

LEDE PEAB AGENDA

February 25, 2020 | 9:30-11:00 AM | UW1-361

Prospective Attendees: Tom Bellamy (Zoom), Ed Buendia, Tyson Marsh, Jeff McCormick, Niki Cassaro, Betty Cobbs, Shaun Monaghan, Anthony Olney, Sarah Pemble, Bethel Santos, Marla Veliz (Zoom)

Not Present: Michele Graaff, Debbie Kovacs, Sarah Pemble, Bethel Santos

Administrator/Recorder: Ann Busche

Item	Description	Purpose	Standard Addressed	Data Reviewed	Action and/or Recommendation
1	Welcome and Introductions <ul style="list-style-type: none"> • Approval New Member • Approval of Minutes 		1,3		
Special Welcome to Debbie Kovacs, Executive Director of Human Resources, Everett School District					
2	LEDE Program (Tyson, Jeff) <ul style="list-style-type: none"> • Recruitment and Outreach • Summer Institute • Program Development 	Provide report and updates on recruitment and outreach, LEDE Summer Institute, and progress on program development	2, 4, 5		
3	ECSEL Program (Tom) <ul style="list-style-type: none"> • Curriculum Update • Cohort Update • Standards Review 	Respond to the PEAB's recommendations related to	2,4	ECSEL Faculty Response to PEAB's recommendations	

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

- Standard 1 - Professional Education Advisory Board (PEAB)
- Standard 2 - Accountability and Program Improvement
- Standard 3 - Program Resources and Governance
- Standard 4 - Program Design
- Standard 5 - Knowledge and Skills

		<p>Standard 2 from previous meeting; report on ECSEL candidates and cohorts, including current status of recruitment for Cohort 5 (Standard 1). Time permitting, our discussion will also include an overview of our responses to state and local workforce needs (Standard 4)</p>		<p>Data will include districts of graduates and current candidates, status of prospect list for Cohort 5,</p>	
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RESPONSES TO RECOMMENDATIONS FROM THE BOARD (previous AUT19 Mtg)

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

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- 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 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.

4	Program Review (Ed)		2		
5	Evaluation (Ann)		1,2		

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