



**Professional Education Advisory Board (PEAB) for BAS-TE**  
**Meeting Minutes**  
Library Building, Room 130  
November 2, 2023 from 1 - 3 p.m.

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**Present:**

Stacie Johnson, Advisor, LCC  
Ashley Cahill, Teacher Ed BAS Faculty, LCC  
Michaela Jackson , Director of BAS Programs, LCC  
Tamra Gilchrist, Dean of Instruction, LCC  
Shelly Backstrom, 2nd grade, 3 Rivers Christian School  
Jacob Carroll, 4th Grade Instructor, CVG  
Kyla Howell, ParaEducator, Cohort 5  
Dan Zorn, Superintendent, Longview Public Schools  
Becky Richards, 3rd/4th Grade, Rose Valley  
Joel Thomas, Psychologist,  
Kayli Rhoades, ESD 112  
Andrea Edwards, K-5, Woodland Schools  
Sue Akins-Fields, ECE Faculty, LCC  
Josie Zbaeren , ECE Faculty, LCC  
Ashleigh Kruckenberg , EDUC Faculty, LCC  
Jenny Smith, Minutes, lcc

**Absent:**

Jennifer Godhino

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- I. **Call to Order:** 1 p.m.
- II. **Approve Agenda:** Motion Item - Moved Becky, seconded - unanimous approval

III. **Approve Minutes:** Motion Item - from May 6, 2023: Moved/Seconded - unanimous approval

IV. **Recap of May 4, 2023 Meeting:** Breakout Session Implementations

A. New Rubrics for clinical evaluations for placement:

1. Additional competencies for mentors to evaluate in professionalism and teaching effectiveness
2. Included additional dispositions around professionalism and teaching effectiveness for student reflection

B. Aligned criteria language with TPEP

V. **Literacy Curriculum Updates**

A. We have additional funds to contract Jill Thompson to update and recreate our Literacy Methods course.

- a. Often our candidates were not taught phonics, and are lacking the foundation to digest the curriculum. We have added phonics overview and implementation. Writing, supporting multilingual students, and vocabulary development (which will also be addressed in the advanced literacy class). It's a heavy lift, given that letters training is a year.
- b. Large universities are pushing back on the science of reading. We are pleased to be responsive to our community partnerships. As a result our candidates will be prepared to teach reading to children.
- c. Dr Zorn: 2 literacy courses are not enough, but the pushback from universities is not surprising. Time and curriculum restraints make it tough to fit the courses that would be advantageous to our community college candidates.
- d. This is an example of community college collaborations and partnerships. We are effective when we are able to use the feedback that we receive from our community partners and advisory. Action from advisory is what makes advisory work and that makes stronger candidates. It is our intent to remain responsive.
- e. Shelly Backstom: Some of the students don't have the [phonics] foundation that we are attempting to teach and methodologies are cyclical. State guidelines require changes and will again in the future.
- f. Advanced Literacy outcomes cannot be presented quite yet as it is still in development.

VI. **Domain 2 - Knowledge, Skills, and Cultural Responsiveness**

A. Providers ensure that completers demonstrate the necessary subject matter knowledge for success as educators in schools.

- B. All the content areas must be addressed. The Teacher Education bachelor degree program is only 6 quarters and the breakdown is addressed in over 4,000 files. We know how we are hitting the standards, but would like guidance on where emphasis “should” be.
- C. Substandard A: is built around and aligned to the InTASC standards. Endorsement competencies are where the teaching happens.
- D. ECE: Follows NAEYC standards - and 30 credits are aligned to that.
- E. PESB maintained previous alignments for Elementary Ed, which includes art, health and fitness, math (a lot), science, social studies, and understanding of learners and their communities. We are required to build outcomes into these standards. We attempt to have cross-over in related courses when topics are not fully addressed in a single course.

**VII. Domain 2C:** Providers ensure that candidates demonstrate pedagogical knowledge and skill relative to the professional standards adopted by the board for the role for which candidates are being prepared.

- A. EdTPA was eliminated by the state in April 2021 as a requirement for certification. Our first cohort had a 59% pass rate. As a result, new outcomes had to be qualified and evaluated.
  - 1. The assessment of demonstrated applied knowledge and skills is very different from the assessment of understanding.
  - 2. LCC (and other colleges/universities) were required to develop rubrics in order to design a measurement for pedagogy assessment.
- B. The state no longer requires a passing score on the NES if content knowledge can be proven through Multiple Measures (case-by-case) assessments.
  - 1. Case-by-case is not standardized. Each college designs their own criteria and therefore has different criteria and measurements.
  - 2. LCC has not used case-by-case exceptions yet, but recognize that standardized assessments may not be equitable for some multilingual and/or learning disabled candidates.
  - 3. NES scores are still required by LCC. Those who cannot pass the Elementary subtest series can often pass the Early Childhood Education assessments to get certified. We have approximately 4 of 60 students that were unable to successfully complete certification.
  - 4. The NES is the final external measurement that dictates if a candidate can be a teacher. Which qualifiers are ideal to ensure our candidates are ready for teaching, if that and all other standardized options are no longer required?
  - 5. Case-by-case requires manpower. For some schools, you can't apply for case-by-case unless you meet required thresholds. Future exceptions for

LCC may have attendance/participation criteria connected to eligibility. We will be requesting input from our advisory. (Google Poll?)

6. Side Note: In addition to case-by-case evaluations, which still require development, we have a need for evaluators for pedagogy portfolios in spring and summer. Volunteers?
- C. Roles aligned to InTasc standards were displayed. Endorsement competencies: candidates are evaluated in their courses by mentors. “In your course, you are meeting these endorsement competencies” so faculty/mentors know what to observe from candidates within each term.
- D. CCDEI standard alignments took place this year (in google drive). When standards are updated, outcomes must be aligned throughout our coursework and then submitted and approved through our curriculum committee. Course descriptions and outcomes are crosswalked for reference (also in google drive). Outcomes must be added to existing competencies in order to meet state standards.
- E. Instructional topics must also be aligned and included: For example, Issues of Abuse, Paraeducator Supervision and Support, Since Time Immemorial, Social Emotional Learning (SEL), and Teacher and Principal Evaluation Program (TPEP) are all required topics. We group related topics/outcomes in the same course. For example: Issues of Abuse, Mandated Reporter, Trauma Informed Teaching, and Social Emotional Learning are grouped together. We embedded “Since Time Immemorial” in a related course, as well.
- F. Breakdown of course content:
  1. Foundational courses represent: 40 credits
  2. Methods represent: 20 credits
  3. Clinical Practice courses include: 26 credits
- G. Shelly Backstrom: Teacher styles are quite varied. Exposure to a variety of teachers and styles has value. Multiple settings with varied management styles can be beneficial to candidates. - The student teacher may have to request additional exposure, and that isn’t common.
- H. An education “walk” could be a great way to learn about different academic structures. Coming out of covid, we could potentially build relationships in that direction. Recommend groups of 3 students observe a class at the same time to view skill sets. - Our mentors/candidates often prefer to maintain relationships with their people.
- I. Jacob Carroll: When arranged ahead of time, a student teacher(s) would be allowed to sit in.
- J. Dan Zorn: Could credits be readjusted in order to design 2 more literacy course options? Q: Is this schedule layout typical for TE programs. - Our program is similar to other teacher prep programs.

- K. Substantial changes require approval through our accreditation board. Some courses could be decreased to possibly make room for an additional literacy course.
- L. We will keep an eye on other institutions in order to ensure that students who transfer will meet requirements. When outcomes are small, we use the ability to pass the NES as a guideline to determine if we are meeting minimum standards.  
Dan Zorn: The complexity is becoming apparent.
- M. Dr. Paul teaches Classroom Management because she has a great deal of experience with a variety of behaviors.
- N. EDUC 300 is required prior to any classroom placement.
- O. We have two pathways to Teacher Education bachelor degree training: Elementary Education and Early Childhood Education; and each program is a 2 plus 2.
- P. Kayli: there is a broad spectrum skill sets with respect to those who can navigate assessment tools, reporting, and interpretation. Q: Is that part of the classroom training only? It's in literacy but also in an assessment course.
- Q. For curriculum development and design, assessment is introduced, but it's in puzzle pieces. Additional pieces are shared in the Assessment class. Assessments are beneficial in that they identify deficiencies in student knowledge, but they also teach teachers where to refine their teaching practices.
- R. It would have been extremely beneficial to have assessment prior to practicum.

VIII. **Domain 2A** will be covered this winter.

**IX. Trends, Events, Updates**

- A. Levy votes will be coming and are incredibly important
  - 1. If it doesn't pass, 140 staff, after school programs will be discontinued.
  - 2. Woodland had a double fail on the levy vote. As a result, middle school scores have been cut.
  - 3. Information sharing is the best way to offer support. Include in advisories, flyers, or newsletters
- B. LCC is working on Vocational building. We are number 1 on the list.
- C. We will be seeking a new president due to retirement.
- D. ESD: Celebrated 50 years of existence. Professional development opportunities are being offered with a lot of focus on technical development with focus on Wahkiakum and other outlying areas
- E. Advisory committee for EDUC - para pathway will be happening this month.
  - 1. Invitation extended for advisory members
- F. Seeking instructor for Advanced Literacy

- G. Industry professionals met last week about BAS in CS or IT. There was interest in HS partnerships offering a pipeline to LCC's program.
  - 1. We don't have big tech locally, but IT related fields globally are in significant demand.
  - 2. CTE renewed interest in building partnerships so we can start programs with High Schools. We graduate 2500 of the 24k openings state wide.
  - 3. If we go the CS route, it will be a full 4 year option
- X. **Agency Updates:**
  - A. PESB is restructuring program review process. They are developing rubrics. Community colleges don't have much of a voice, so we are making sure LCC is available.
  - B. PESB has been trying to soften their stance and pursue a relationship based process rather than punitive
  - C. For field site directors, placement remains a struggle. Funding has been requested.
    - 1. Clock hours often are not enough, and we discussed a national board model.
    - 2. Quality mentors might be able to get training and a pay increase if this is adopted.
    - 3. State is continuing to research options for a residency student teaching model. There could be a 2500 stipend for the mentor, and para wage for the student teacher. It would, however, take residency out of the prep program. We would graduate them, and students would volunteer post grad.
    - 4. Placements are hard because of the turnaround.
    - 5. Human development and ECE are pretty difficult to place.
    - 6. In some cases, experience can take the place of the 3-year education requirements with respect to mentors.
    - 7. SB: Glad LCC keeps standards high when the state decreases their standards.
- XI. **Survey:** Please complete the PEAB Meeting Survey.
- XII. **Next Meeting:** Feb 1, 2024

3:00 Meeting adjourned

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### **Action Items/Requests**

Encourage exposure to a number of mentors in order to diversify candidate skill sets

Create QR code for survey

Additional literacy - even if it means letting go of a credit in a couple of other classes.

Attempt to keep the Assessment instruction near or before practicum