

LEDE PEAB AGENDA

October 30, 2019 | 9:30-11:00 AM | UW1-361

Present: Tom Bellamy, Ed Buendia, Tyson Marsh, Jeff McCormick, Anthony Olney, Bethel Santos, Marla Veliz (via Zoom)

Not Present: Sarah Pemble, Niki Cassaro, Betty Cobbs, Michele Graaff

Administrator/Recorder: Toni S. Hartsfield

Item	Description	Purpose	Standard Addressed	Data Reviewed	Action and/or Recommendation
1	9:30-9:45 Welcome and Introductions New Members Vote to Approve <ul style="list-style-type: none"> Niki Cassaro, Associate Principal, Finn Hill MS and Alum New Faculty: Tyson Marsh	Orientation Information	1		Member approved: 4-0-0
We introduced ourselves to one another and welcomed new folks: Tyson Marsh, new faculty at SES and LEDE, and new board member Niki Cassaro, Alum representative. Nomination from the floor for new member Niki Cassaro. Veliz seconded. Approved:					
2	9:45-10:10 ECSEL Update <ul style="list-style-type: none"> Program Review W2021 Program Domain Report Domain: #2 Review 2, Candidate knowledge, skills, and cultural responsiveness 	Review & Recommendation	2,4		See RECOMMENDATIONS Below
<p><u>ECSEL Update (by Tom Bellamy)</u></p> <p>A non-degree, professional development program, as opposed to a degree program. Currently working on clock hours. Two year program. PESB program review changed with change in nature of program. Not being evaluated for outcomes, but evaluated with a site visit Winter 2021 and every 5-10 years. Between now and then, PEAB will be expected to look across all standards and document Board advice for these standards prior to site/ visit.</p> <p>Day long faculty retreat looking at student evaluations and examining design. Conclusion from feedback was more continuity between Year I and Year II curriculum Core topics, i.e. more cumulative 1st year to 2nd year.</p>					

PROGRAM APPROVAL STANDARDS (WAC 181-78A-220)

- Standard 1 - Professional Education Advisory Board (PEAB)
- Standard 2 - Accountability and Program Improvement
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(See Slides) Backwards Design - based on role and responsibilities of administrator/ed leader.

What's different in local SPED Director role - you're leading from middle - no direct supervision of teachers/principals, but responsible for overall quality of program. How to do: training, building capacity, building relationships Innovations from the middle of org means how do we take best expertise in content area and what is the most reasonable next step and coming more from the technical end.

Best research and best practices = access to this information

Building professional capacity -= supportive working conditions

Middle management - three concentrations:

- Leading your own SPED dept
- Supporting work of principals
- Supporting with colleagues across district

Measuring Outcomes - cannot really use student evaluation/assessment; organized around mission, vision, value

What is the dimension of quality and how well outcomes were achieved? (See slide for list of dimensions)

Program design and curriculum - designed seminars and added one additional to 5 to equal 6 and then grouped topics into three areas. Thus, developed 3 seminar strands across the two years (per slide)

- Blue = lead yourself and others
- Orange - lead the organization
- Green = lead the work

Effort this year - looking for ways to lower the number of seminar topics taught on Saturdays - aspiration for more depth in topics/teaching.

CEC standards - focused on what a SPED Director would do

Performance Tasks - give candidates a chance to demonstrate evidence in state standards (both LSEA and CEC) and still using our performance assessment model

Candidate Opportunities to Demonstration of Knowledge:

- Readings are summarized by our professional learning groups (PLGs). Individual reflection on readings and on Core Topics - broadening on each one of Core Topics - we will be able to assess the breadth of their knowledge. First time implementing, so we will know more re) effectiveness of this approach this year
- Leadership projects and performance tasks.
- Internship reflections.

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Core Topics Manual - building this right now and over time

- WA state standards covered in Core Topics
- Learning Resources - broader than syllabus (directed toward faculty)
- Performance Tasks within Core Topics

Equity - Disproportionate Impacts - Factors

- Assessment and Identification system - students are misidentified and students of color misidentified at a disproportionate level and/or caucasian students not being identified
- Curriculum and Structures that Influence equity - district can select a curriculum that doesn't develop basic skills or other skills, then can later identify or not identify students with special needs

Equity Assessment - an area for improvement. Not sure we have the assessment pieces that can accurately assess the equity piece

Comments/Questions:

- 1) What is preparation with ensuring compliance - SPED Directors have compliance responsibilities and where is this role reflected in curriculum?
A: Includes compliance at local and state, how do you "braid" funding. WA state history is 90% compliance focus, thus candidates are well aware and skilled at this. So, this is not a primary focus in curriculum
- 2) Social and emotional learning - what are social-emotional learning as responsibility in SPED Directors' and responsibilities of the school/academic administrators? IEPs address behavioral issues. If we are prosocial and social skills/thinking and social-emotional management, how are we addressing these needs via IEPs?
- 3) Equity - educational access and equitable education for all UDL is part of the curriculum
- 4) Behavioral issues - disproportionate discipline for SPED

SUGGESTIONS FROM THE BOARD

Within the curriculum, ECSEL should:

- Attend to leadership for compliance with special education regulations, particularly around the development and implementation of IEPs
- Include in curriculum skills for leading social and emotional learning, particularly in supporting development of IEPs that include social and emotional learning goals
- Ensure that our curriculum related to equity includes skills for leading universal design for learning (UDL), and addresses disproportionality in both qualifying students for special education and student discipline. In addition, members emphasized the importance of LSEA

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leadership for implementing multi-tiered systems of support as a way of avoiding some student equity challenges by helping schools respond quickly and effectively to student difficulties.

- Ensure that our curriculum related to equity focus on every student accessing the school's core expectations, so that all students experience the same rigor and high expectations.

Finally, PEAB members affirmed and were very supportive of focusing the first year of ECSEL on leadership for special education at the school level and underscored the importance of candidates building skills across disability groups and age levels during the first year. Board also expressed concern with the high level of turnover among special education teachers and leaders, and PEAB members emphasized leadership in this is an important part of LSEA preparation.

ECSEL program director/faculty have addressed most of these areas already in their curriculum planning over the last few months. At next meeting, Tom will provide a short written report to document the faculty's discussion and any adjustments made after considering the PEAB's suggestions/recommendations.

LEDE/ECSEL - Tyson interested in connecting these two programs more significantly, especially with equity as common thread within the programs.

NorthShore Today (From Bethel)

Schools today - shift over the years, responses shifted to social-emotional SPED needs

- Large task for administrators - How do students access core expectations unless we are exposing to core expectations removing rigor for these students, so how do we make sure that our kids in general classrooms are making progress and have these core expectations. SPED Director responsibility to work principals, and this is an opportunity and an area of professional development.
- Understanding in differences in needs and intersectionality of language (ESOL) and SPED
- Northshore has moved to regional support for K12 and these directors supervisors speech pathologists and OPTs
- Burnout - high level of attrition, so how do we keep good people?

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3	<p>10:10-10:50 LEDE Update</p> <ul style="list-style-type: none"> • Graduate Landing Report (Michele) • LEDE Part 1: Numbers & Context (Jeff, Michele) • Partnerships and Program Revision (Tyson) <i>Equity Directors, EPS, Mukilteo, Northshore; Program Retreat; LEDE Part 1 Curricular Revisioning</i> • Admissions and Recruitment (Tyson, Michele, Jeff) <i>Online Information Sessions Materials for Distribution (Postcards, etc.) Equity work</i> • Seeking Input and Information: <i>Standard 4 (Program Design); Standard 5 (Knowledge and Skills)</i> 	Input & Information	2,3,4,5			
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GRADUATE REPORT (See handout) Jeff shared report of graduates. Most were in new positions in 2nd year, so promoted after 1st year. (see list provided).

Corrie offered two positions, Adam was a Teach for America (TFA) Grad and offered Monterey CA position and with two internal CA candidates. Many wanted to take more time in Year I - flexibility for students to have more leadership experience and has a positive impact on their success. Cohort structure - Professional Learning Groups (PLGs) during program and alumnus are still consistently meeting once a month after graduation/placement

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PARTNERSHIPS AND PROGRAMS

Program faculty have been and will continue to connect with existing and new partners, as Tyson is not new to ed leadership, just new to NE and NW area. Thus, his outreach is focused on Equity Directors, EPS, Mukilteo, Northshore, specifically:

Dr. Kim Armstrong and Equity Directors - connected with this group and plan to attend upcoming meeting/event.

Northshore HR Director - Tyson will connect with folks and especially this person

ADMISSIONS and RECRUITMENT

Planning for and implementing on-line information sessions, as well as producing a postcard mailing.

STANDARD 4 Review - unable to review as we ran out of time.

4	10:50-11 Evaluation					
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