



## **Lower Columbia College (LCC)**

Professional Education Advisory Board, BAS-TE  
Meeting Minutes 11/7/2019

**Meeting information:** Nov. 7<sup>th</sup>, 2019, 1 to 3:45 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  
Dr. Dan Zorn, Longview School District WASA

#### **Non-voting members (representatives):**

Samantha Stevens, ESD 112  
Jeanne Nortness, Three Rivers Christian  
Brenda Carpenter, LCC  
Ann Williamson, LCC  
Michaela Jackson, LCC  
Jose Zbaeren, LCC  
Ian King, LCC  
Lynell Amundson, LCC

**Absent:** Tamra Bell, LCC

### **I. WELCOME**

Meeting called to order at 1:09 p.m.

- a) Tim Yore, chair, led the group through opening activity. Members shared good news about their school and/or program: Catlin Elementary is experiencing increased enrollment; Longview schools are seeing literacy level improvement and have 5 year concentration to further improve literacy issues; ESD 112 investing in Sanford Harmony curriculum, a social emotional learning program for Pre-K-6 grade students designed to foster communication, connection, and community both in and outside the classroom; Three Rivers Christian seeing dramatic drop in office referrals for kids with problems; Mount Solo Middle School implemented weekly advisory meetings with all kids assigned to a teacher, using a program called Character Strong, seeing a good response from students and improvement in culture overall; LCC has increased numbers in Early

Childhood Education, current BAS-TE cohort is moving forward with 22 energetic students excited to be in the program; teacher switched from first to third grade and is now seeing students coming back into her classroom and the opportunity to reconnect with families.

- b) Introductions of new BAS-TE staff: Brenda Carpenter, full-time faculty; Ian King, Librarian; and Deb Gribscov (absent), professional tutor. Brenda has taught pre-school to 12th grade in subjects from reading to astronomy, is National Board Certified in early adolescence/science, holds a master's in geoscience and is completing her doctorate in curriculum & instruction with a focus in STEM education.  
Ian shared that a section has been created in the LCC Library devoted to the BAS-TE program. Ann Williamson shared that Deb Gribscov has taught everything from preschool to high school, holds a master's in science education, is nationally certified for adolescent math, and has taught subjects ranging from computer science to floral design.
- c) Tim introduced the agenda. Participants who needed substitute at their school in order to attend the meeting were provided the appropriate documentation for reimbursement.

## **II. 2020 APPLICATION FOR ADMITTANCE**

Michaela Jackson shared the 2020 Application for Admittance with board members, explained that it has been edited for ease of use and the plan is to have it live by Nov. 14<sup>th</sup>. Applications for the next cohort are due April 1, 2020. Members reviewed the application. Discussion about number of applicants in first cohort. Michaela shared that 33 applied, one was incomplete and not counted; some didn't meet criteria (example: GPA was too low). Ann shared with members that they are putting elements into place to help students improve GPA. Michaela shared that discussions were had with state board about reducing GPA to 2.5 but that was declined. GPA has to be at least 2.7. Tim asked if there was any discussion regarding the application and called for motion to approve. Andrea Edwards moved to approve the application as written; Jill Whitright seconded. 2020 Application for Admittance approved by the board.

## **III. 2019 DEMOGRAPHICS REVIEW**

LCC faculty walked board through demographics of the 2019 Fall Quarter student cohort; data considered included first generation college students, ethnicity, race and gender. Josie Zbaeren pointed out that 10 students are first generation. Board discussion about competing with four-year universities but data shows LCC is reaching students that can't get to those universities. The current cohort has no Native Americans or Alaskan natives; Ann shared that she has been meeting with the Cowlitz

Tribe to recruit more of this population; received donations of First Nation books for the program.

Dan Zorn asked how many first generation made it into program; Michaela said the data reflects applications and not the current cohort of students; Samantha Stevens, ESD 112, said they would like to see comparison of applications received and those accepted into the program. LCC faculty said that data will be reviewed as the cohort continues in the program.

Continued board discussion of expanding students of color getting into the program. LCC faculty shared that it currently is using Professional Educator Standards Board (PESB) demographic measures.

#### **IV. MARKETING**

Ann queried the board for marketing suggestions, specifically interested in reaching Latino community and getting more men interested in teaching. LCC faculty offered to speak to various groups. Board member suggestions to have outreach materials available in Spanish, posting flyers at sporting events or coaches meetings, and encourage LCC to reflect populations you are attempting to recruit in any marketing materials.

#### **V. BAS-TE PROGRAM PLANNER**

Board members reviewed the BAS-TE Program Planner, posted on the LCC web site with Programs of Study. Board discussion about teaching teachers to teach reading, needs a greater focus. LCC faculty shared that LCC's BAS-TE program has two theory courses on language and learning arts and literacy is included in the learning outcome of multiple courses with a vein of literacy running throughout the program. Michaela offered to upload course outcomes to shared google drive so that board members can see literacy component offered throughout program.

Discussion about terminology/definition of Pre-K through 5<sup>th</sup> Grade and birth through age 5 in Early Childhood Education certificate tracks causing confusion; LCC faculty shared that terminology was used so that people working in private industry see themselves in the certifications. Board suggestion to use certified or non-certified; LCC faculty explained that coursework is the same in both. LCC faculty shared that candidates working in Head Start want to continue to student teach but want to get teacher certification and have to be with certificated teacher in order for hours to count. LCC faculty offer information sessions and meet one-on-one with students.

#### **VI. MENTOR TEACHER PROCESS**

##### **a) Placement**

Ann shared that the first BAS-TE students have been placed with a mentor. She is meeting with human resources staff at each district. A chart is being created with student name, required placement and a resume attached. Tim shared that Catlin

- has several new staff members and said the chart will be helpful but suggests connecting with principal rather than human resources; recommends listing placements and then having student build resume; notify schools early about need for student placement; the receive a lot of requests to place student teachers.
- b) Training  
Andrea said school districts/teachers need knowledge of mentor training process in advance. Michaela said not all teachers wanted face-to-face training; some of the training was built in LCC's online Canvas platform. Students were ready to place before mentor teachers had completed training. If mentor teachers have completed OSPI self-assessment tool or BEST training they don't need to complete LCC's training but do need to complete FERPA training (20 minutes). At 27 month review LCC has to show PESB how mentors were trained. Six teachers out of 23 have to date completed required training.
  - c) Course grade (Letter grade or pass/fail)  
Brenda led discussion about course grade and letter grade or pass/fail for the field experience classes. We use an observation checklist for two observations each quarter, and the final competency rubric from both the mentor teacher and supervisor as a summative at the end of the quarter. Both the checklist and competency rubric are based on the INTASC standards. We would suggest that the field experience classes be changed to pass/fail partly because either you complete the field hours or you don't, you show growth or you don't. Also, other teacher preparation programs use a pass/fail system for field experience and so this would bring us in line with existing structures.

## **VII. VIA ASSESSMENT TOOL**

Michaela shared information about the VIA assessment tool software. Each course has key assessments that have to be submitted into VIA; every rubric meets INTASC standards and can show every student was proficient in every rubric. Mentor teachers are turning results in manually this first round but will be able to complete online for future cohorts. LCC faculty are still uploading assignments and key rubrics using recommendations from other colleges that have teacher education programs.

## **VIII. AGENCY UPDATES**

### a) WACTE updates

Washington Association of Colleges for Teacher Education – all colleges with teacher preparation programs are members of this professional association. b) PESB

Professional Education Standards Board – board members encouraged to check out web sites and review any changes that may be taking place.

Michaela told the board that LCC's PEAB needs to establish domains/program standards; 1, 2 and 6 have been hit consistently; LCC required to address and fully cover all standards in a 27 month period; review scheduled for July 2021 but a full cohort will

not be in session at that time; asking for a time change so that PESB members sit in on full classes during academic year. Need to select a standard for February meeting; Taryn Morgan suggested focusing on Domain 4. Agreed by board consensus.

c) Student Handbook Review

The correct Student Handbook has been uploaded to the shared google drive. The completed draft is the same content with minimal language added related to student conduct. February board meeting agenda will include comments/discussion of handbook after board members have had a chance to review.

d) 2019-2020 Meeting Dates

February 6<sup>th</sup>, 2020

May 7<sup>th</sup>, 2020

**IX. EDTPA**

edTPA coordinator; Brenda attended meeting in Olympia Sept. 24<sup>th</sup>; discussion about how to teach student voice and how to teach to it, how will it be evaluated, and that it is on hold at the state level at this point, potentially being eliminated next year. Pearson offered support to help understand process through meetings, conferences, and phone calls; national conference Spring 2020 in Austin, TX and Brenda will be attending to learn as much as she can for the BAS-TE program.

a) Videotaping

Must have permission from students. These forms are standardized and given to us to use.

b) Permission forms

Keep on file indefinitely; it was unclear from the edTPA meeting on October 24<sup>th</sup> of a real timeline for keeping documents, and so Brenda will look for clarification at the next meeting.

**Meeting adjourned 2:56 p.m.**