Early Childhood endorsement.

Discussion ensued regarding the expert reviewers' recommendations and the program in general. Dan emphasized his desire to focus on literacy, as was mentioned in an expert review. This was echoed by several other members.

## **6. Program Feedback**

Michaela asked for the Board's preference on giving program feedback. It was recommended and approved by consensus to go through the proposal as a group and provide feedback accordingly.

Karen gave a quick overview of the proposal for PESB. Ann reviewed the developmental model that LCC will use: "A Developmental Model of Pedagogical Content Knowing (PCKg) as a Framework for Teacher Preparation." Karen expressed the severity of the teacher shortage in LCC's Service area. Samantha asked how the program came up with the numbers for the proposed cohort numbers, and Karen and Michaela responded with the rationale for the selection of the cohort sizes (to correlate with other programs, promote student success, and respect budgetary implications). Per the proposal, Karen went over program cost to students, LCC facilities for the program, equity and inclusiveness plans, and financial capacity. The group reviewed the resumes that were submitted for potential faculty. The group had a short discussion on considering future possibilities for ELL certification. Becky mentioned the possibility that we could ask prospective students on the application whether or not they are bilingual, and add points for those who are so that they get stronger consideration.

A working lunch was held from 11:45 - 12:15, in which discussion continued.

At the conclusion of the lunch discussion, Karen began the detailed review of the PESB proposal. She endeavored to go over the first parts of the proposal quickly due to the members' desire to spend more time on the curriculum portion. She emphasized that this is a working document and that a formal process for making changes to the document during the meeting was not needed; all input and suggestions would be considered.

## **Domain 1: Candidates & Cohorts**

Karen outlined LCC's recruitment targeting and strategies, and the efforts the college will employ to recruit and serve teacher candidates who are from underrepresented populations. Jill recommended adding that the school will target these groups at the high school level as well. Dan recommended targeting AVID students. The group reviewed the proposed admission standards, and informally agreed to remove the interview requirements. Dan asked a question about students who may not have a GPA that meets the requirements, and Ann and Janet talked about ways in which students could improve their GPA before entering the program.

Stephen talked about possible paths to allow students in who don't quite meet the 2.5 GPA requirement, and the group talked about the different paths available to students who need to raise their GPA. The group agreed that a 2.5 GPA in all "required degree coursework" was a reasonable standard.

Karen explained that LCC will develop a draft program application and will distribute to PEAB members for review before being finalized. A plan is in place to develop a student handbook for the PAS-TE program, using the Nursing Program student handbook as a guide.

### **Domain 2: Knowledge, Skills, and Cultural Responsiveness**

Ann explained that LCC plans to have a consistent thread of equity and inclusion throughout the coursework; foundational to this is helping students identify and address their own biases. Dan expressed that he believed the program needs more coursework in the area of literacy, and feels this is an area not emphasized enough in current programs. Karen expressed that outcomes can be added to reflect a focus on literacy; it can be woven throughout the program. Karen encouraged Dan to continue to look for rigor in the area of literacy in the outcomes..

### **Domain 3: Novice Practitioners**

Michaela outlined how the proposal that LCC submitted plans to meet the requirements in this domain. Karen asked for feedback, and several board members offered praise of the focus on field experience.

### **Domain 4: State and local workforce needs**

Karen outlined this part of the LCC proposal and asked for feedback. The board offered none. The workforce need is self-evident.

### **Domain 5: Data Systems**

Karen explained LCC's data capabilities, and that a specific data system will be investigated as needed. Ann offered that the college has already communicated with several other programs to get information regarding how they collect data.

### **Domain 6: Clinical Field experience and Clinical practices**

Ann gave an overview of this domain and the college's proposal. Taryn asked whether or not students would be able to switch between districts. Discussion ensued, including the proposed scheduling of the field experience hours as two days per week. Pros and cons of this schedule were debated. After rich discussion, members were reminded that this is a non-traditional program, designed for students who are place bound and often employed. The scheduling of the field experience may need modified once it is trialed. At this point, it was agreed that students would be encouraged to design a schedule with their mentor-teacher that is mutually satisfactory, and may include five mornings or afternoons a week rather than two full days per week.

Break: 1:45 - 1:50

Karen called the meeting back to order and addressed the "Course descriptions & Outcomes," the "Addendum to Full Proposal," and the "Endorsement Program Approval Form Early Childhood Education" documents, and gave twenty minutes for individual or small group review of the documents. Karen called the meeting back into order to get general feedback on each document. Discussion ensued. After discussion:

### **MOTION:**

Motioned by Dan Zorn, Seconded by Tim Yore, that the “Addendum to Full Proposal Residency Teacher Program” be approved with minor grammatical fixes. Motion to approve document with minor edits carries unanimously.

Motion made by Tim Yore, seconded by Andrea Edwards, that the “Endorsement Program Approval Form, Early Childhood Education” proposal be approved as written with minor edits as addressed. Motion carried unanimously.

Motion made by Tim Yore, Seconded by Jill Whitwright, that the “Lower Columbia College - Competency Rubric for Practicum & Field Experience” be approved as written. Motion carried unanimously.

The “Course Descriptions and Outcomes” document was discussed. Changes to EDUC 320 course were suggested and approved by consensus. Samantha recommended adding print concepts in addition to adding a “culturally responsive thread” that mirrors some of the other courses. Becky asked if there was a writing component in any of the coursework, and several board members agreed that it was important. After discussion, it was suggested it be added to EDUC 320 and EDUC 430. In particular they expressed that the “5 types of writing” should be learned by aspiring teachers. Dan suggested edits to EDUC 325 related to identifying skill gaps in students and creating a sequence to encourage literacy. Andrea suggested adding a portion on “number sense” to EDUC 330. Sam suggested an edit to EDUC 335 regarding trauma-informed care; Jessica expresses that some of that language may exist in the outcomes for EDUC 414. The board agreed to change the course name from “Classroom Management” to “Classroom Leadership.” Dan suggested changes to EDUC 345 to add a “writing across the curriculum” component, and suggested edits to the methods courses to add descriptive writing to science methods, persuasive writing to social studies course, and narrative writing to the English methods course. Sam suggested adding narrative writing to another course, and Tim suggested EDUC 419 - Anti-Bias. The board agreed. Outcomes regarding writing were encouraged to be added to EDUC 434 – Professionalism and EDUC 410.

Motion made by Becky Richards to approve the full proposal with suggested edits; Andrea Edwards seconded. Motion carried unanimously.

## **7. Communication Methods**

Karen suggested email as primary method of communication between meetings to disseminate information. By consensus, the Board agreed.

## **8. Follow-up Actions**

Edits will be made to final proposal; copy will be sent to PEAB. PEAB letter of support will be included.

## **9. Meeting Evaluation**

Attendees were asked to complete a one-question evaluation, per PESB requirements: “Were you satisfied with the amount of actionable data (relevant, timely, and important) that was provided by the program at this meeting?” Members scored this on a Likert scale from one to five, with a one meaning “no actionable information” and a five being “plenty of actionable information.”

## **10. Schedule Future PEAB Meetings**

The following dates and times were approved by consensus:

January 24th, 1-4PM

April 25th, 1-4PM

### **11. Adjournment**

Karen adjourned the meeting at 3:01PM

Addendum: After the meeting, same day, Karen sent email to members regarding the election of a chairperson and secretary as this had been inadvertently not completed. On September 20, 2018, via email, Tim Yore was approved as chairperson. No secretary was selected. At this time, Stephen Tokarski, LCC BAS-TE Manager, will serve as secretary.

Tim Yore forwarded a letter to LCC verifying the PEAB support of the BAS-TE proposal.