



Lower Columbia College

Professional Education Advisory Board, BAS-TE Meeting Minutes 4/25/2019

Meeting information: April 25th, 2019, 1 to 4 p.m. LCC LIB 130

Attending:

Voting members:

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

Non-voting members (representatives):

Samantha Stevens	ESD 112
Ann Williamson	Lower Columbia College
Josie Zbaeren	Lower Columbia College
Michaela Jackson	Lower Columbia College
Lynell Amundson	Lower Columbia College

Absent: Jeanne Nortness, Three Rivers Elementary School, WFIS

Quorum present: Yes

I. WELCOME

Meeting called to order at 1:07 p.m. by Chair Tim Yore.

- a) Brief overview of process for electronic review and approval of minutes in PEAB Google Drive provided by Lynell Amundson. Board reviewed minutes from Jan. 24th, 2019, meeting. No suggested changes or edits by committee. Becky Richards moved to approve. Andrea Edwards seconded the motion. Minutes approved by committee.
- b) Tim introduced the agenda. Documents provided to board with Agenda: BAS Teacher Education Application, PEAB Member Survey.
- c) Tamra Bell told the board that in addition to receiving accreditation from the Northwest Commission on Colleges and Universities (NWCCU) the BAS-TE has received Department of Education approval and the program has been assigned a number, is now eligible for financial aid, and is listed among the options when students are completing their Free Application for Federal Student Aid (FAFSA).

II. Program Development & PEAB Input

- a. Position Restructuring

Tamra shared that Stephen Tokarski is no longer with LCC. Ann Williamson has agreed to step into role as BAS-TE manager and will be the direct point of contact and advisor for students. Stephanie Peerboom will take on responsibilities as data administrator and certification officer. Ann explained the need for a team instead of a single individual in order to manage the multiple facets of an applied bachelor's degree.

Tamra shared that a full-time faculty person has been hired and will begin teaching Fall 2019. Brenda Carpenter comes to LCC with a doctorate in curriculum development and instruction/STEM Education, a bachelor's in elementary education, and a master's in geoscience. She has both elementary and middle school experience, has developed kindergarten through fifth grade programs, and is currently finishing a fellowship at Einstein Institute.

b. Curriculum Update & Review

- i. Michaela Jackson and Ann shared that the curriculum development group with expertise in their fields of study completed development work April 11th. The group created course plans, identified course materials, developed assignments and key assessments. An element of the development included working with a panel of first year teachers, each from a different university to review the program. Good feedback was provided to the curriculum development group regarding rigor of program.

Michaela and Ann will be reviewing to ensure Professional Educators Standards Board (PESB) key elements are met.

Faculty who developed coursework were not guaranteed they would be teaching the courses. Adjunct positions will be posted for course delivery.

Ann and Michaela are working on dates for faculty and student orientations.

LCC is in the initial stages of adopting a learning platform, Via by Watermark.

This platform provides a solution for assessment and accreditation, learning outcomes measurement, student portfolios and assessment, and course evaluation and institutional surveys. PESB will be auditing to see if coursework is meeting standards. Funding for VIA was provided by the LCC Foundation.

c. BAS-TE Program Application

- i. Admission Standards

Michaela and Ann shared information regarding changes to application. It has been divided into classes you need before you begin and gap classes.

Two year degree is required but interest is coming from individuals with all kinds of two year degrees. In addition to two year degree must have ENGL& 101 English Composition, ENGL& 102 English Composition II, EDUC& 115 Child Development, EDUC& 150 Child, Family, and Community, and EDUC& 205 Introduction to Education. Questions from board about & in rubric; this indicates common course numbering across

Washington State community college system. Gap classes (see BAS-TE application) must be completed before graduation.

A minimum score of 240 is no longer required on the WEST-B placement test; Governor Jay Inslee signed legislation April 24th, 2019. WEST-B will be used as intervention tool, identify what areas a student will need support. Board discussion about how success of intervention will be measured; students still have to take WEST-E/NES tests; Ann shared information about the I-Best model – content expert and general education expert teaching in same classroom, students get support to get caught up in any areas of general education they may be struggling with, I-Best instructor helps with edits, offers support sessions. Tamra shared that most professional/technical students only get support for the first 45 credits of their studies. ECED AAS-AAS-T is the first to get full support.

Ann and Michaela also met with consultant who showed ways to incorporate expectations of certification exams into coursework.

ii. Personal Statement

Samantha Stevens, ESD 112, advised that the personal statement section was missing from application; board agreed to address at next meeting.

d. Field Experience & Student Teaching structure and outcomes, Standard 6
Michaela & Ann

PEAB members reviewed Doman 6 document. PESB language on the left, LCC response on the right.

CLINICAL FIELD EXPERIENCE

Section A – LCC explains that Memorandum of Agreement has been provided to Nolan Wheeler, vice president administration, for review by the attorney general representing Washington community colleges.

Sections B/C/D – Concern expressed by board about expectations; LCC explained BAS-TE students will not be with mentor Monday through Friday. They will only be with them two days a week. Continued discussion about assessments and expectations, restrictions on what can be shared regarding how students do on tests. Pearson does provide feedback to student regarding areas they may need to study. Prohibitive cost of test. Ann shared information regarding vouchers that are available; need to confirm that vouchers do not expire.

FIELD PLACEMENT REQUIREMENTS

Sections A through E – Students will get a two-day orientation prior to field placement. Mentor teachers will have access to training through LCC's online platform Canvas; can earn up to 10 clock hours per quarter for a total of 30 clock hours per year.

Board discussion about competency rubrics; method for providing feedback to student; mentors will be able to address areas of growth needed and student will be able to establish how they will meet those goals; recommend providing feedback to

LCC every other week regarding student progress. Ann suggests creating a page on canvas that gives mentor teachers access to syllabus, assignments for the week, board agree this would be very helpful.

Mentor teachers should have three years of teaching experience; this is a state standard in Washington Administrative Code. .A mentor handbook will be developed.

Board encouraged getting meetings set up with districts and teachers so that expectations of the MOA are clear.

e. Other Updates

Degree planner has been developed and will be provided at the next PEAB meeting.

Students entering education track Fall 2019 will see AAS-T that feeds directly into BAS-TE. Unlike most general transfer degrees the Early Childhood Education degree track will not offer electives from the distribution list. Students will be required to take specific courses, a guided pathway model, so they are ready to apply for the BAS-TE if they so choose.

LCC is planning for a cohort of 30 Fall 2019. Discussion about full classes, what is the plan? Additional sections of prerequisite courses will be built in order for students to complete their two year degree and continue on to the applied baccalaureate if they chose that path.

LCC faculty are working to make courses relevant across disciplines.

PEAB can view course titles at the BAS-TE web site

<https://lowercolumbia.edu/bas-teacher-education/index.php>

Board discussion about competition with partner universities. BAS-TE is a different model, directed at working adults; a combination of online and in class instruction provided 4 to 7 p.m. Tuesdays and Thursdays; a resource room/study hall environment will be created in Library Room 130. Early childhood endorsement intentionally written into program. The inclusion of an Early Childhood Endorsement opens the door for qualified student candidates to apply for the Washington Scholarship through ChildCare Aware.

III. Moving Forward

a. Student Handbook Review

Board members began review of Student Handbook DRAFT electronically; version incorrect; Michaela will send out correct version 4/26; Ann asks board to review and comment by Friday, May 3rd.

b. 2019-2020 Meeting Dates

LCC is now a member of Washington Association of Colleges for Teacher Education.

Meetings are scheduled for:

Oct. 30th and 31st, 2019

Jan. 29th and 30th, 2020

April 29th and 30th. 2020

PEAB meetings will be on Thursdays, 1 to 4 p.m.

Nov. 7th, 2019

Feb. 6th, 2020

May 7th, 2020

IV. Meeting adjourned at 3:12 p.m.