



Lower Columbia College
Professional Education Advisory Board, BAS-TE
Meeting Minutes 2/3/2022

Meeting information: February 3, 2022; 12:30 to 3:30 p.m: LCC LIB 130

Attending:

Voting members:

Jill Whitright	Longview School District, WSCA
Jennifer Godinho-Hefly	CastleRock School District, AWSP
Dr. Dan Zorn	Longview School District, WASA
Andrea Edwards	Woodland School District, WEA
Becky Richards	Lexington Elementary School, WEA
Shelly Backstrom	Three Rivers Christian, WFIS
Tamra Gilchrist	Lower Columbia College
Taryn Morgan	Longview School District, WEA

Non-voting members (representatives):

Samantha Stevens	ESD 112
Ann Williamson	Lower Columbia College
Josie Zbaeren	Lower Columbia College
Michaela Jackson	Lower Columbia College
Alma Mendoza	Lower Columbia College
Ashley Cahill	Lower Columbia College
Tanya Beltz	Cowlitz Indian Tribe

Guests:

Carissa Jackson: Lower Columbia College/ Authored Pedagogical Assessment
Angela Allen: Battle Ground/ National Board Association for Middle Level Education

Absent:

Jeanne Nortness- Three Rivers Elementary School, WFIS
Karen Joiner- Lower Columbia College

1. Welcome

- a. Meeting called to order at 1:00 pm
- b. Ann Williamson, BAS-TE faculty director, started the meeting. All members were asked to introduce themselves, and share what they were currently reading.

2. Agenda

Michaela Jackson informed the board that the PEAB chair was absent due to staff shortage and Tamra Gilchrist would run the meeting. Tamra asked the board to review the agenda and asked for a motion to approve the agenda. Motion to approve the agenda was called. Dr. Dan Zorn moved to approve the agenda. Becky Richards seconded the motion. All members approved the agenda.

3. Knowledge, skills, and cultural responsiveness

- a. Michaela Jackson started the meeting with Standard 2-which is content knowledge and pedagogy. Next meeting will cover clinical practice. Program Standards cover the Educator Preparation Programs set by PESB and the advisory board has to review. Curriculum and pedagogy fall under Role Standards which are also InTASC Standards for professional practice. LCC's Teacher Education program offers residency teacher certification, there is not an option for counselor or administrator certification, therefore, InTASC is used for the Role Standards for the program. Endorsement competencies are other standards that align to curriculum and instruction. This program offers both an Elementary Education and Early Childhood Education Endorsement. This degree is Teacher Education. Candidates can either get an Elementary Ed Endorsement, an Early Childhood Ed Endorsement or both. These endorsements require passing the NES exam.
- b. Program Standards-Professional Educator Standards Board (PESB)- the advisory board is tasked with reviewing all 7 program standards in a 3 year cycle. In September, Domain 1 covered candidates and cohorts. Currently working in Domain 2 which covers knowledge, skills, and cultural responsiveness. Domain 6 will be covered in Spring which will include field experience and clinical practice. Michaela keeps track and shares out how the program is meeting all standards in a 3 year cycle. When meetings are set in Spring it is a time when standards are going to be covered for the next year. Currently in Domain 2: Knowledge, Skills, and Cultural Responsiveness- Providers prepare candidates who demonstrate the knowledge, skill and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state's approved standards. Elementary Endorsement is grades K-8, Early Childhood Endorsement is birth to age 8. Candidates are required to do one rotation in upper elementary or middle school so they get experience and one rotation in P-3rd grade. Many candidates are interested in teaching in middle school.
- c. Guest speaker - Angela Allen, Director of Instructional Leadership- Secondary Battle Ground Public Schools. Angela is part of the National Board for the Association for Middle Level Education. Angela talked about the Middle level and adolescent specific educational classes to support students in middle schools. There is a concern from her board that many teacher candidates don't spend any time in MS settings. She shared that there are 18 specific characteristics of MS students as this is the biggest time of brain and body development second only to Birth- age 5. She emphasizes that TE programs need to support knowledge, understanding and have the background and skills of teacher candidates to be MS teachers. Angela additionally shared that there have been updates around MS SRL with more emphasis on Cultural Responsiveness. Angela ended her presentation with offering her support to our candidates through Ed After Hours, class guest

speaking and connection to College level MS level association.(this can include supporting groups, club access, professional development, etc). Dan Zorn asked, as a program, how does TE address this and MS philosophy? Michaela replied that TE courses address K-8 but does not have a specific MS course. The program will reach out to Angela for support in this area in the future. Ashley Cahill suggested incorporating Angela into her Reflection courses. Ann Williamson reached out to local HR's in the school districts to ask what they require or specialization is needed for middle level, response was varied. Some districts hire MS teachers with an elementary endorsement k-8 other districts preferred content area endorsement. Ann shared that it would be beneficial to work on curriculum to better serve the middle level.

- d. Program Standards (PESB) 2A. Providers demonstrate effective, culturally responsive pedagogy using multiple instructional methods, formats, and assessments. The complete standard was shared in google drive and it is two pages. Michaela took the key phrases from 2A. that include: qualified faculty, ongoing professional development, collaboration within the team and the community, and faculty evaluation process. Qualified faculty is Ashley Cahill and content area specialists who are adjunct faculty for LCC but there are professionals in the field and local districts. Ann Williamson shared that a position for an adjunct instructor in the area of Social Studies will be opening. Michaela shared the 2A file that shows a partnership table showing the different community organizations and groups that the LCC teacher preparation program collaborates within the team and the community. Ann Williamson is LCC's BAS-TE program outreach, retention, partnership and relationship builder. Tamra Gilchrist talked about the faculty evaluation process. She said that evaluations occur on a cycle, at least every three years, the deans go into each classroom, observe and find a mix and work with faculty to see different courses to identify areas to visit. As faculty is going through the tenure process there is a committee that meets and they rotate and review that faculty throughout the initial three years and then when approved as a tenured faculty then they move to a more traditional cycle. Adjuncts are observed once a year but upon request they can be observed more than once a year. Ann Williamson mentioned that new faculty at LCC are usually paired with a professional partner to answer questions, guide through grading, and support professional development. Ashley coordinates ongoing site supervisor meetings Michaela coordinates monthly all faculty meetings. Michaela mentioned that LCC earmarks \$18,000 for professional development and \$2,000+ is designated to adjunct faculty. Faculty have to apply and be approved for funds to go to workshops, training, travel, etc.
- e. Course Descriptions and Outcomes - Michaela Jackson shared the Standards and Competencies Alignment Table, the document has every course that is offered. It

includes the description and outcomes, and the inTASC Standards which are the role standards in which endorsement competencies are met. Faculty use the tool to build syllabi and guide instruction to keep on track each quarter. A tracking method used has all the inTASC standards, the Elementary Education: Competencies and the Early Childhood Competencies: (NAEYC). It shows how many times each standard is being met throughout the program. The data show the ones are concerning because the standards are barely being met.

- f. Program Standards (PESB) 2B.- Providers ensure that completers demonstrate the necessary subject matter knowledge for success as educators in schools. In this standard the candidates need to demonstrate knowledge and competence relative to the inTAC Standards. Complete a basic skills assessment prior to admission (WEST-B, ACT, SAT). Complete the NES prior to student teaching. And complete Issues of Abuse, SEL and emotional or behavioral distress in students (ACE'S). Michaela mentioned that students need to take the NES to start student teaching. If students don't pass the NES, the cost is \$300 to retake, it is encouraged to pass the first time. It is a PESB requirement to pass to get recommended. Ann Williamson noted that the program applied for and received a grant through the LCC Foundation that provides NES study materials, quizzes, and covers the cost of the first test for the students. Study sessions are set up to help and provide access to materials to students as well. Other schools reported that half of their students are not passing the NES. Michaela shared a document in drive that showed the board where and how PESB course work is put into instruction. Every student has a certification file checklist that includes all PESB requirements. The file checklist is shared with students to keep them on track. Michaela and Ann mentioned that there are so many fees to get through a teacher prep program.
- g. Program Standards (PESB) 2C. - Providers ensure that candidates demonstrate pedagogical knowledge and skill relative to the professional standards adopted by the board for the role for which candidates are being prepared. In this standard providers focus on knowledge and competence relative to the InTASC Standards. Provide regular and ongoing feedback to candidates regarding field-based performance that is actionable and leads to improvement in practice. Completers effectively apply the professional knowledge, skills, and dispositions that the preparation program was designed to achieve. And provide social emotional standards and benchmarks.

-Carissa Jackson talked about the Pedagogy Assessment (2:C). She mentioned that the program created their own response to the elimination of EdTPA to help the students which is the Pedagogy Assessment. It is aligned with the InTASC standards which is connected to the coursework students are already doing. The pedagogy assessment is separated into three different phases. Phase one in Fall quarter- focus in learning environment, phase two in Winter quarter-content

knowledge and planning, phase three in Spring quarter- focus on instruction and collaboration. Students have access to outline and rubric. Students can create a google drive portfolio or website where they have to touch the standards for that phase. Students also have to turn in a resume-teaching philosophy. Peers will watch their videos and give them feedback. Students in turn will write a reflection on that feedback. On the rubric students are scored on a 4 point system. An average of 2.7 is needed to pass a phase. InTASC standards have progressions under each standard for different sections. Carissa took different components from the InTASC standards into a rubric where the students need to provide evidence or artifacts that connect to the standards and relate to the different components. As long as the students hit on one component in each section they would have a passing score. There are multiple progressions in most standards. They get feedback from their score and if they didn't pass they can go to their feedback and see what they need to improve on. Students can resubmit to pass assessment. Examples of student portfolios were shared. Jennifer and Dan loved the reflection component, the interpretation component and felt it was a more authentic view of the candidate and their character. Ann Williamson thanked Carissa Jackson for her hard work on the Pedagogy Assessment which replaced the EdTPA that ended in May.

- h. Program Standards (PESB) 2D.-Providers ensure that candidates are well prepared to exhibit the knowledge and skills of culturally responsive educators. Opportunities are provided to interact with racially and culturally diverse colleagues, faculty, practitioners, students and families. Providers prepare candidates to adapt their practices based on students' prior experiences, cultural knowledge, and frames of reference. Course work explicitly focuses on cultural and integrates components of culturally responsive education within and throughout all courses. Faculty explicitly model equity pedagogy in coursework and practice in ways that enable candidates to integrate their own cultural and linguistic backgrounds into classroom activities. The program is currently looking to adopt PESB's CCDEI indicators on the InTASC aligned student teaching evaluation rubrics. As of now site supervisors don't evaluate student teachers on culturally responsive teaching or practice. Ashley Cahill is head of an effort to create criteria in the rubric to include knowledge and skills. Tanya Beltz Hutton shared that if Early Childhood teachers that want to do practicum time in Native centers there are two home based and licensed in home centers run by Native women in Longview. Michaela mentioned that she is working on affiliation agreements with ECE partners and will connect with Tanya to work on a partnership.

4. **Since Time Immemorial**

Program Standards (PESB) 2E.- Providers ensure that teacher candidates engage with the since time and immemorial curriculum focused on history, culture, and government of American Indian peoples. Candidates are required to take one quarter or semester course, or the equivalent in either Washington state history and government, or Pacific Northwest history and government. Any course in Washington state or Pacific Northwest history and government used to fulfill the requirement of this section shall include information on the culture, history, and government of the American Indian people who were the first human inhabitants of the state and the region. Ensure that programs meet the requirements of this section by integrating the curriculum developed by the OSPI and modifying that curriculum to incorporate elements that have a regionally specific focus. These are standards that are required in the program. Students' samples for EDUC 420 (Social Studies for Teachers) were shared with the board. Tanya Beltz suggested Bellingham Library as a good resource to support the existing curriculum. Jennifer Godinho-Hefly shared a concern for teachers (especially new teachers) dealing with students with social and emotional trauma in the classroom. Stated that teachers need an understanding of and skills to empathize with students around where they are coming from etc. Need to be prepared more than teaching lessons, incorporate the trauma informed teaching practices (resources, common language, philosophies, books). Suggestion: invite TE faculty to district training in this area. Michaela Jackson suggested a recommendation be trauma informed practices and therapy be integrated throughout the curriculum and not only in a class. This is more of a pedagogy skill because it is not in the standards. Ashley Cahill is open to resources and recommendations in the districts to come up with trauma informed instruction. Training and guest speakers in these areas were recommended to the districts.

Jill Whitright also shared that because of the pandemic students are getting behind in skills and are socially and emotionally delayed in elementary and middle school. Dan: the skills the teacher candidates are learning in this pandemic-post pandemic time will pay out in the future.

Tanya: Incredible Years & Beginnings will support ECE level well.

Taryn: increase emphasis on Differentiation, especially in reading. In her classroom there is a developmental span in reading K-5th grade.

5. **BAS-TE Program Updates**

- a. Michaela Jackson shared that the 27-month review for BAS-TE met all standards. At the March PESB board meeting, BAS-TE will be a fully approved Teacher Prep Program and will be looking for endorsements to branch out.
- b. Cohort #4 applications for 2022 are open and are a part time cohort. This cohort will take 10 credits at a time and go through summer. Cohort #4 will run year

round and will graduate in two years. The program is currently working on marketing. Applications are due March 15, 2022.

6. Upcoming Events

Ed After Hours March 17th. Marilyn Melville-Irvine will come and give an informal training on classroom management for winter quarter. Considering Angela Allen to give training in spring. If help is needed in Summer school let Ann Williamson know so candidates can get the extra experience. LCC is the only college in the State of Washington that has an apprenticeship program and a teacher preparation program. Paraeducator in an apprenticeship program you get a 50% reduction of your tuition in the associate's degree level. Work recently completed with Labor and Industries and other agencies and we have the very first level three apprenticeship program that has been approved. Apprentices can attend a bachelor level program, 50% tuition reduction. LCC has made a commitment to have at least three positions open for Apprentices in the BAS-TE program.

7. Agency Updates

- a. PESB update-house bill to pay student teachers during their internship. They have extended the COVID rules that are in place as they pertain to student teachers. Emergency certificates used to be good for one year and now they can be renewed with an end date of June. And now it has been extended until 2023. As well as relaxing requirements in clinical practice in student teaching.
- b. No updates from OSPI.
- c. WACTE- Field placement officers around the state are feeling pressure because teachers have a lot on their plate and they are reluctant to take candidates. The program has been fortunate that local districts are taking students for student teaching in the classrooms.

8. Partner and Membership Sharing

- a. A member asked about the difference between the fulltime and parttime cohort.
- b. Dan Zorn asked to see the recruiting material for the PT cohort. This may be the answer for Para's. Michaela will share this after the meeting.
- c. Shelly asked how the PT cohort is geared toward working adults. Michaela explained course offerings. FT is 15 credits per quarter @ 2 nights per week. PF is approximately 10 credits per quarter and meets only 1 night per week. All classes run between 4:30-7 and 5-8 pm.
- d. Andrea, PEAB representative for the 27 month review shared the following via ZOOM: Congratulations LCC BAS-TE program. The PESB review team went through all the evidence, notes and everything extremely carefully, they really dissected the program. Well done!

9. Upcoming Meeting dates:

- a. Next PEAB meeting will be May 5th at 12:30-3:30PM. Michaela will send out meeting invites to members whether the meeting is scheduled in person or via zoom.
- b. PEAB meeting satisfaction survey provided in google drive.

Meeting adjourned at 3:11 p.m.