



Professional Education Advisory Board, BAS-TE
Meeting Minutes for March 6, 2025

from 12:30 to 3:30 p.m.

LCC Alan Thompson Library, Room 130

I. Present:

1. Michaela Jackson, Substitute Chair, LCC Teacher Education Director
2. Ashley Cahill, LCC Teacher Education Faculty
3. Josie Zbaeren, LCC Early Childhood Education Faculty
4. Shelly Backstrom, Three Rivers Christian School
5. Taryn Morgan, Olympic Elementary
6. Joel Thomas, Counselor, St Helens Elementary
7. Scott Firth, Monticello Middle School
8. Kayli Rhoads, ESD 112
9. Missy Hislop, Student Representative
10. Ashleigh Kruckenberg, Education Faculty
11. Jenny Smith, TE/CTE Program Manager

II. Today's Agenda (motion item)

- A. Paperwork (sub forms can be found in the [PEAB Google Drive](#))
 1. Motion to approve agenda: Ashley Cahill
 2. Kayli Rhoads - 2nd
 3. Approved

III. Approved Minutes (Motion to continue this process?)

- A. Minutes are approved and available online
- B. Electronic approval is quicker with less lag time for review
 1. Motion to continue electronic approval: Joel Thomas
 2. Scot Firth – 2nd
 3. Approved

IV. Approval of By-Laws

- A. [Updated Bylaws](#) were distributed
- B. Discussion
 - 1. WA School Administrators has appointed MaryBeth Tack
 - 2. HR or new teacher support was added to the list of voting members.
 - 3. We added an ESD voting member
 - 4. Historically 50% of the committee had to be WEA members - Currently it is a combination of additional members making up the 50%
 - a) Motion to approve bylaws as written: Shelly Backstrom
 - b) 2nd – Taryn Morgan
 - c) Approved

V. Partner & member sharing of trends, events, and updates

- A. Counseling (Joel) – Longview School District - St Helens -
 - 1. Student mobility appears to be increasing. One family was here last year but they moved, came back, moved, came back. The transitional nature is partnered with a combination of job, housing, dv, and foster care insecurity.
 - 2. Conversation is happening with respect to change and growth
- B. Grades 4/5 (Taryn) - Longview School District - Olympic:
 - 1. Class sizes are capped at 28. Classes are full necessitating new students having to go to out of district schools sometimes breaking up younger/older siblings.
 - 2. Behaviors and behavior management discussion
 - 3. Transitional students between district/countries are creating translation challenges (scribing)
 - 4. Do mentor/mentee relationships impact placement?
- C. Scot: Is there a need for further preparedness and training with respect to some behavioral issues and high anxiety?
- D. Shelly: Anxiety is present in earlier ages and is contributing to behaviors. What is that stemming from?
- E. ESD 112: Staff mobility is also happening. The workforce is relatively new. Many want to get into this field. As an agency we are preserving information, and relying on WA State leaders to support OUR offering supports.
- F. Josie - Early Learning Conference is on Saturday. Clock hours are available through Early Learning Coalition
 - 1. Share Dates: Week of the Young Child is Saturday, April 5 from 11 a.m. to 3 p.m.

2. With respect to anxiety: Families are experiencing stress. Social Emotional Learning (SEL) training with families helps build a connection between home and school.

VI. Five-year Calendar of PESB Domains/Standards

- A. [PEAB Meeting dates and domains](#) are linked.
- B. Tracking spreadsheet allows us to update covered domain information
- C. When we report on PEAB meetings, dates, whether we met quorum, absences, recommendations based on domains, and action items taken from previous year are required reporting fields.
- D. Question was posed: Do we need to present domains more often?
 1. There are 7 standards presented over a 5-year period
 - a) While the minimum reporting requirement is every five years, we provide updates more frequently.
 - b) During spring meetings, we review recommendations and address any questions that arise.
 - c) Many standards overlap, and we are willing to address missing information upon request.
- E. PESB does a lengthy review on domains 4 and 6 every 5 years.

VII. Domain 4: State and Local Workforce Needs - Reference materials were highlighted.

- A. Providers partner with local schools to assess and respond to educator workforce, student learning, and educator professional learning needs.
 1. We are given an endorsement shortage report which includes how many teachers are working outside of their endorsement areas.
 2. Shortages are calculated by out of endorsement area positions even if there are no openings.
 3. Ashley:
 - a) In addition to PEAB, we have educational partners including Hockinson and Winlock (because of para educator locations).
 - b) We receive quarterly feedback about our candidates and we use themes from feedback to inform and design appropriate instruction.
 - c) Clinical placement is complex: Each district has unique processes for candidate approval. It is often up to the principals. There are sometimes growing pains. Teaching children is different than welcoming an adult candidate into a classroom.

- d) Sometimes the principals cannot foresee situations that could be problematic. Placements can take 3 to 4 months, so they are not done on a whim. We are required to be mindful.
 - e) Goals-for-growth mentors are not the ideal mentors for candidates learning how to teach.
 - f) We are working to improve mentor training and asking for \$\$\$ to incentivize mentorship training.
 - g) Systematic changes are needed and we are open to feedback. Teachers plotting together have made the best impact on candidates.
 - h) Best situations happen with recommendations and referrals.
 - i) We survey student candidates and request recommendations for mentors.
 - j) We hope for grace when we share feedback/resistance, but we can't guarantee training versus other outcomes
 - k) Larger schools charge student candidates additional fees in order to pay mentors. Community college students often lack resources.
 - l) We are excited to share tips and tricks for mentor teachers working with candidates who possibly need time to reflect on life choices.
 - m) If principals are resilient, we have a more reasonable shot at meeting the needs of teacher candidates.
 - n) When para educators know principals and they make a request, that is the ideal situation.
 - o) Hope is that relationships are already built.
 - p) Help? Learn from great teacher mentors what may compel enticement.
 - q) For students who don't want to student teach with the age they have been assigned to, they have to make the attempt with the understanding that adaptation will be required at the next level.
- 4. Surveys about how our grads are doing - we get data from HR - inform our practices
 - 5. District report cards include teacher and student demographics inform teaching practices as well.
- B. Providers use preparation program and workforce data in cooperation with professional educator advisory boards to assess and respond to local and state workforce needs.
- 1. Reviewed data from 2022/2023 because it represents program completion. Current data represents students that are actively attending.
 - 2. Students can only get Teach Grants if our program offers endorsements in shortage areas.
 - 3. Elementary, ECE and ELL are all available through LCC
 - 4. Exploring a CTE alt-route due to the industry certification that is required in order to teach industry course through high schools
 - a) Navigating CTE requirement is challenging and complex. There are a couple of alt routes but nothing local currently.

- b) ECE and ELL are not on the shortage list, but the hunch is that this is going to change.
- c) ELL endorsements address our changing demographics. All ECE students have ELL students, and almost all of our candidates will use this skill set in their classrooms.
- 5. SPED endorsement is recommended by our PEAB, but there has to be a demand for the pathway, and the survey data does not indicate we could fill the courses in this topic
- 6. End of program learning Outcomes explained and detailed
- 7. Assessment days: LCC faculty are invited to ensure that we are meeting industry demand
- 8. Suggestions or recommendations on outcomes?
 - a) 10: What is the outcome with respect to special education? Ashleigh Kruckenberg: We look at multiple program requirements on an IEP, including accommodations/modifications, required attendees in meetings, and mock scenarios in group work. EDUC 325 shows course description and outcome in this course.
 - b) Often teachers in general do not know the data intervention process including recommendations and processes that are complex.
 - c) We built 325 and ran it a couple times with a director of SPED who taught at UW. We adapt when outdated material is presented.
 - d) SST team and ELL, and Psychology/counselors may deny, negating a great deal of process work. MCSS, does that change things in the SPED world
 - e) These are district pains and we could cut the counselors some slack.
 - f) Intervention coordinator/data science isn't the same as school counselor.
 - g) Scope and sequence: Sped training is blind knowledge if you have no experiential learning in SPED
- 9. We aim for teacher endorsements that mirror shortage areas, but the student interest/demand doesn't always match

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

- 1. We have 70 students currently ungraduated and therefore may not appear to be increasing, but more are on the way.
- 2. Male enrollment is lower than we would like. We have done specialized marketing, and done strategic marketing and added a para route so male enrollment won't be negated by mandatory ECE program.
- 3. Candidates of color numbers are increasing.
- 4. Employment feedback immediately following graduation has been positive, but after 6 months, we don't have data.
- 5. Nationally, 50% of new teachers are not renewing.
- 6. 75% or more of our students are First Gen college students

7. Many of our students are place-bound, parents/caring for parents, supporting children and families.
8. Average Age of cohort grads was queried
9. Students are more transitional than they have been in the past.
10. ELL Endorsement is addressing local workforce needs
11. Recommended certificate candidates were shared for our program.
12. Some candidates have moved out of state and are teachers, but we don't have a running tally of who is still employed.
13. We track graduating class, but we don't follow them through their career.
14. Some candidates substitute, which is considered placement, may have moved into the field and are teaching.

VIII. LCC Updates

- A. ELL program proposal is on the consent agenda for the March PESB Meeting
 1. We are hoping that means we are going to be approved following the 400 page + files review.
 2. Thank you for your feedback, PEAB!
 3. Tenure track interviews for ELL instruction are taking place in the next two weeks. Both are endorsed and working in the field. We are excited!
 4. Meet this person this fall!
 5. Less practicum time? More hours in the classroom but it will look different.
 6. District driven: A more traditional model has been requested for student teaching. Many are para educators and it was hard to replace them during practicums.
 - a) Fall: Observation (165 hours observing quality teaching - 1 building)
 - b) Winter: Student teaching (based on mentor feedback that it is hard to plan) - 330 hours
 - c) Spring: ELL focus supporting multi-lingual students (99 hours)
 7. AC - Would private school placement negatively impact public school employment opportunities? We will have hiring entities that we will meet with tonight and find out.
 8. If we have 90 placements through the year, there is negative feedback. We have heard that planning is too hard in the part time model.
 9. This full-time winter model is a solution to the problem.
 10. A survey would be an opportunity to check in with both the mentor and candidate to find out if all is going well.
 11. Placement is high stakes
- B. Applications for the BAS-TE program are open! It is hard to believe we are in our 7th year.

- C. Open Doors has come to this department. This is for disengaged and credit deficient students who would like to learn a trade.
- D. Career and Technical Education: This is moved to our department as well.

IX. Agency Updates

- A. WACTE -
 - 1. Biggest takeaway was the mentoring mentor teachers.
 - 2. Some concerns: over saturation of teacher prep programs.
 - a) Washington has increased Education Preparation Programs from 13 to 34 since 2013
 - b) Universities who compete have found this difficult and they would like PESB to decrease/suspend endorsements/TE programs.
- B. OSPI -
 - 1. Moved clock hour process to PESB so applications are now due in May instead of August (March to May due date)
 - 2. Teacher licensure (notification in January with penalty) rather than June
- C. PESB
 - 1. PESB: See WACTE

X. Survey Reminder: Evaluation and Recommendation Survey

- A. Email survey to attendees

XI. Spring Meeting Date: May 1, 2025

XII. Adjourned 3:28 p.m.