

**Lower Columbia College**  
Professional Education Advisory Board, BAS-TE  
Meeting Minutes 11/5/2020

**Meeting information:** November 5, 2020; 1:00 PM – 3:00 PM; ZOOM

**Presiding:** Tim Yore, Chair

**Attending:**

Voting members:

Jill Whitright	Longview School District-WSCA
Tim Yore/chair	Kelso School District - AWSP
Taryn Morgan	Longview School District- WEA
Andrea Edwards	Woodland School District- WEA
Becky Richards	Kelso School District- WEA
Jessica Carroll	Three Rivers Christian- WFIS

Non-voting members (representatives):

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

**Absent:** Tamra Ghilchrist, LCC, Jeanne Nortness Three Rivers Elementary School,

**Quorum present:** Yes

1. **Welcome**

- a. Tim Yore called the meeting to order at 1:05 pm
- b. Tim opened with an icebreaker
- c. Meeting paperwork was reviewed

2. **COVID-19 Update**

- a. Impact on Testing & Assessments: LCC Testing Center has been closed since March due to COVID. At present they are looking at options to begin to reopen. Ann reported out the following: Cohort #1/all have taken the WEST-B, 2 have not taken the NES 5 have passed both Elementary I & II, Three have passed the ECED test, and 5 have to retake one or both Elementary tests. Cohort #2/ 7 still need to take the WEST-B and none have taken the NES as this is their first quarter in the program.
- b. Update on Cohort First Gen demographics: Cohort #1 10 out of 20 are First Gen College Students. Cohort #2 19 out of 24 are First Generation College Students. What does this tell us? We are reaching the population we intended to and impacting the education of our local area (reminder only 13% of Cowlitz County have a bachelor's degree or higher).
- c. Review of student retention: Cohort #1 2 have left the program, decided teaching was not for them. Cohort #2 7 have left the program: 2 moved out of state, 2 don't want to teach, 1 needs to find a faster track due to spouse job loss due to COVID, 1 does not like the fully online format due to COVID, is stepping out and will join Fall 2021 cohort, 1 left prior to start of program, landed full time employment.

- d. Field Experience and Student Teaching. Ann reported that many teacher preparation programs around the state have had difficulty placing students in schools. Lower Columbia College has experienced a tremendous amount of support and all students have been placed within our 7-district service area.
  - e. Michaela shared out the changes in the PESB guidelines around clinical practice that was created to assist preparation programs with specifically Student Teaching placement issues due to COVID.
- 3. Program Standards Domain 5: Data and Assessment/Michaela**
- a. Michaela explained the PEAB I & PEAP 2 reports
  - b. Samples of what is reported on were shared and are located in the PEAB Google Drive for reference. Information was shared about how data is securely stored through the LCC network.
  - c. Via by Watermark was demonstrated with examples of Key Assessment Rubrics and sample reports by standard or course
  - d. Michaela shared out information on the Educational Research and Data Center (ERDC)
- 4. Question by board member** Lesson Plan evaluation process: A PEAB member shared that a colleague is a mentor to an LCC Student Teacher. This mentor shared (due to the member being on the board) that they felt the site supervisor graded the student down harder than the mentor teacher felt they deserved. It was around an art activity. Mentor wants to know how much weight their evaluation of the student counts vs the site supervisors. Michaela explained that if the student articulates the steps of their teaching on their lesson plan, even if they were not able to do that part due to teaching virtually, it is fine. But the student must 'show' where it would have been done. Michaela gave an example where a candidate said they were not able to differentiate the lesson because it was virtual. Candidates need to be thinking about their teaching post online. Ann thanked the board member for sharing this information and continued that we encourage mentor teachers to communication questions/concerns to the site supervisors and/or program. Another board member shared that a site supervisor shared with her while conducting an observation, that they did not feel they received enough training to do their job well. She shared she would like all site supervisors to watch mock scenarios and score, then compare to see how close they were. Ann thanked the board member for this information and reach out to site supervisors and offer additional training as needed/.
- 5. Program and Coursework modifications**
- a. Ann & Michaela shared out three new courses: Members had prior access to these additions in the PEAB Google Drive.
  - b. EDUC 100 Fundamentals of Teacher Education (5 credits)
  - c. EDUC 340 Concepts of Health and Motor Skills (1 credit)
  - d. EDUC 350 Art Across the Curriculum (1 credit)
    - i. **Discussion:** The creation of EDUC 300 came out of realizing that even though candidates received 2 full days of orientation prior to starting the program there is a need to develop skills and knowledge for candidates to be successful in the classroom. Topics covered will be the Field Experience process including roles and responsibilities of the candidate, mentor teacher and site supervisor, professional communication, SEL, Issues of Child Abuse and Neglect, the characteristics of an effective

teacher and the art of reflective practice. EDUC 340 Provides an overview of the pedagogical competencies which deliver developmentally appropriate physical activities to children in grades Pre-K through 8<sup>th</sup> grade. Build knowledge of human movement and motor skills and the importance of a healthy lifestyle. This course will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also defines and provides a context for the classroom teacher to teach and assess K-8 students in physical education and health based on state standards EDUC 350 is designed to prepare students to integrate the visual arts across the Pre-K through 8<sup>th</sup> grade curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on diverse students, are examined. Students draw, paint, make prints, and create sculptures appropriate for the preschool and elementary classroom setting.

- ii. Discussion: The revised program was presented. Dan Zorn asked how much pedagogy vs 'how to teach' is in the Field Experience and Student Teaching seminars once moved from 2 credits to 1. Micaela shared how the time in the field is where so much of this happens
  1. Moved to accept all modifications and changes: Dan Zorn
  2. Seconded: Andrea Edwards
  3. Approved: Unanimously

#### **6. Agency Updates**

- a. PESB
  - i. edTPA & Multiple Measures information was shared out
  - ii. PESB moved to NAEYC Standards for ECED endorsement. Programs have two years to fully implement. LCC has started transition
  - iii. STI funding available for training. Ann shared out the webinars that are available online
- b. WACTE
- c. Most discussions around Field Placements and edTPA struggles

#### **7. BLC**

- a. The interest in creating Common Courses at the bachelor level was discussed. LCC has 4 articulated Common Courses with Centralia College for the new BAS program that LCC is exploring

#### **8. Partner Sharing**

- a. each partner shared what their district was doing regarding re-opening
- b. LCC shared that they are offering the Paraeducator Fundamental Course of Study through Community Education

#### **9. Closing**

- a. Next meeting will be February 4, 2021 and will cover Domain 6/Field Experience and Clinical Practice