



BASTE ADVISORY COMMITTEE

Meeting Minutes

Tuesday, November 16th, 2021 * 1:00-2:30pm

Zoom Online

Members Present: Amy Campbell, Camas School District; Lucy Estrada-Guzman, Harney Elementary – Vancouver Public Schools; Mychael Irwin, Hazel Dell Elementary – Vancouver Public Schools; Anja Kubiniec, Gardner School of Arts & Sciences; Ashley Shanteau, Harney Elementary – Vancouver Public Schools; Katie Morrison-Siewert, Vancouver Public Schools; Christina Wood, Battle Ground High School;

Members Absent: Silvia Suarez, Hough Early Learning Center; Kayleen Taylor, Fircrest Elementary – Evergreen Public Schools;

Clark College: Meghan Crozier, PEAB; Sarah Theberge, ECE Professor; Donald Ludwig, Division Chair; Debi Jenkins, ECE Department Head; Michele Volk, Director of Child and Family Studies; Michelle Mallory, Faculty; SueAnn McWatters, Program Specialist – Advisory Committees.

Sarah Theberge called the committee to order at 1:02pm and introduced Meghan Crozier.

The program will submit the proposal to the Professional Educator State Board by the upcoming Friday.

MINUTES OF PREVIOUS MEETING:

The minutes of May 25th, 2021 were presented for approval. Anja Kubiniec made a motion to approve. Lucy Estrada-Guzman seconded and was unanimously approved.

NEXT MEETING DATE:

The next meeting date is scheduled for **Tuesday, February 1st, 2022 at 3:30pm.**

ANNOUNCEMENTS FROM THE COLLEGE AND/OR DEPARTMENT

Michelle Volk made the following announcements:

The campus is becoming a fully vaccinated campus as defined by the Governor proclamation for higher education – this includes vaccinated and approved exemptions. Starting winter term, this will apply to all students, staff, and faculty attending campus.

There is a new Vice President of Student Affairs named Michele Cruse who has currently been in the interim role. We also have a new Vice President of Instruction who will start in January named Paul Wickline.

BAS ANNOUNCEMENTS

News and Updates

Meghan Crozier stated that the BAS TE proposal was submitted for approval by the State Board of Community and Technical Colleges for the October 2021 board meeting. As previously mentioned, they will be submitting it to the Professional Educator State Board in January 2022. Once they get this approval, then they can really start recruiting for the program. They are also hiring a data certification manager. The hope is to have it listed during winter term and have it filled by April/May.

She showed a slide of the program course map. She explained that they went through and outlined a progression of field experience that goes from the beginning to the end so that their residency isn't going to be the only time that students will be in the classroom. It outlines observation hours or smaller pieces of practical experience through that first year that students will be in there before they get into their second year in their full-time residency. As part of the bilingual endorsement, the program wants to make sure that candidates are placed in bilingual settings throughout their field experience.

Don Ludwig asked about ENGL 102 being at the end of the program, however it is a course usually done before entering. Meghan agreed that most students will have already had it, however students can take it at any time. Sarah Theberge explained that when students come into the AAS degree and are on the pathway to the bachelor's degree, herself or Michelle Mallory would advise them to take ENGL 102 for their communication credit. The AAS degree already requires ENGL 101. For students coming from outside the program, it can be worked out individually. The main dilemma is where is this English course going to fit in terms of the field placement that they want students to have in order to be prepared for residency.

Don helped create the Social Studies course from the perspective of teaching. He stated that it has been very enjoyable combining the educational outcomes with the social studies outcomes.

Meghan also pointed out that the program has the individualized teaching course. It is highlighted differently because it will come once the program has the special education endorsement. This whole map could shift a little bit as we move forward. There will be special education embedded into all the courses, but the program is trying to be very intentional about it. Amy Campbell agreed that while the endorsement may be on hold, she knows the program will allow the next cohort of teachers an opportunity to see themselves as service providers for a broad reach.

Ashley Shanteau asked about bilingual teaching being embedded into the program. Meghan confirmed that it will be just as embedded as special education. They want the students to know that anybody that is a part of a dual language school is part of a dual language program. They need to understand and know what that looks like.

Mychael Irwin spoke about her course that she wrote. If students were meeting twice a week, one class would be about theory and classroom practice and modeling while the other class would be the actual in class working with kids or in a center working with kids. She is very interested in how the practicum experience would work in this program. She asked where observations would take place because it looks like there is a designated course for five hours. Is that included in the embedded time or is it in replacement of the embedded time? Meghan replied that it IS embedded into the coursework. The hope is to create MOUs with each district that will allow different types of experiences.

La Cosecha

Meghan (virtually) attended the bilingual education conference called La Cosecha in New Mexico. It was a very interesting conversation and some of the themes coming out of it were related to bilingual education. There was a huge emphasis on making sure that educators are valuing the language of emerging learners. There was also a lot of discussion on the science of reading and what biliteracy looks like.

Partnering with School Districts

The program is continuing established partnerships with Vancouver, Evergreen Woodland, and Battle Ground. Faculty are currently trying to build partnerships with Camas, Washougal, and Ridgefield. They will start working on MOUs for field experience opportunities and student teaching residencies once the program gets approval from PESB.

Ashley Shanteau stated that the residency placement is the most critical piece of this program. She spoke on her personal experience with her mentor teacher and her experience as a student teacher; it was the most influential part. Sarah Theberge asked the advisory committee for advice on how to go about choosing mentor placements and how it works. Mychael Irwin stated that they have a standard MOU that goes out to their universities and every university has to sign it to work with them. If the university has particular caveats, they'll add those through their legal department. Eventually it will arrive at her office where she will move forward with placements. The saddest part is that the best mentors will often say no to this because they're so effective with their students that they try not to invite anyone in that could crush that. They have a profile for every student that is sent out to everyone. They highlight what the students feel would be a good experience for them and then her office looks at if the student has spent time in a more affluent environment. Students need to have a well-rounded opportunity. If a mentor isn't being effective or helpful, they are eliminated from the list forever.

Scholarships

There is funding available for scholarships for students.

- The Early Achiever Scholarship (AAS)
- The ChildCare Aware of Washington Scholarship (BAS)

QUESTIONS/FEEDBACK/OTHER

Meghan reminded the committee that candidates will have to take a few formal assessments. Candidates earning a bilingual education or designated world language endorsement are required to

take both the American Council on the Teaching of Foreign Languages (ACTFL) test and WEST-E designated world language test. The scores of the WEST-E test are not used any longer for placement but are used to get a general sense of where students are at. Candidates seeking the early childhood endorsement will take the NES contest test in early childhood education.

The committee talked about the potential of being able to pay for some of these assessment tests.

Sarah Theberge spoke briefly about the paraprofessional pathway. There has been a house bill that was passed recently that provides support for paraprofessionals furthering their education and developing apprenticeship programs that offer them an opportunity for college at half tuition. She talked about Lower Columbia College developing an apprenticeship program in their bachelor's degree that allows paraprofessionals to do their residencies while working. As of right now, the program is a traditional route. In the future, they are hoping to create that alternative route.

Katie Siewert, Mychael Irwin, and Meghan Crozier talked about setting up a meeting to discuss the possibilities of the paraprofessional route.

Meeting adjourned at 2:12pm.

Minutes prepared SueAnn McWatters

