

**Professional Education Advisory Board, BAS-TE
Lower Columbia College 1 to 3:45 p.m. Feb. 6, 2020, Library 130
MEETING MINUTES**

ATTENDEES

Voting members:

Jessica Carroll, Three Rivers Christian School
Andrea Edwards, Woodland Public Schools
Taryn Morgan, Longview School District
Becky Richards, Kelso School District
Jill Whitright, Longview School District
Tim Yore, Kelso School District
Dan Zorn, Longview School District

Non-voting members (representatives):

Lynell Amundson, LCC
Brenda Carpenter, LCC
Michaela Jackson, LCC
Karen Joiner, LCC
Ann Williamson, LCC
Josie Zbaeren, LCC

Absent:

Tamra Gilchrist, LCC
Jeanne Nortness, Three Rivers Christian
Samantha Stevens, ESD 112

I. Welcome

Chair Tim Yore called the meeting to order at 1:07 p.m. Meeting began with introductions followed by “ice breaker” activity. Members shared stories of positive, recent “Feel the Love” events:

Pairing students in elementary school struggling with behavior activities, a fifth grader with a kindergarten student, working together on activities, becomes mentorship role and leads to students making better choices; teachers and staff supporting each other as they struggle through family and/or personal illness or issues; former students who continue to check in, leaving notes/messages letting teacher know everything was good – a great feeling to see students succeed and maintain relationship; LCC is going through major campus-wide systems change and appreciate help from colleagues LCC’s BAS-TE is listed on the state board web site as model example of an applied bachelor’s degree; LCC instructors are seeing classroom techniques giving students confidence to teach science in the classroom, asking questions and giving really positive responses; LCC has created a new BAS-TE Facebook page and BAS-TE candidates attended the National Science Teaching Association meeting in Seattle; member

recently finished her master's degree and had party in her classroom with cake, balloons, and games. "The kids were so sweet and cool."

II. Standard 4

Ann and Michaela led discussion of PESB requirement to address all seven standards/domains for applied bachelor's degrees. PEAB at last meeting agreed that Standard 4 would be the next addressed. Standard 4 as defined by PESB is providers contribute positively to state and local workforce needs.

(A) Providers partner with local schools, districts, and communities to assess and respond to educator workforce, student learning, and educator professional learning needs.

LCC is actively partnering with local districts, placing students in schools, and hearing from advisory board members with continued interest in hearing Ideas or strategies for preparing candidates in the workforce, e.g. What are you seeing in first year student teachers?

Group discussion:

- need consistent focus on literacy, teaching kids to read and create a real solid base.
- dealing with tough behaviors is challenging; you don't know it until you're in the middle of it
- teachers identify social/emotional behaviors as area of greatest need of support; Social and Emotional Learning (SEL) required in program by PESB
- Issues of abuse mandated
- Critical need for classroom management course (Sarah Paul with ESD 112 is teaching a 5 credit classroom management course in current BAS-TE program). Board members recommend having degree seeking students work with a variety of students allowing students to see behaviors in the classroom, how they are managed, and apply what they are learning. Michaela confirmed that students do move around the first year but the second year they choose the age level they want to concentrate on and are with the same teacher all year. Ann told the group she would love to hear about a teacher that is stellar at classroom management who might consider serving as adjunct faculty.

Michaela shared challenge of fitting all new requirements into the 90 credit restriction.

(B) Providers use preparation program and workforce data in cooperation with professional education advisory boards to assess and respond to local and state workforce needs.

LCC doesn't yet have a lot of data because we don't yet have completers. Labor market data for Southwest Washington was shared with the group.

Is LCC meeting their needs? Do they feel they can get into the classroom? Attend evening classes?

There is a great need for Para educators. This is a target population for apprenticeship, two year degree and moving into the BAS-TE. Six of the current cohort are working as Para educators

(C) Providers of teacher educator preparation programs prepare and recommend increasing numbers of candidates in endorsement and areas identified by the board as workforce priorities.

ESD 112 lists Early Childhood Education as an area where endorsement is in short supply.

Other endorsement areas with greatest need according to board members: teachers/parades for English Language Learners; Special Education endorsement - a local endorsement would be great (Ann and Michaela shared that the SBCTC discouraged pursuing SpeED endorsement because it is offered at Centralia). PESB would ultimately make the decision as to whether LCC added it to the BAS-TE. Dan offered to support in whatever way he can.

Ann told the board there is a need to create partnership agreements with local districts, a directive coming from both the BAS council and PESB. The topic was tabled for the spring board meeting.

III. 2019 Demographics Review; (PESB Standard 1:A)

- New definition of First Generation

Michaela shared that the definition of “First generation” has changed. Now defined as “First generation indicator; a student is considered first generation if the parent(s) the student lives (lived) with the majority of the time has (had) not attained a Bachelor's degree (while the student lived with them).”

IV. Marketing

PESB Standard 1. (B) Providers of educator preparation programs use strategies to recruit, admit, and prepare a greater number of candidates from underrepresented groups including, but not limited to, candidates of color in effort to prepare an educator workforce that mirrors the characteristics of the student population in Washington state public schools.

Ann shared with the board that they are currently working with LCC's Public Relations Department to create small brochures, to include photos of people of color and males, also working on a recruiting radio spot, and met with sports coaches about avenues to reach out to this population. Hope to have brochures at spring meeting. Michaela shared that she has more men in level 200 classes.

Cindy Cromwell at Kelso School District created a Para educator day, took a tour of LCC's campus, and LCC faculty shared information about their programs; have since had six or seven contact them for an advising appointment.

Dan asked when Para educators would need to be brought to campus in order to recruit for next cohort. Ann told the group LCC is starting a part-time cohort in summer with an April 1st application deadline. The next best time to Para educators thinking about completing their two year degree in preparation for the next BAS-TE application would be prior to the next deadline of April 1st, 2021.

Ann shared that she is working with a state group to teach a 3 credit course to meet required 28 hours for Para educators, possibly as a course through Continuing Education Department. She is also working on revamping the Para educator's associate's degree.

V. Agency Updates

a. WACTE updates

Standard 7: Providers ensure that programs have adequate resources, facilities, and governance structures to enable effective administration and fiscal sustainability.

Ann and Michaela attend quarterly meetings of the Washington Association of Colleges for Teacher Education. This is a professional association teacher education providers can elect to belong to. Its mission is to promote effective public policy regarding professional education, improve professional education at member institutions, and promote equity, diversity, and inclusion within the professional education community.

b. PESB

Michaela is a member of the data administrator web group with reports due to PESB in October.

Ethnicity/race codes had been 19; PESB has over 900.

There has been local discussion about changing GPA requirements to avoid creating barriers for students but use as a measurement. LCC accepts a cumulative GPA but PESB changed the requirement for GPA to be at a certain level in the last 45 credits of the program.

The Candidate Handbook has been finalized and is available for review in the shared PEAB drive.

Students are gearing up for the WEST-B and NES tests. Deb Gribscov, LCC's tutor is offering study times to support students preparation.

VI. Upcoming Meeting Dates (PESB Standard 4)

May 7, 2020

Oct. 8, 2020

VII. End of Meeting/Tim

Meeting adjourned at 2:39 p.m.