



BASTE ADVISORY COMMITTEE

Meeting Minutes

Tuesday, February 1st, 2022 * 3:30-5:00pm

Zoom Online

Members Present: Amy Campbell, Camas School District; 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; Silvia Suarez, Hough Early Learning Center; Christina Wood, Battle Ground High School;

Members Absent: Lucy Estrada-Guzman, Harney Elementary – Vancouver Public Schools; Kayleen Taylor, Fircrest Elementary – Evergreen Public Schools;

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

Meghan Crozier called the committee to order at 3:35pm.

ELECTION OF CHAIR AND VICE CHAIR

Anja Kubiniec made a motion to nominate herself and Christina Wood as Co-Chairs and Ashley Shanteau as Vice Chair. Christina Wood seconded and was unanimously approved.

APPROVAL OF THE PREVIOUS MINUTES

The minutes of November 16th, 2021 were presented for approval. Anja Kubiniec made a motion to approve. Ashley Shanteau seconded and was unanimously approved.

NEXT MEETING DATE:

The next meeting date is scheduled for **Tuesday, May 3rd, 2022 at 3:30pm.**

ANNOUNCEMENTS FROM THE COLLEGE AND/OR DEPARTMENT

Michelle Volk made the following announcements:

We also have a new Vice President of Instruction who will start in January named Paul Wickline.

The college just started the full year scheduling process. This will begin starting in May.

PROGRAM APPROVAL UPDATES

Meghan Crozier spoke on the submission of the approval for the BAS. Because the process has taken so long, the Professional Education Standards Board had changed their approval process. The program had to resubmit due to missing information and forms. It was very comprehensive work; however, it was important to be able to add more detail. This resulted in more in-depth research about what assessments and field experience will look like. The hope was to have the final approval by January, but it has now been bumped to March. Once the program receives the proper feedback, enrollment and marketing can become more of a priority for the program.

This advisory committee is very important to the success of this degree. The data certification manager will be able to collect enrollment data, program progress, etc. to be able to update the board to be able to make the program even better.

Sarah Theberge agreed that it was initially a surprise, however it was very helpful.

Ashley Shanteau asked about how many students will be in the program. Meghan stated that it is set for 24 students. There is a lot of interest however the program cannot accept formal enrollment.

FIELD EXPERIENCE

Field Experience and Student Teaching

Year 1

- Q1: ECED 303 Language & Literacy Acquisition
 - 6 hours total
- Q2: ECED 304 Effective & Meaningful Curriculum Design
 - 8 hours total
- Q3: ECED 305 Observation & Assessment
 - 10 hours total

The practicum hours are self-placed. For those students who are not connected to a school already, the program would help guide and support them to find the connection. These would have tasks that are very specific to each course. Students might create lessons, teach, get feedback, have observations and assessment, etc. The hope is to get more experience and be better equipped as they progress.

Year 2

- Q4: ECED 305 Social/Emotional Guidance & Trauma Informed Practices
 - 3 hours/week – 30 hours total
- Q5: ECED 405 Residency Student Teaching I
 - 24 hours/week – 240 hours total
- Q6: ECED 407 Residency Student Teaching II
 - 27 hours/week – 270 hours total

Sarah Theberge spoke on college courses being designed to be lecture, lecture & lab or lecture & clinical. The program is more focused on the number of hours within the lecture hours itself. Mychal Irwin explained that seeing the overview made her feel more comfortable and relieved. As a placement specialist, this could easily allow student to find placements. Anything 10 hours or less does not require going through the student placement office. Anything 11+ hours require going through the office. She stated that these hours are very similar to the universities that she supports.

Anja Kubiniec asked about students already working at a pre-school. Does it need to be certified license or is it any type of facility? Would this fulfill the hourly requirements? Meghan responded that the student teaching residency is the only one that is truly protected. The goal is to make sure that the students have diversity of experience, different age groups, different settings, different scenarios, etc.

Ashley Shanteau spoke on making sure that students are in a place for an immersed amount of time so that they can really experience the day-to-day situations.

Meghan asked the committee if it makes sense for a candidate to be placed into a school for one year but have the 30 hours in the fall be in one place but the residency I and II be the longer term. Mychal answered that she places students in the larger blocks to develop relationships and connections. Students start to understand the process and systems. More hours are always better. However, Anja asked the question about students being paid. There needs to be some give to be able to do the program while also paying for school. Amy Campbell stated that her experience with student teachers is that they have enjoyed that consolidation of those hours so that they can eventually be able to take a substitute job to be able to get paid. Flexibility in how these hours is done is very important. Mychal suggested just getting rid of the hours/week and putting the total number of hours so that there can be an initial incentive of flexibility. Meghan pointed out that even though students are done with the hours, they are not done with the course until they are completely done with the term. Sarah spoke on doing more research with the college itself to see if the hours need to be more designated towards weekly seat time or a full quarter of experience. These courses listed are the ones that have in class experiences. Kayleen Taylor spoke about her experience with student teachers. Their pre-school hours were only 3-4 hours in the morning so internship hours could depend on the location. Students would still get all the content but might not get all the hours. Silvia Suarez's program is a full day. Kids come Tuesday-Fridays 8:30am-3:00pm. There are six classrooms with different hours and times.

MENTOR TEACHERS

This item has been scheduled to a later time.

DISPOSITIONS ASSESSMENT

This item has been scheduled to a later time.

MARKETING AND RECRUITMENT

Meghan stated that there were many questions from PESB. The goal is to make sure to target underrepresented populations. The program has worked hard to raise awareness and be as inclusive

as possible. She asked the committee what other suggestions they might have to help get this out there to the community.

Ashley Shanteau asked about reaching out to high schools. The program is currently sitting on all the advisory boards for the local high schools. Katie Morrison-Siewert would love to coordinate the program coming into her high school classes to speak about the pathway and the opportunity. She also spoke on attending the high school college fairs. Anja spoke on youth groups and church children's groups. She got into childcare and teaching from volunteering in the pre-school. Kayleen suggested reaching out to assistant teachers. Don Ludwig talked about working with the YWCA. They do a lot of work with teens and foster kids who have aged out. There are many programs between 18-25 year of age. It might be worth exploring as there is a lot of diversity in the people that they serve.

HIRING: DATA CERTIFICATION MANAGER

Megan stated that the program is about to release a new position. The job description has been sent to HR and they will soon be able to start receiving applications. Students will need to finger-printed, and background checked. All the data about field placements, assessments and prerequisites will all be included in this role.

Meeting adjourned at 5:02pm.

Minutes prepared SueAnn McWatters