

**Professional Education Advisory Board, BAS-TE  
Lower Columbia College 1 to 3 p.m. Feb. 11, 2021, virtual meeting via Zoom  
MEETING MINUTES**

**ATTENDEES**

**Voting members:**

Jessica Carroll, Three Rivers Christian School  
Andrea Edwards, Woodland Public Schools  
Tamra Gilchrist, Lower Columbia College  
Becky Richards, Kelso School District  
Jill Whitright, Longview School District  
Tim Yore, Kelso School District  
Daniel Zorn, Longview School District

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

Lynell Amundson, Lower Columbia College  
Michaela Jackson, Lower Columbia College  
Jeanne Nortness, Three Rivers Christian  
Sam Stevens, Educational Service District 112  
Ann Williamson, Lower Columbia College  
Josie Zbaeren, Lower Columbia College

**Absent:**

Taryn Morgan, Longview School District

**I. Welcome**

Ann Williamson called the meeting to order at 1:05 p.m.

Tim Yore led members in an opening ice breaker. Members were invited to share the last photo they had stored on their phone. Sharing included birthday photos, songs, pets, grandchildren and technology tags.

Tim reviewed the meeting agenda. Dan Zorn moved to approve; Andrea Edwards seconded. Meeting minutes from the Nov. 4<sup>th</sup>, 2020, PEAB meeting were reviewed. Andrea Edwards moved to approve with no changes; Tamra Gilchrist seconded.

**II. COVID-19 Restriction Update**

a. Testing & Assessment (NES, WEST-B, EdTPA)

Ann told members that the Testing Center has reopened. Seven students in the first co-hort of BAS-TE students passed both elementary tests; four students passed the Early Childhood Education test; and six students passed one Elementary test. The second cohort of students will be taking the NES and the third cohort will be taking the WEST-B.

LCC faculty told members that they believe Math& 131 and 132 were instrumental in improved testing results.

b. Field Experience Modifications

Michaela Jackson shared with members that candidates are enrolled in a hybrid model although students are primarily participating in virtual field experience options. She thanked those school districts that have been able to offer an in-person option. Ann told members that students have expressed concerns about working within a virtual model and are looking forward to opportunities to get back into the classroom.

*PESB Guidance*

Michaela added that PESB is still requiring student teaching to include practicum reflection, planning and preparation, and that mentors have three years' experience and Washington teacher certification.

### **III. PESB Domain 6**

*Providers offer field-based learning experiences and formalized clinical practice experiences for candidates to develop and demonstrate the knowledge and skills needed for their role.*

- a. Providers establish and maintain field placement practices, relationships, and agreements with all school districts in which candidates are placed for field experiences leading to certification or endorsement per WAC 181-78A-125 and 181-78A-300.

Michaela told PEAB members that LCC is continuously improving practices and policies. PEAB members were provided link to documents in Google drive. LCC currently has Memorandums of Agreement in place with eight districts and two private schools. LCC was approved only for traditional clinical routes but candidates are getting above and beyond PESB requirements. Districts have asked for a packet that includes candidate information, description and roles, hours, mentor role, etc. and to include student resume.

- b. Providers ensure that candidates integrate knowledge and skills developed through field and industry experiences with the content of programs' course work.

LCC requires a lengthy lesson plan although mentors say it isn't necessary. LCC doesn't see any other way for instructors to articulate a student's understanding of appropriate, specific, and relevant skills. Michaela and Ann shared that the knowledge and skills assessment has moved to earlier in the program to ensure better results at completion.

- c. Providers offer field experiences and related assessment requirements in accordance with WAC 181-78A-300 and the board approved candidate assessment requirements. The professional education advisory board annually reviews and analyzes data for the purposes of determining whether candidates have a positive impact on student learning and report to the program provider recommendations for programmatic change.

Michaela told members that EDUC 403, 413 and EDUC 439 provide the bridge between theory and content and practice in preparation for EdTPA.

- d. Providers ensure that candidates participate in field experiences in school settings with students and teachers who differ from themselves in race, ethnicity, home language, socio-economic status, or local population density.

Candidate mentors are fully certificated. Becky Richards asked if there have been difficulties finding mentors. Both Ann and Michaela shared that it has been a challenge.

Ann told members that it is her goal to visit all principals and sees need to establish relationships at building level. She hears from teachers that they are interested but don't get asked. Dan Zorn told members it is up to the principals to get students connected to the right candidate mentor. Both Dan and Tim Yore recommended reaching out to superintendents to get connected to principals. Tim also recommended reaching out to Stephanie House, HR, Teaching & Learning Director, with Kelso School District. LCC has a mentor teacher questionnaire, a fillable PDF document that includes mentor training requirements and a self-assessment.

#### **IV. BAS-TE Program Updates**

Ann shared that PESB is continually looking for ways to improve teacher preparation programs. Policies and procedures are review regularly. New programs undergo an extensive 27-month review. LCC's review material due date is August 2021.

There have been some concerns about the use of LCC's online platform Canvas in part because mentor teachers are more familiar with Google. PEAB members previously encouraged LCC to move to the Google platform because that is the tool school districts use. LCC has moved documents to the Google platform in response to the board's recommendation.

Andrea Edwards asked how many original candidates are still in the program. Ann said LCC started with 24 and currently have 19. Students leaving the program have many reasons: COVID, family issues, and in some instances homelessness.

a. Full-Time Faculty Position

LCC looking for applicant with similar background to candidates. The position offers an opportunity to work with diverse populations.

b. ECE standards moved to NAEYC standards (PESB change)

c. Advanced Literacy instructor

This position would have the opportunity to build an anti-bias classroom with people of culture offering bilingual language/bilingual literacy and focus on diversity.

d. Cohort #3 applications

e. Researching new assessment platform

The BAS-TE campus resource page has study helps and resources.

There are two subtests:

Language, art and history

Math, science and physical education

Candidates must pass both.

#### **V. Agency updates**

a. Professional Educators Standards Board (PESB)

Material for LCC's 27-month review is due to PESB August 2021. The options are approved, work needed, or decline. LCC plans to be "one and done".

There is an opportunity for remediation for candidates who don't pass the NES PESB is offering multiple measures for individuals including coursework and/or development of a portfolio.

<https://www.pesb.wa.gov/innovation-policy/equity-initiatives/>

b. Washington Association of Colleges for Teacher Education (WACTE)  
WACTE has asked for the suspension of EdTPA and has received no objection from PESB. The ask comes because of concerns that the cost is pricing people out of becoming teachers. Michaela told board members that an emergency teacher certificate is different from the emergency substitute certificate. LCC can recommend that all clinicals are complete and all coursework is complete although testing may be missing currently. An emergency certificate comes from the school district where the candidate is placed.  
<http://www.wacte.org/>

c. Baccalaureate Leadership Council (BLC) <https://www.sbctc.edu/colleges-staff/commissions-councils/blc/default.aspx>

The council is looking at degrees that can be a path to a BAS. LCC's feeder program Early Childhood Education is the second largest program on campus.

<https://lowercolumbia.edu/disclosure/fact-books.php>

Ann praised Josie Zbaeren and faculty for their hard work and thanks advisory board members for their support, input, and feedback.

## **VI. Partner Sharing**

Tim Yore, Kelso School District, told the group that the new Wallace Elementary School building is complete and the old school will be taken down to make room for a new playground.

Jeanne Nortness, Three Rivers Christian School, shared that they were briefly shut down due to employee testing positive for COVID. They are up and operating now. She added that they love having student teachers on site from LCC.

Samantha Stevens, ESD 112, shared information regarding a community-based training pathway available to prepare people to work with birth through age 5. She said people with access issues chose this option over connecting with a community college because they feel more comfortable. It is tailored after the Pierce County College Bridges model.

Tamra Gilchrist, LCC dean of instruction, shared that LCC recently hosted a meeting with Career and Technical Education directors to discuss Carl Perkins funding and the current requirement to develop a Comprehensive Local Needs Assessment (CLNA) in each district. The work will look at how to approach the community's direction and develop tools for data sharing, how to target gaps, socio-economic data, gender gaps, etc.

Michaela told the group a survey would be coming out for comments and recommendations. <https://www.surveymonkey.com/r/SJM9SQ6>

## **VII. Upcoming Meeting Dates:**

a. May 6<sup>th</sup>, 2021 Domain 2 – knowledge and skills component (possibly novice practitioners)

## **VIII. Meeting adjourned at 2:58 p.m.**