



**Professional Education Advisory Board (PEAB), BAS-TE
Meeting Minutes** for November 7, 2024 from 12:30 - 3:30 p.m.
Library Building, Room 130
Zoom link <https://lowercolumbia.zoom.us/my/universitycenter>

Present:

Maria Bueno, Longview School District Teacher
[Michaela Jackson](#), Director of BAS TE Program, LCC
Ashley Cahill, Teacher Ed BAS Faculty, LCC
Sue Akins-Fields, ECE Adjunct Faculty, LCC
[Josie Zbaeren](#), ECE Faculty, LCC
Shelly Backstrom, 2nd grade, 3 Rivers Christian School
Jennifer Godinho, Principal Castle Rock 3-4-5
Jennie Bergman, Workforce Education Manager, LCC
Joel Thomas, St Helens School Counselor
Scott Firth, Beginning Educator Support Team for 1st/2nd year students
Kayli Rhoades, Bilingual Quality Assurance, ESD 112
Andrea Edwards, K-5, Lewis River Academy: Woodland Schools
Missy Hislop, LCC Teacher Ed Candidate
MaryBeth Tack, Superintendent, Kelso School District (WIA/WASA)
Stacie Johnson, ECE, Ed, and TE Advisor, LCC
[Ashleigh Kruckenberg](#), EDUC Faculty, LCC
Jenny Smith, Minutes, LCC

Not Present:

Jacob Carroll
Taryn Morgan

- I. **Call to Order:** 1 p.m.
- A. Welcome - New PEAB members
 - 1. Maria Bueno, Longview School District
 - 2. Scott Firth, Longview School District - BEST
 - 3. Missy Hislop, BASTE Student Candidate
 - 4. MaryBeth Tack, Kelso School District Superintendent, WASA, Chair
 - B. Introductions

II. Approve Agenda: Motion Item -

- A. Moved Andrea Edwards
- B. Seconded - Jennifer Godinho
- C. Carried

III. Approve Minutes:

- A. LCC would like to alter the method of approval in order to get minutes approved quicker.
- B. First draft will be for review. Second draft will have link to approve
- C. Motion Item -
 - 1. Moved – Kayli Rhoades
 - 2. Seconded – Andrea Edwards
 - 3. Carried Unanimously

IV. Updates, Trends, Events - Share out

- A. State Super: Legislatures are being contacted.
 - 1. Big 3: Principals, superintendents, WEA
 - a. SPED and Equity funding
 - b. Transportation efficiency
 - c. MSOCs: Materials, Supplies, Operating Costs are being requested
 - 2. Meeting times are already scheduled. Session runs 105 days.
 - a. Esser funds are gone
 - b. Budget reductions are anticipated
 - c. Outside facilitators are being used to meet payroll (some are close)
 - 3. Events
 - a. Conferences are coming up
- B. Notable engagement with local high schools (CTE) in Vancouver, where multiple job shadowing opportunities were successfully arranged for students. The initiative received positive feedback from all involved.
- C. Trends: Jobs are regularly unfilled
- D. All superintendents are new and the turnover is higher
- E. Wahkiakum has a 4-day school week and it has been positively received. Part of the reason is the funding (levies don't pass)
- F. CTE partnership with KHS: LCC offers CTE Dual credit classes on campus in Welding, Machining, and Diesel/Heavy Equipment. It is open to all area students, and Kelso is the host school
- G. St Helens-TK is thriving into Kindergarten. There are some challenges that are accompanying the good things. One student can challenge the learning of the classroom.
 - 1. Counselor shortage? Is that still the case? Yes, and George Fox is closing their counseling program. Another counselor program is pausing.
 - 2. State senate passed laws on how counseling can be done, so determining how to help within the confines of specific rules is taking some navigation.
 - 3. Northlake: SPED integration has been successful. Veteran's day celebration was great and Mark Morris band with some Northlake alumni performed. Superintendent is hands-on and is demonstrating accountability.

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V. Professional Education Advisory Board with Michaela Jackson

- A. PESB is our governing body for all teacher prep programs in WA. The handbook was shared and hadn't been revised since 2013.
 - 1. This handbook is also in our shared PEAB folders
 - a. Links to PEAB folder - confirm they are working
 - 2. Appointments have to be 50% of our membership (WASA, WASCA, WEA), and with board approval, additional voting members can be recruited
 - 3. We have been seeking out new members including ESD 112, BEST.
 - 4. We will need to determine as a Board if the new members are able to be voting members.
- B. Confirm contact information on membership form
- C. Membership appointment process was discussed by Jennie Bergman and links were shared.
- D. Motion with board approval to approve an ESD 112 representative and a BEST representative to be voting members.
 - 1. Moved: Ashley Cahill
 - 2. Seconded: Maria Bueno
 - 3. Carried unanimously
- E. Purpose of Board explained with WACs
- F. Responsibilities for PEAB members
 - 1. Standard presentations and how to present considerations
 - a. Domain rotations result in each standard being presented every 5 years
 - b. Components are not mandatory for reports, but are descriptive
 - 2. Evidence to consider handout was shared
 - 3. Bylaws are in packet
 - 4. Review and analyze data including
 - a. Student surveys
 - b. Employment placement records
 - c. Student performance portfolios
 - d. Course evaluations
 - e. Pedagogy assessments for teacher candidates
 - f. Recommendations for changes are recorded in preparation for the meeting
 - 5. ERDC reports included PEAB recommendations for qualifications on how we addressed responses.
 - a. Data reporting is detailed and happens once per year, normally around the time frame that graduations are happening.
 - b. 40k foot level reporting for the next 5 years would be ideal.
 - 6. We are one of the few PEABs with all appointments filled. Thank you so much!
- G. Standards and sub standards handouts were overviewed
 - 1. Evidence for Review (supplemental form) indicates how to request transparency from Teacher Education Program representatives
- H. Our original bylaws were established in 2018. In 21/22 the board allowed non-voting members to hold board positions (officers). Previous bylaws didn't articulate that. The adoption was recorded and approved in board meeting minutes, but not recorded in our bylaws. We could do that today, or we could table this for a future time frame. [time passed to review bylaws]

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- I. Open for Discussion: Ad Hoc case by case committee language was embraced.
 1. State requires three meetings, but emergency meetings are often requested in order to take care of action items.
 2. Recommendation that a mentor teacher be proposed as a member on the board
 - a. Consideration: We already ask quite a bit of our local mentors. We may want to recruit from mentors that are not actively mentoring
 - b. We currently do have a mentor on the board
 3. Motion to approve advisory board bylaws with a request to include a “mentor representative” to the list of potential new members
 - a. Moved: Shelly Backstrom
 - b. Second: Kayli Rhoads
 - c. Adopted unanimously

VI. Case by Case - Multiple Measures

- A. Historical outline of EDTPA discontinuation: Pedagogy and INTasc standards, in addition to the NES for certification.
- B. Multiple measures for students to demonstrate that they have the content knowledge and pedagogical skills, in order to verify meeting requirements even when they are unable to pass the NES content knowledge assessments
 1. The Case-by-Case (CbC) committee determined that some of the barriers are
 - a. Test anxiety (timed exam)
 - b. Subtests influence the results of the entire assessment
 - c. Bilingual students can only take assessment in English
 2. B or better average would be required for CbC in order to ensure that our grads are able to demonstrate the ability to successfully teach
 3. Students must take the NES 2 times in order to be eligible for CbC
- C. Minor changes prior to launch include:
 1. If you show “Strong Performance” or “Satisfactory Performance” on the student Pearson diagnostic.
 2. To be eligible, students “must” attempt both elementary subtests twice or the ECE subtest.
 3. Course participation will be evaluated from the faculty perspective teaching “in the topic” of need with respect to NES content knowledge.
 4. ECE changes - If you have scored a “Strong Performance” or “Satisfactory Performance” in content knowledge related to these standards
- D. Discussion
 1. Will case by case show? Yes - we even have to report when students need case by case exceptions. However, it reflects poorly on the institution.
 2. West B is also reported, and results compared between universities and colleges. Community colleges are flagged if we are low. Notably, however, community colleges are doing the work of diversifying the career pool.
 3. LCC would like to reach out to “case by case” eligible students in January, so they can reach the deadline for submission of the next group of certificated candidates.
 4. Cohort 1 and 2 may have timed out given our policy, but we would like to offer it to all of our grads, with approval.

5. We are open to consistent reflection and change. After we have gone through this, changes are anticipated.
6. As a board recommendation: We would like to see this data annually.
7. Member shared experience taking NES as a bilingual candidate
8. Candidates that we reach out to will only be those who we were unable to recommend. If recommendations were received, we will not reach out to those candidates.
9. Motion to approve case by case exception processes as presented, and include those students from previous cohorts who would benefit, even if time limit has been exceeded
 - a. Moved: Jennifer Godinho
 - b. Second: Maria Bueno
 - c. Carried unanimously

VII. ELL Endorsement - Ashley Cahill

- A. December 20 is the deadline to apply
- B. A full-time faculty member will be hired
- C. Curriculum is a “Motion Item”
 1. It is the intent to integrate art into other academic areas in order to maintain instructional outcomes, while still creating space for ELL credit bearing courses.
 2. Clinical seminar in ELL is now three credits instead of two
 3. Course descriptions and outcomes are displayed in the PEAB google drive noted that the arts integration fits throughout many courses.
 - a. Motion to approve integrating art into methods courses: Jennifer Godinho
 - b. Second: Andrea Edwards
 - c. Carried Unanimously
- D. Program Plan is included in the packet, titled Teacher Education program plan. Program Outcome 11 updates the intent of the outcome.
 1. The board was under the impression that a C or higher was required, but this will also make that requirement enforceable.
 - a. Motion to approve program 11 outcome: Andrea Edwards
 - b. Second: Scott Firth
 - c. Carried Unanimously

VIII. AAS Pathways

- A. Shared pathway plans in order to explain the preparation for Teacher Education.
 1. ECE with Josie
 - a. Changes requested:
 - 1) EDUC 230 - trauma informed teaching replaces STEAM
 - 2) Added EDUC 246 - Linguistically Diverse Communication and removed some of the practicum, due to the large amount that we currently have
 - 3) Diversity course EDUC 202 can replace 205 (with field experience) in order to allow students to maintain their employment when field placement isn't mandatory
 2. EDUC with Ashleigh
 - a. Changes requested
 - 1) Education 101 - paraeducator basics: Fundamentals will assist students with enrolling in EDS

- 2) Field experience 2 will run in spring and it focuses on SPED lens
 - 3) Field experience 1 is general and Kessler Elementary partnered creating mock para schedules. (Invitation extended to replicate this again)
 - 4) 235 - collaborative instruction and Classroom Support for next year based on advisory asking what paras need
 - (a) Small group instruction and support
 - 1) 204 - SPED at the associate's level and the crossover shows
 - 2) 255 - Crisis Management - behaviors and how to de-escalate. Getting students back in class.
3. Discussion
- a. Can students that don't go through these programs still get into TE? Yes, but they must meet the WAC requirements to do so.

IX. Agency Updates – Tabled until next meeting

X. Survey Reminder - Link to be included in email for minutes review

XI. Next Meeting: Feb 6, 2025 from 12:30 - 3:30 p.m. in LIB 130

XII. Adjourned 3:34 p.m.

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