

AGENDA & MINUTES

Attendees

Janice Broten (La Center School District)
Mike Esping (ESD 112)
Mark Gardner (Camas Public Schools)
Matt Hoffman (ESD 112)
Sara Kaviani (Evergreen Public Schools)
Jared Miller (King's Way Christian School)
Bill Oman (Evergreen Public Schools)
Jami Phelps (Vancouver Public Schools)
Elizabeth Price (ESD 112)
Jill Shelley (White Salmon School District)
Aaron Smith (Camas Public Schools)
LeAnne Strickler (Evergreen Public Schools)
Carla Sutton (Battle Ground School District)
Victoria Wells (Kalama School District)
Kathy Whitlock (ESD 112)

Agenda Items

Introductions

PEAB members introduced themselves and described their professional background.

Meeting Paperwork

Alissa Jolly discussed the procedures for submitting paperwork relating to the meeting including clock hour paperwork, substitute reimbursement paperwork and travel reimbursement paperwork.

PEAB Membership Orientation

Elizabeth Price gave a general overview of the ESD-U Program then lead PEAB members through a PEAB Orientation Training PowerPoint that addressed PEAB member responsibilities, how to review program data, program recommendations and responses, and end-of-year reporting. All PEAB members were given the New Members Handbook and Kathy Whitlock reviewed key sections in the handbook with the group.

Bylaws

Members reviewed the draft of the PEAB Bylaws and discussed amending Section IV: Members, Line E from "At least one college or university representative" to read "At least one representative from the ESD-U Program." Mark Gardner motioned to approve the ESD-U PEAB Bylaws with the amendment and Victoria Wells seconded the motion. The ESD-U PEAB Bylaws were unanimously approved.

Program Review and Feedback: Program Design (Standard 4)

Members were asked to review the ESD-U Program Design and provide feedback. They worked in a variety of settings including individually, in small groups, and as a full group. The following themes and questions emerged:

Program Design: Purpose & Conceptual Framework

- How will cost and payment be handled for the program?
- Who hires mentors and supervisors?
- How will the candidates be chosen and who will select them?
- How will the program ensure they are finding diverse and 'locally culturally competent' candidates?

Transition Elements

- How will test requirements (WEST-E, WEST-B, edTPA, etc.) be handled?
- How will the program define the 'disposition' of a professional educator?
- What is the program's aggressive recruiting plan?
- How will the program facilitate and provide support for Professional Learning Communities?
- Common barriers/concerns include:
 - Not all schools/districts are the same – the program will need to be individualized
 - Appropriate compensation for mentors based on their time/effort
 - Cost of required testing could be a barrier for some candidates
 - Smaller districts may not have many open positions for candidates
 - Finding qualified educators to teach candidates

Program & Instructor Collaboration

- How will collaboration be structured? How much time will be allotted?
 - Consider common prep times for scheduling
 - 1:1 time with instructor and do tasks side by side
 - Levels of support
 - Observations at own school and classrooms – not theory or generalization, but discussing specific students and issues
- What is the intention?
 - Outcome (change) vs. Output (product)
 - Common vision/goal that will be school specific
- How are we defining collaboration?
 - Formal vs. informal
- How will we manage cross-collaboration between teaching groups, schools, districts, etc. and how will we make it effective?
 - Observations at other 'expert' schools and classrooms
 - Job-alike collaboration
 - Have cross-district collaboration, especially for smaller districts
- What kind of social and emotional culture do we want to create for collaborating?
- How will we incorporate skills for managing adults?
 - Attend class, then get experience, then attend another class
 - Teach SpEd and ELL teachers to collaborate with GenEd teachers
 - Discuss putting systems in place, effective communication and complex situations
- How will we overcome common barriers of size?
 - Big groups can have lots of voices and experts that can sometimes be overwhelming and cancel each other out
 - Small groups may not have the right expert, or their experts are overcommitted

Diversity

- Members liked the current definition of 'locally culturally competent' diverse candidates
- Diversity is not just ethnicity – also includes socioeconomic status, religion, etc.
- Can districts handpick paras to try to make them as diverse as possible?

- Recruit candidates from within high school groups/teams, and from religious organizations, such as churches and youth groups
- Consider how education-careers are marketed at universities and colleges
 - Is often not as focused as other careers
- Opportunity for candidates to reflect on their own identities, experiences, culture, etc.
 - Will need to consider time constraints of program

Program Design & Field Experience

- What is the scope and sequence of observations?
- What will be used as observations for learning?
 - Job shadow OT, PT, speech therapist, etc. to learn what they do and how to use them as resources for students
 - Have a guide for them, so they can know what to expect
 - August observations of teacher setting up classroom for new school year
 - Peer evaluations and feedback
 - Possibly use videos for observation if getting to other locations is a barrier
- How to ensure that candidates get a broad observational experience?
 - Observe other schools/districts
 - Observe different ways of teaching
- What do we need to consider regarding our mentors?
 - Proper compensation for time spent away from classroom and family
 - Mentors could have candidates assist them with setting up classroom
- Can observation hours be a pre-requisite to the program?
 - Tie into the grant
 - Possibly use summer school classrooms to help fulfill the pre-requisites and link to the summer-intensive program
 - What about candidates who haven't worked in a classroom for a long time?
- How will these candidates compare to regular first-year teachers?
 - Monthly-check ins to discuss similarities and differences
 - Candidates may take twice the amount of time as first year teachers
 - Online classes and learning in theories may be a challenge for them
- What can we learn from CTE programs?

Survey

Members were asked to complete a survey at the end of the meeting.

Follow-Up Actions

- Members requested that a shared Google folder be created to share documents such as minutes, bylaws, handbook, etc.
- Elizabeth Price will email a copy of the PEAB Letter of Support for members to review and provide feedback
- Finalize date for next PEAB meeting and confirm with members

Next Meeting

The next meeting will be held in October, 2017 – exact date TBD.