



Lower Columbia College

Professional Education Advisory Board, BAS-TE Meeting Minutes 1/24/2019

Meeting information: January 24th, 2019, 2018; 1:00 PM – 4:00 PM; LCC LIB 130

Presiding: Stephen Tokarski, Program Manager, Bachelor of Applied Science- Teacher Education (BAS-TE)

Attending:

Voting members:

Jill Whitright	Longview School District-WSCA
Tim Yore	Kelso School District - AWSP
Taryn Morgan	Longview School District- WEA
Andrea Edwards	Woodland School District- WEA
Becky Richards	Kelso School District- WEA
Jessica Carol	Three Rivers Christian- WFIS
Tamra Bell	Lower Columbia College

Non-voting members (representatives):

Samantha Stevens	ESD 112
Jeanne Nortness	Three Rivers Elementary School - WFIS
Ann Williamson	Lower Columbia College
Josie Zbaeren	Lower Columbia College
Michaela Jackson	Lower Columbia College
Stephen Tokarski	Lower Columbia College
Lynell Amundson	Lower Columbia College

Absent: Dr. Dan Zorn, Longview School District, WASA

Quorum present: Yes

I. Welcome

Stephen Tokarski called the meeting to order at 1:15 p.m.

- a. Board reviewed minutes from September 17th, 2018 meeting. No suggested changes or edits by committee. Andrea Edwards moved to approve minutes. Jill Whitright seconded the motion. Minutes approved by committee.
- b. Stephen introduced agenda.
- c. Document folder provided to committee with Agenda: Sept. 27th 2018, meeting minutes; Addendum to Full Proposal Residency Preparation Program; LCC BAS-TE Course Descriptions and Outcomes; DRAFT BAS-TE Application.

- d. Stephen led brief discussion of PEAB responsibilities and mission of board: review and analyze data, establish standards, student success and performance measures, and program recommendations.
- e. Membership updates provided. Tamra Bell, Dean of Instructional Programs, replacing Karen Joiner as voting member. Karen moved into role as interim Vice President of Instruction at LCC. Lynell Amundson joining the group as LCC Advisory Board manager to capture meeting minutes. Stephen called for motion to nominate Tim Yore, Kelso School District and AWSP representative, as chair. Becky Richards so moved; Taryn Morgan seconded the nomination. All voted in favor.
- f. Starter question and discussion “In what way does your work as an educator have an impact on your community?” Group given 5 minutes to respond and then shared out to the board: helping community members reach goal; giving youngest children a voice; preparing teachers to put students on path to success; get to know families across generations and become advocate in their community; making sure students feel like they belong; instill hope in kids and families and give them the ability to believe in themselves; helping students with social and emotional growth, how to manage themselves appropriately, and how these skills impact their family and their whole life; train up leaders and show them that they might love the struggle of learning; important to reduce barriers for future educators.
- g. Program Approval Updates. Ann Williamson and Michaela Jackson led discussion. SBCTC approved offering BAS-TE in Oct. 2018. December 2018 Professional Education Standards Board (PESB) approved offering preparatory program for Washington state teacher certification, added elementary endorsement. PESB advised LCC to change from Pre-K through 3 to through 8th grade. LCC’s proposal was submitted to the Northwest Commission on Colleges and Universities (NWCCU) for accreditation, expect to have an answer in the March to May time frame. Board questioned what could hold up the approval process. Tamra explained the accreditation process, 90 day window for review. Ann further explained/gave example as to what NWCCU looks for “make sure library has materials that support bachelor level work”. LCC doesn’t expect issues. Once approved by NWCCU goes to the Department of Education (DOE) for approval which makes the program eligible for financial aid. Stephen mentioned requirement to wait for approval before any marketing or enrollment can begin, hope to have in place by Fall 2019. Tim Yore asked about size of ideal first co-hort; Tamra said 30 students would be ideal, they will enroll with Associate’s already completed; Ann suggested viewing BAS-TE as a 2 + 2 degree program. Samantha Stevens asked about Early Childhood Education degree completion. Ann said LCC averages 15 graduates a year but expects that to change once BAS is attached to the program.

II. Program Development & PEAB input

- a. Curriculum update and review.

i. Course Additions

Michaela and Ann shared pages of from full submission that are being changed based on SBCTC questions about rigor of curriculum and recommendation to break out field experience from seminar classes, 6 credit class becomes two classes, 2 and 4 credit class; creation of a new course in order to align program to InTASC standards and recommendation by PEAB at Fall 2018 meeting to increase math expectations PEAB given time to review changes and suggest any necessary corrections. Taryn asked about non-certification option, “why would someone choose that path?” Michaela explained this is option for teachers who want to teach at a child care facility, Head Start; Ann explained that students pursuing certification and those not pursuing certification will take same courses during first two years, to develop common language and knowledge, field experience will be in different places. Jessica asked if students in both tracks would be coming from an early childhood 2 year degree: because this is a Bachelor of Applied Science degree, they are built from Professional/Technical degree programs such as ECED. Ann explained coursework will come from developmental lens; provided information about adjusting ECE degree so that humanities is not open but more specific so that students starting now will have seamless transition into BAS.

ii. Course outcomes and competencies

Ann explained that LCC math and science faculty have adapted courses for people going into teaching, acknowledges support from LCC faculty in this work; PEAB members ask about inclusion of mental health/behavioral health content in courses that touch on special education. EDUC 414 and 437 include information and discussion of these topics. Michaela – EDUC 430, page 15, outcomes, PEAB recommendations to include types of writing, 5 steps of writing process, strategy to encourage narrative writing across curriculum; Jessica – EDUC 325 2nd bullet “disabilities” should be edited, “exceptional learner” is current language. PEAB discussion about “assess” bullets in EDUC 412 and ECED 412. Becky and Andrea said teachers don’t assess. They identify potential need for services and then make referral to appropriate person. Process for identifying need should be in coursework. Ann and Michaela will review standards to ensure appropriate language. Andrea asked about standards for mathematical practices language in outcomes, EDUC 330, Becky concurred. Becky agreed.

iii. Curriculum Development

Ann shared that LCC faculty team with expertise in their field will review courses, work on curriculum development, course by course, will talk about vision, work on course, assignments for each course tied to standards, month to month work on courses then come back together to vet courses, look for redundancy, PESB members have offered to give support and resources. Goal to complete by early May. Ann and Michaela mentioned

development of a course to prepare students for the edTPA (student teacher portfolio development) and ask PEAB members to recommend someone to write the course.

b. BAS-TE Program Application

Stephen shared draft BAS-TE application draft for review. Questions from PEAB about how LCC will rank who gets in and who doesn't. Stephen shares point system that was established and explains point system categories; Tamra mentioned that intent of baccalaureate at community college is directly related to workforce development in response to concerns expressed by 4 year universities; BAS-TE weighted around professional-technical programs, not taking away from DTA programs. PEAB discussion about application. Recommendations to count legitimate volunteer experience, perhaps letter from agency or classroom where student volunteered. Suggestion to include interview. Ann shared that SBCTC was concerned about interview, they often have unintended bias attached to them. PEAB was supportive of moving to the higher GPA to help address work ethic issues seen with new teachers. Continue to work with LCC's Diversity and Equity Committee; Section 2: send to Pierce College-Correct to LCC; Stephen talked about the Personal Statement-, worth 10 points, asked PEAB to give suggestions for importance of criteria. Members suggested love of kids, passion for teaching, suggested using a question similar to exercise at start of meeting "In what way does your work as an educator have an impact on your community?"; give several prompts "What influenced their choice to be an educator?" "How have you made an impact in the classroom?" Taryn questions how teacher mentors will be selected in community? Discussion about hardship/barriers to mentor new teachers with lengthy essay and multiple evaluations expectation. Discussion of WACS that rule who can mentor teachers. Stephen has been in conversations with Longview and Kelso school districts to identify mentors and contracts that are being developed to set out expectations. Discussion about types of training in existence for mentors, potential of developing a course using Canvas, LCC's online platform. PEAB members recommend keeping process as simple as possible for mentor teachers with clear expectations. Offer Educator Clock Hours for the work.

- c. Other updates. Jessica asked about NES test, what is LCC doing to support student with passing these? Michaela directed to PESB full proposal that clarifies LCCs policy and support around WEST-B and West-E/NES tests. BAS-TE webpage under construction. PEAB requested link to try it out. Stephen will provide a link to PEAB to review and offer input/suggestions. LCC team shared that the full-time faculty position is posted, please share any areas that LCC should consider advertising.

III. Moving Forward

- a. Proposed Program Timeline. Finalize application and handbook by April meeting. Stephen shared a timeline for implementation through 2020 and beyond. LCC addressed questions regarding number of students that can be accepted and ideas for addressing future capacity issues, state alternate route options will be explored as well. Next meeting scheduled for April 25th, (1-4pm).

IV. Meeting adjourned