



**Professional Education Advisory Board, BAS-TE**  
Meeting Agenda for Feb. 1, 2024 from 12:30 to 3:30 p.m.  
LCC Alan Thompson Library, Room 130  
Zoom link <https://lowercolumbia.zoom.us/my/universitycenter>

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**Present**

Dan Zorn, Superintendent of Longview Public Schools  
Michaela Jackson, LCC Director of Bachelor Degree Programs  
Ashley Cahill, LCC TE Lead Faculty  
Stacie Johnson, LCC Advisor  
Kyla Howell, LCC Teacher Ed Candidate: Student Teacher  
Becky Richards, Rose Valley  
Ashleigh Kruckenberg, LCC Education Lead Faculty  
Jennifer Godinho, Castle Rock Intermediate and preschool  
Shelly Backstrom, 3 Rivers Christian School  
Mary Beth Tack, Superintendent of Kelso School District  
Tamra Gilchrist, LCC Dean of instruction  
Joel Thomas, Counselor at St Helens Elementary  
Kayli Rhoads, ESD 112  
Sue Akins-Fields, LCC Early Childhood Education Faculty/ Early Achievers  
Josie Zbaeren, LCC Early Childhood Education Faculty  
Taryn Morgan, Olympic School, 5th Grade  
Andrea Edwards, Woodland  
Jenny Smith, LCC Minutes  
Jeanne Foster, Guest, Director of Special Services

**Not Present**

Jacob Carroll

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- I. **Call to order and Introductions:** 1:00 p.m.
- II. **Approval of Agenda** (motion item):
  - A. Moved: MaryBeth Tack
  - B. Second: Joel Thomas
  - C. Approved
- III. **Approval of November 2023 Meeting Minutes** (motion item):
  - A. Moved: Jennifer Godinho
  - B. Second: Mary Beth Tack
  - C. Approved
- IV. **Partner Updates**
  - A. Kudos per Dan Zorn: LCC's program was recognized at the PEAB Board and received positive feedback.

- B. Dan Zorn: Mid year assessments are happening, kinderbridge data is solid, 2 classrooms have been added and more 4 year olds are desired for their sake.
- C. Taryn: Longview is looking at Mystery Science and NGSS. Staff is loving Mystery Science for elementary ed
- D. Jeanne: Everyday speech is being piloted at Castle Rock. They were awarded 36 slots for Eclipse ECEAP program as well
- E. Kelso-Mary Beth Tack - idata and cell data are rolling in. They are assessments. New task force for AI and how it interacts with rollouts will be introduced in the future.
- F. Deweert is introducing the information with our TE students
- G. AI is a PESB initiative that we need to prepare for, but little guidance is currently offered.
- H. Shelly Backstrom (3 Rivers CS): Response intervention training worth clock hours will be coming up. We also have a driver's training (Soaring) instructor which is open to the public.

## V. LCC Updates

- A. Upcoming events
  - 1. 2nd Annual Education Career Fair - Tuesday, March 5 - Tell HR
  - 2. Group New Student Orientations are returning! Para's will be able to come with a friend on Feb. 21 from 3:30 - 5 p.m.
    - a) Flier about Orientation was requested.
  - 3. Info Sessions & Enrollment Extravaganza -
    - a) Cohort 6 is coming
    - b) First information session is February 6, from 3 - 5 p.m.
- B. PESB Board appointment - Michaela Jackson was appointed to PESB Board. First community college person appointed. She will be able to represent our community and community colleges, including policy making.
- C. Endorsement Updates -
  - 1. ELL (fall 2025) - 2 additional courses needed
  - 2. SPED (fall 2026) - 4 additional courses needed
  - 3. Will need to be presented to the PESB board. These are due by March of the previous year to be eligible for approval
  - 4. Considerations:
    - a) Do we expand our 30 to accept more
    - b) Program costs: If we have 2 more certifications, some courses will only have 4 students, and others may have 35.
    - c) Field Placement: tough with 30. More will be challenging
    - d) Partner creativity and commitment is welcomed. We will need it in order to meet needs
- D. Bachelor of Science in Computer Science (BSCS) development - We just submitted the computer science program proposal to the state
  - 1. We are hoping for CTE partnerships upon approval to ensure a robust program.
  - 2. High Schools with CS and robotics create the pipeline for LCC.
  - 3. Interest in middle school feeds intent. It is one of the key things we are hoping to encourage.
- E. Nursing is through state board approval and we are awaiting commission approval.
- F. Careers in Education course for next year is being planned and developed.

- G. Special Note: Part time position for bilingual representative (second point of contact) for underserved communities. It is about 10 hours per week. Please refer those who may be interested

## VI. Agency Updates

### A. PESB -

1. Teacher prep and principal prep rubrics are being reviewed and rewritten.
2. LCC is participating in Since Time Immemorial and CCDEI standards development. We are finding gap areas and will be requesting guidance on how to best prepare students.
3. PEAB handbook/manual has been updated recently and we will review this at the fall meeting.

### B. OSPI -

1. Legislative Committee: Ashleigh Kruckenberg
  - a) WACTE has put together a sub- committee. There are 5 members that hold positions. Goals are to keep WACTE members up to date with proposed bills and to be a voice and advocate for program members.
  - b) Feedback was positive with a desire for proactive rather than reactive participation.
  - c) The bill (SB 6012) around educator prep programs (EPP), created action plans for growth, and also resulted in gap analysis. Changes will be coming.
  - d) They have their own day on the hill

### C. Literacy Committee: Ashley Cahill

1. The Literacy Committee was developed with the intent to find local programming commonality to extend to Teacher prep programs. It was controversial.
  - a) We intend to be responsive and supportive to our district needs first and can make changes to our curriculum when needed.
  - b) We reached out to Jill Thomason (a literacy coach) and our cohort 5 candidates are enrolled in our newly updated literacy courses.
2. We are looking at advanced literacy updates next.
  - a) Universities were not as responsive.
  - b) Community colleges being local, and having the opportunity to connect with partners, have a bit more flexibility to be proactive.
  - c) Thank you to PEAB for the literacy insights into teacher preparation!
3. Per Ashleigh Kruckenberg - Due to exposure, our Paraeducator program is building literacy training into coursework as well.

## VII. Update on Case by Case Exception Process

### A. Overview of the PESB rules related to the case-by-case exception process:

1. NES (previously West E) is the content knowledge test for
  - a) Early Childhood Education Certification (birth - 3rd grade), or
  - b) Elementary Education (2-part test) certification (grades K- 8).
2. A small number of students are unable to pass the NES content knowledge test, which raised questions of equity. Some notable barriers include English being a second language, test anxiety (especially for those who have tested), and being a first-generation college student.
3. Exceptions for NES certification were requested (compelled) in cases such as these.

4. Candidates must take the content knowledge assessment once in order to be eligible.
- B. For equity reasons, case-by-case (multiple measures) is moving forward at Lower Columbia College. PEAB member input is sought regarding the following:
1. Ensuring that content knowledge (rigor) and equity are considered in appropriate measure. We don't want to lower the bar, but we do want to graduate and recommend those who are ready, but possibly not passing standardized tests.
  2. Requiring an initial test AND (upon completion of the program) at least one retest. This would discourage dismissing the test in lieu of case-by-case, and encourage both exposure to the test, and also adequate study opportunity. Note: The NES is factored into the entire experience.
  3. Only those who complete the full program will be eligible for case-by-case
  4. Following discussion, a subcommittee was recommended to determine some of the following:
    - a) Who would evaluate case by case packets when submitted?  
Feedback requested
    - b) Could a board member to be present as part of the panel assessing case by case
    - c) Would a minimum GPA be required?
    - d) A minimum NES score?
  5. Requests for clarification at subcommittee meetings or for next meeting:
    - a) What does a 220 mean as it contrasts with a 200?
    - b) What do the measurements imply?
    - c) Student score reports are prescriptive, but what is the breakdown of content knowledge?
    - d) A Review of NES results is requested.
  6. Additional Considerations
    - a) Pedagogy evaluation process is not entirely sustainable due to needing 2 evaluators for all student evidence. Then scores are averaged. It takes about 10 hours per student to evaluate Pedagogy.
    - b) Candidates adding an endorsement on a test-only basis are not eligible for a case-by-case exception
    - c) Candidates must meet all other requirements in order to be recommended for certification
    - d) Preparation programs must follow review committee and alternative evidence requirements
    - e) A Faculty support form was created in order to acquire exceptions. We would only have to do case-by-case only for areas where competency was NOT at least 75% demonstrated.
    - f) We have had mentor teachers express that candidates do not know what they are teaching. They need to study material before they teach it because they don't understand what they are teaching.
- C. Diversity, equity, and inclusion review framework
1. Candidates bring diverse assets to the classroom and the case-by-case exception process allows these diverse assets to be recognized. PESB has released guidance for programs which includes prompts to frame review committee members' thinking as they consider and determine

whether or not the candidate is eligible for a case-by-case exception using alternative evidence.

2. Per Becky Richards: What is the breakdown of the NES assessments?
3. The areas that NES measures are on the competency forms.
  - a) Elementary ed was included in today's PEAB Packet
  - b) Early Childhood is also available but wasn't shared

VIII. **Domain 2:** Knowledge, Skills, and Cultural Responsiveness - the state is putting a larger emphasis on CCDEI

A. **Domain 2:A** Providers demonstrate effective, culturally responsive pedagogy using multiple instructional methods, formats, and assessments.

1. We were intentional about meeting standards and incorporating them throughout program courses. (Enclosed full-color packet was referenced)
  - a) As a program, candidates display a higher degree of competency in the areas of "Understanding Self and Others" and "Student, Family, and Community"
  - b) The application of "Learning Partnerships" and "Leading for Educational Equity" need a bit of work.
2. All full-time faculty and staff are required to take courses in inclusion including anti-bias education, and microaggressions.
3. Mental Health First Aid is also part of our support of diverse faculty/staff/student group training. We are willing to open training to our partner school district staff

B. **Domain 2:D** Providers ensure that candidates are well prepared to exhibit the knowledge and skills of culturally responsive educators as described in the cultural competency, diversity, equity, and inclusion standards under WAC 181-85-204.

1. Learning outcomes of EDUC 319 cover numerous CCDEI standards.
  - a) Showcase of student work including reflections were shared.
  - b) Key assessment is leading a training for a faux task force, synthesizing information from the course and presenting it in a way that is engaging.
  - c) We didn't require opportunities for our candidates to perform community outreach. A community connection project was developed. Students are required to participate in a community outside of that which they are comfortable. The purpose was to identify the communities within our community, and design outreach.
  - d) Candidates are now required to build bridges with families by attending family conferences and evaluating family surveys (with reflection). The goal is to help candidates recognize how families contribute to the success of their child.
  - e) Overview of community and family partnership focus with an update of teaching philosophy update.
  - f) In clinical practice, CCDEI is also supported. Mentor teachers are not able to provide feedback currently, but we would like to bridge that gap

C. **Domain 2:E** Providers ensure that teacher candidates engage with the since time immemorial curriculum focused on history, culture, and government of American Indian peoples as prescribed in RCW 28B.10.710 and WAC 181-78A-232.

1. Since Time Immemorial is presented in EDUC 420
  - a) This is a WAC and the key assessment allows students to engage in the curriculum in a concrete way.

D. Discussion with PEAB:

1. We are going to add more CCDEI into lesson plan templates, observation rubrics, and mentor feedback. We discussed how this looks in the district, and we would like to know how an evaluation would work. The standards are relatively new and we would like to know [from our PEAB] what this looks like in the district.
  - a) Response: At this point it is recognized as a gap.
2. Anything that you would like to see our candidates demonstrate with respect to CCDEI standards?
  - a) Mary Beth Tack- Evaluate what it will take to move a student forward in learning.
  - b) Jennifer Godinho: SEL and trauma informed is as important as content knowledge.
3. Within clinical practice, what are we looking for? How might we continue to improve and develop forms of feedback?
  - a) Dan Zorn: Be mindful of not reducing rigor ... keeping expectations high both consciously and unconsciously.
4. How can these philosophical concepts be described in a way that can be qualified on a rubric?
5. These are concepts that student teachers do not feel confident with.
  - a) Advocacy and educational leadership
  - b) Requesting input prior to decisions
  - c) Leading sustainable change in education
  - d) Being a leader when you are new is a heavy lift

IX. **Survey Reminder:** [Evaluation and Recommendation Survey](#)

X. **Upcoming Meeting Dates:**

A. Spring- May 2nd - Domain 3 Novice Practitioner

XI. **Adjourned:** 3:00 p.m.