



Lower Columbia College

Professional Education Advisory Board (PEAB), BAS-TE
Meeting Minutes 5/5/2022

Meeting information: May 5, 2022; 12:30 to 3:30 p.m. - LCC LIB 130

ATTENDING:

Voting members:

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

Non-voting members (representatives):

Jeanne Nortness (Chair)	Three Rivers Christian School, WFIS
Ann Williamson	Lower Columbia College
Michaela Jackson	Lower Columbia College
Jenny Smith	Lower Columbia College
Ashley Cahill	Lower Columbia College
Tanya Beltz	Cowlitz Indian Tribe

Guests:

Nicole Wetherington	Grand Canyon University
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Absent:

Samantha Stevens	ESD 112
Josie Zbaeren	Lower Columbia College
Karen Joiner	Lower Columbia College

I. WELCOME, INTRODUCTION, ANNOUNCEMENTS

- a. Meeting called to order at 1:00 pm
- b. Jeanne Nortness (Chair) led introductions
 - i. Ashley Cahill – BASTE faculty/field placement officer
 - ii. Dan Zorn – Superintendent
 - iii. Tanya Hutton – Cowlitz Indian Tribe
 - iv. Tamra Gilchrist – Dean of instruction LCC
 - v. Jill Whitright- Counselor
 - vi. Shelly Backstrom – 2nd grade classroom teacher
 - vii. Michaela Jackson, Director BAS LCC
 - viii. Taryn Morgan, 5th Grade Olympic Teacher
 - ix. Becky Richards – Coordinator/Lexington
 - x. Andrea Edwards – Woodland alternative Learning
 - xi. Jeanne Nortness– Three Rivers Christian School
 - xii. Jennifer Godonho-Hefley - Principal, Castle Rock
 - xiii. Jenny Smith– LCC BAS Specialist
 - xiv. Nicole Wetherington from Grand Canyon University - Online representative for those who would like to continue their bachelors/masters online, is offering each

group of 10 a 25% off scholarship. Bachelors/Masters prospects could join together for a group discount. TESL, SPED, School Psychology, Curriculum/Instruction, Leadership, Administration, over 220 programs. Program teaches to WA licensing; meeting OSPI requirements. 7-week classes. Right around 17k for the program.

- c. **Introduction of Jenny Smith, BASTE Cert officer**
- II. **ADOPTION OF AGENDA**
 - a. Motion to adopt agenda, Dan Zorn. Seconded by Andrea Edwards– Motion passed unanimously
- III. **BYLAWS**
 - a. Motion to allow non-voting members to Chair PEAB meeting – Motion to allow by Jennifer Godinho-Hefley, seconded by Andrea Edwards. Motion passed unanimously
- IV. **ACCEPTANCE of Feb. 2, 2022 Meeting Minutes** – Motion passed unanimously
- V. **MEMBERSHIP**
 - a. Half of voting membership must be teachers
 - b. Terms for PEAB membership are 3 years. We had a one-year carry over due to Covid.
 - c. In order to keep a balanced membership, we will need 2 more teachers.
 - d. WEA requests recommendations for teacher representatives for board members – Send name, grade level, contact information and we will follow through.
 - e. Motion to add 2 additional appointments for WEA (TE student rep with a voice and voting member, and a voting member from ESD 112) – Brining total voting members to 5 Motion made by Shelly Backstrom, seconded by Dan Zorn. Motion passed unanimously
- VI. **DOMAIN 6** – Field Experience and Clinical Practice
 - a. Establish and Maintain Partnerships- Background: Program transitioned from 3 terms of field experience to 2 terms so we could cover SEL, Issues of Abuse etc.
 - i. Students didn't feel prepared when they were put in classrooms and this provided them more foundational knowledge about program requirements
 - ii. This also gave HR additional time for placement.
 - iii. Practicum designation allowed fewer restrictions around mentor teachers requirements than with student teaching. This change opened up student placement options.
 - iv. New model bumped student teaching to 3 full days of teaching instead of 2, which allows students a more realistic expectation. Old model was 130; now it's 165
 - v. To diversify the workforce, we are attempting to minimize barriers. There is no funding for residency, so working students needed to have options for survival. Subbing has been a solid workaround.
 - vi. Student teaching must be prioritized over subbing. Therefore, mentor teachers are requested to connect with LCC if that isn't apparent.
 - vii. Action item: Instructor – Let students know that clinicals are a working interview. It is important that they sell themselves, or positions may not avail themselves. Please invite students to self-introduce and be part of special events.
 - b. LCC has MOAs with 8 local districts in Cowlitz, Wahkiakum, and Clark.
 - c. Students must have no less than 450 hours in a classroom setting.
 - i. Ashley Cahill: There have been struggles finding placements. HR/Principals have received requests for placement of students. Mentor teachers are needed. Only 3 of 25 students have confirmed placements for fall. Students are able to start 2 weeks early as a result of this advisory board.
 - ii. Request to CC Superintendents in addition to HR/Principals. 6 students were hired as a result of mentorships. The partnership is valuable.

- iii. Students won't be released for long-term subbing until they have passed their endorsement test through NES or any missing program courses.
 - d. Exit requirements are articulated through handbooks, orientations, documentation, and communication
 - i. Site supervisor has to indicate that competencies are being met prior to subbing as well.
 - ii. Candidate and mentor handbooks are given to mentor teachers on google drive in addition to a Canvas module designed to ensure that mentors know expectations.
 - iii. Action Item: Instructors need to encourage student teachers to take ownership and show initiative of partnership. Gradual Release of Responsibility could be used in instruction.
 - iv. Mentors evaluate both the student and the program upon completion of the mentorship.
 - v. Entry and exit criteria are on the step-by-step certification requirements. PESB standards are tied to the program.
 - e. Integration of knowledge and skills
 - i. Reflective practice and implementation requires creativity. Evaluation on standards indicates which outcomes are being met.
 - ii. WAC 181-78A requires that actionable feedback be given and reflective essays are used in order to build autonomy.
 - iii. Providers ensure that candidates participate in field experiences in school settings with students and teachers who differ from themselves in race, ethnicity, home language, socio-economic status, or population density. We are open to guidance and recommendations for fulfilling this outcome.
 - iv. Action item: Practicum versus student teaching is still nebulous. Framework for graduation of responsibilities. Recommendation for planning session between transitions.
 - v. Action item: Hard copy of mentor handbook for mentor teachers.
 - f. Cultural Competency/Diversity, Equity and Inclusion has been approved and must be implemented. LCC faculty will be examining all courses to align course outcomes to the new standards. Courses will be taken through Curriculum Committee in the fall for approval.
 - i. Theory will be taught but there is an emphasis on observation of these values in practice.
 - ii. Anti-bias curriculum is being taught currently

VII. CLINICAL PRACTICE PLACEMENT PLAN

- a. The actual placement plan is 13 pages long and needs to be submitted prior to June 30. Feedback on placement is requested

VIII. BAS-TE PROGRAM UPDATES

- a. 2nd Cohort will be graduating in summer. They will commence in spring.
- b. 4th Cohort will begin in summer.
- c. Ann Williamson will be retiring soon. She was honored with the Crystal Apple lifetime achievement award. Her duties will be distributed, with the knowledge that her talents/gifts will be missed.

IX. UPCOMING EVENTS

- a. Ed After Hours – Cohort 1 comes back, and shares information with Cohort 2 students about struggles in the first year. You are invited: Teachers who need clock hours may also be able to get them through this event. We may also be able to offer clock hours for pedagogy scoring.

- b. Mathfest- Math 330 candidates will be participating in the local Mathfest to bring community involvement to the program.
 - X. **AGENCY UPDATES**
 - a. PESB standards will be aligned to the curriculum by January 1.
 - b. OSPI - there is currently about a 6-month backlog in certifications following some assessments no longer being required
 - c. SEL standards and requirements so they are part of the clock hours for current teachers.
 - d. WACTE
 - i. Cert Officers – Discouraged requirement of \$300 assessments which have no current programmatic relevance. Universities are no longer requiring entrance exams. Soon the West B may no longer be required. This is being taken to the lobbyist to see if we can have the requirement changed.
 - ii. Deans and Directors – WEA has shown interest in starting their own teacher prep program.
 - iii. Data Administrators – No longer have to report mentor teacher emails.
 - XI. **PARTNER AND MEMBER SHARE**
 - a. Tanya – Cowlitz Indian Tribe was one of the 6 tribal members selected to speak at the Whitehouse about childcare. Cowlitz Indian Tribe is looking to hire a Child Behavioral Health Specialist and they advocated for funding around paying for childcare. Head Start doesn't have the resources to serve all the needs in the community.
 - XII. **UPCOMING MEETING DATES**
 - a. Fall – Thursday, Nov 3, 2022
 - b. Winter – Thursday, Feb 2, 2023
 - c. Spring – Thursday, May 4, 2023
 - d. Dan Zorn made the motion to accept, Jill Whitright seconded. Motion passed unanimously
 - XIII. Adjourned 3:30 p.m.
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RECOMMENDATIONS/ACTION ITEMS:

Michaela Jackson

1. Following 3-year membership, is it mandatory to give up seat, and if so, what is the time frame requirement before one can return?
2. Clock hours for scoring pedagogy or Ed After Hours?

Site Supervisor (Ashley Cahill):

1. Hard copy of mentor handbook for mentor teachers with framework for gradual release of responsibility
2. Best practices or strategies for transitioning between student/instructor teaching
3. Placement Requests - Please CC Superintendents/Principals in addition to HR
4. Clarify practicum versus student teaching

LCC Instructors

1. Encourage student teachers to take ownership and show initiative in partnership. Help students understand the Gradual Release of Responsibility. Invite students to self-introduce and request they engage in special events. Per Ann: This is a working interview.

Board Members

2. WEA requests recommendations for teacher representatives for board members – Send name, grade level, contact information and we will follow through