



**Professional Education Advisory Board, BAS-TE
MEETING MINUTES**

February 2, 2023 from 1:00 to 3:30 p.m.
LIB 130 (and zoom)

ATTENDANCE:

Dan Zorn, Superintendent	Longview School District (WASA)
Taryn Morgan, Instructor	Olympic Elementary (WEA)
Jennifer Godinho-Hefly, Principal	Castle Rock School District (AWSP)
Josie Zbaeren, Faculty Representative	Lower Columbia College
Andrea Edwards, Instructor	Lewis River Academy (WEA)
Becky Richards, Instructor	Rose Valley Elementary (WEA)
Stacie Johnson, Advisor	Lower Columbia College
Mary Beth Tack, Superintendent	Kelso School District
Jacob Carroll, Instructor	CVG Elementary
Shelly Backstrom, Instructor	Three Rivers Christian (WFIS)
Ashley Cahill, TE Faculty	Lower Columbia College
Michaela Jackson, Director of BAS Programs	Lower Columbia College
*(Zoom) Joel Thomas, School Counselor	St Helens Elementary (WSCA)
Jenny Smith - Minutes	Lower Columbia College

ABSENT:

Tamra Gilchrist
Samantha Stevens
Jeanne Nortness
Tanya Beltz

I. Call to order at 1 p.m.

Welcome, introductions, and announcements.

II. Elect a Chair

Dan Zorn graciously volunteered

MOTION: Moved by Ashley Cahill, seconded by [multiple people]. Motion passed unanimously

III. **Approval of Meeting Agenda** for today, Feb. 2, 2023

MOTION: Moved by Mary Beth Tack, seconded by Andrea Edwards second. Motion passed unanimously

IV. **Approve Meeting Minutes** from Nov. 3, 2022

MOTION: Moved and seconded. Motion passed unanimously.

V. **Domains 1A and C**

a. **1A: Outreach and Partnerships**

1. Partnerships: We have a partnership table in our template. This is a resource so we can share that we are in the community. We are providing a service through our partnerships, and we are seeking areas that we should know about so we can connect.
2. Recruitment and Outreach: Nationally, there is some hesitation to get into teaching. Targeted outreach is important. We maintain active interest lists and offer open house days each quarter. We have been tabling to get the word out. We have done HS visits. We help with the application process
3. Improvement? Jennifer: Get into the schools. Paras don't always have confidence and/or misinformation is a barrier. Recommendations to share pathways for people who have bachelors and are paras because previous education is not their desire now. How do they teach?
 - a) ESD U takes bachelor students through teacher certification.
4. Side bar: Our program is ahead of our district averages, BUT the student teacher ratio is still off. There is still a lot of work to do. Para group represents our diverse population, so we would like the opportunities to get connected with them.
5. Males are underrepresented groups. And it is rough keeping our male candidates. During some of the training, there are some barriers. We would like feedback on how to adapt to our male candidates.
6. We would like to see purposeful targeting of ELL paras. And it happens to be one of the endorsement areas that we are investigating.
7. LCC is able to organize teams to do school visits. Contact Michaela Jackson (mjackson@lowercolumbia.edu)
8. With an AAS advisors can crosswalk students into the teacher ed program
9. Grow your own? HS district cohort grants. Is there interest?
 - a) MaryBeth "Yes!" Dual credit options are welcomed.
 - b) Students that get degrees here, end up staying local.

10. Dispositions: Candidates write an essay during admissions processes. We are an open access institution and as long as there is space available, all candidates are accepted.
11. WestB and SAT assessments have been removed as criteria for entrance into the program.
12. There is an exit exam. So far, we have had 58 take and pass this exam. 4 have not.
13. Dispositions have checkpoints each quarter which increase longevity in the field.
 - a) Mentors may be reluctant to give constructive feedback.
 - b) Commitment to timeliness, communication styles, and like mindedness can also perpetuate behaviors that we ideally would be coaching.
14. We want our students with quality mentors, but it is challenging to get students into the classrooms.
15. Students use dispositions to set goals for themselves.
16. Mentors provide feedback quarterly on each candidate's professional disposition. This is a weighted evaluation that covers approximately 20% of the student grade. *Recommended a 4-question diagnostic option so students that are mid score will, by design, be proficient or not.
17. Rework mentor evaluation of dispositions? Evaluate questions and answer options at the next meeting
18. Dispositions may be able to be taught. What does that look like? Feedback from peers often was more helpful than feedback from authority. Pedagogy requires a recording and feedback from peers. We don't have EdTPA now, so part of that includes how students responded to the feedback of their peers.

VI. 1C Admissions Standards -

- a. Application is available on Google drive. It has gone through an approval process. Steps to certification are in the handbook. A file checklist is used for clarity and is shared with students when they are near graduation.
- b. Completion information is on our web pages, including residency information (WA state licensure only)
- c. Advising: Advising model in transitioning. We have both an academic advisor and a faculty (career) advisor. Students have access throughout their program.
- d. NES assessment takes the place of West E
 1. NES 101 is the Early Childhood endorsement assessment.
 2. NES 102 and 103 are for Elementary Ed. Both must be passed for endorsement. 62% can be recommended for k8 endorsement. Math 131 and 132 for elementary educators helps students pass the NES assessment.

VII. AAS in Education

- a. We have a new pathway to Teacher Education that is designed for para-educators versus early childhood. We are working on the state board approval processes now that we have approval in other areas.
- b. We have to show the need for this pathway, and there is no statistical need. Fortunately, we had 3 HR departments submit letters indicating demand in this area.
- c. We are working with the standards board to ensure LCC is in full alignment with the requirements for stackable certificates.
- d. Literacy is still a concern. The hope is that literacy will be woven throughout the curriculum.

VIII. Program Updates

- a. There was concern about candidate literacy training following graduation. Candidates also mentioned that additional training would have been beneficial. Literacy meeting with Kelso and Longview staff with respect to reading curriculum proved beneficial. We will research the science of reading and we will hire those with a literacy background or ensure that the science of reading will be introduced and aligned with best practices.
- b. There is a job fair on Feb. 21. Many districts have reserved a table. Clark and Centralia Ed students are being recruited. We would like to host this annually.
- c. We have hired a new “inquiry based” science methods faculty, Lacey DeWeert. We have content area experts and turnover as a result.

IX. Agency Updates

- a. PESB: House Bill 1565 addresses teacher residency. OSPI recommends a paid teacher residency model that has not passed yet. Should this pass, students would make a para wage, and the mentor and principal would get stipends. There is a hearing on Monday, February 6 with a big question of who pays. This model would potentially streamline recruitment and hiring in one online platform. There are 42 teacher prep programs and 1 was represented.
- b. Union demanded reinstatement of Employee Assistance Program and it was reinstated. A couple staff have already accessed the program which started again on Feb. 1

X. Next Meeting: May 4, 2023

Reminder:

Please complete the survey. It will be in your email

XI. Adjourned 3:25 p.m.

Action Items

- Update on Education AAS - Did we get approval
- Get into the schools. Paras don't always have confidence and/or misinformation is a barrier. Purposeful targeting of ELL paras
- Rework mentor evaluation of dispositions? Evaluate questions and answer options at the next meeting: Use 4-question diagnostics so students that are mid score will by design be proficient or not. RE: Mentors provide feedback quarterly on each candidate's professional disposition. This is a weighted evaluation that covers approximately 20% of the student grade.
- Evaluate questions and answer options at the next meeting. (Rework mentor evaluation of dispositions)
- Update on HB 1565