

**LEDE PEAB AGENDA**

**April 29, 2020 | 9:30-11:00 AM |Zoom (Meeting recorded)**

**Attendees:** Tom Bellamy, Ed Buendia, Tyson Marsh, Niki Cassaro, Betty Cobbs, Debbie Kovacs, Shawn Monaghan, Marla Veliz, Michele Graaff, Sarah Pemble, Bethel Santos

**Not Present:** Sarah Pemble, Bethel Santos, Anthony Olney

**Administrator/Recorder:** Toni S. Hartsfield

Item	Description	Purpose	Standard Addressed	Data Reviewed	Action and/or Recommendation
1	9:30-9:45 Welcome and Intros		1,3		
2	9:45 - 10:10 ECSEL (Tom) <ul style="list-style-type: none"> <li>Recommendations Report (2/25/19 Brd Recs)</li> <li>Program Domain 1 (Students)</li> </ul>	Info and Discussion	2,4	<a href="#">Recommendation Report</a> <a href="#">DOMAIN I: Candidates &amp; Cohorts</a>	

ECSEL applicant deadline extended to May 15.  
ESD Special Education - emphasis on state-wide opportunities to be involved. Large effort for applicants across the state and in every ESD in the state to make sure application of standards does not disadvantage districts with under-represented populations and rural ESDs. Candidates come from across the state. While successful in this type of inclusion. Less successful in diverse applications. Recruited 93 % white prospective candidates  
Requirement is letter of rec Special Ed Director and letters from EDS.

**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
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- Standard 5 - Knowledge and Skills

15 applicants and another 5 in progress - we may have 25% increase in enrollment. Applicant % down at time we switched from a masters degree to a certification program.

First online course completed and went very well.

Alumni - once a year gathering at WA state special education directors conference.

Two things to solve

- 1) Reinstate the degree - not critical but would make a difference in the applications
- 2) Partnership with state doctoral program for pathway for candidates to achieve a doctorate

Q&A

Q: What is current marketing?

A: Alumni network, ESD directors networks; annual mailing all state special ed directors are connected and use this network and have at least 2 email contacts, state conference for local special ed professionals via WASA

Q: What is the landscape of other competitive programs in State?

A: Three ways to get formal credential - typically folks go through a principal administration program. Our is the only specialized program in the state.

Q: Desire to have diverse pool of candidates, What is possible to impact this?

A: We will need to work earlier with people in their career as this is where we would find diverse pool Best option may be to work with WEA at this point. We can work more deeply with Directors and district professionals to assist in mentoring and encouraging

Everett - preparing New Principals programs

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3	10:10 - 10:35 LEDE (Tyson) 3 Year Plan/Goals <ul style="list-style-type: none"> <li>• Partnerships</li> <li>• Recruitment</li> <li>• Program Development</li> </ul>	Info and Discussion	2, 3,4, 5	<a href="#">3 Year Plan/Goals</a>	
<p>Tyson shared his 3 year plan.          Launching this summer - Equity Institute</p> <p>Q&amp;A</p> <p>From Betty Cobbs: Striking after reviewing model from last meeting was the inclusion of community engagement internship - this has been a missing piece. Including this is an important component. Second board member echoed this.</p> <p>Excited about connection to Snohomish Diversity and Equity group.</p> <p>Q: Summer Institute - elaborate please?          A: Placed in summer as equity is primary in our work ; Online models that speak to historical and present on equity - understand power and how power moves through policies and practices; STI curriculum standards will also be part of curriculum; Cohort, intimate experience and in fall will be expanded upon to</p>					
4	10:35 - 10:50 COVID Impacts <ul style="list-style-type: none"> <li>• Current programming</li> <li>• Contingency planning for Autumn</li> <li>• Employment landscape</li> </ul>	Info	2,3,4		
<p>Social distancing and closure of districts will be hurting students in ability to complete their degree.,          Contingency planning to retain continuity in instruction and field base experiences,</p>					

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What should our School/program be mindful of?

Everett : online instruction, will need to engage with leadership team. has worked with online universities, nothing can completely replace face to face experiences; career landscape - people returning to work  
Students left our schools are not the same students that will return; will have a lot of students and families still in trauma - needs to be recognized and will also be a factor for staff. It will be and look differently in serving families and staff - and what do we need to do to continue to serve students/families in new ways, especially since

COVID has laid bare long time inequities and we will need to deal with these as well.

Leadership Opportunities in state for supporting our kids

800 hours - 270 internship hours serving kids in school while children are present. Licensing may be delayed and not possible for next year if not able to return

New Horizon - as a special education school planned 3 weeks prior to closure. Heavy and grueling effort.

Fully online system - engage in face to face contact with their teachers, students planning spring social. Lack of contact with teachers is missed, and challenges for students at home in terms of getting out of bed, schooling themselves at home.

Students are not as organized, not as able to manage time, and not as adaptable as educators thought - these are skills to still teach our children to build resiliency. Leaders could consider/reflect on what would have happened if they were in a pandemic at a graduation time and in school.

Strategies to adjust LEDE curriculum

- Make sure there are sample lessons for a three hour period a couple of days of week
- Channel with ongoing learning opportunities
- Our SES faculty are responding without question, not shying away and taking responsibilities in critical ways
- Asynchronous Saturday meeting and how to stagger time and to not create an exhausting experience.

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Re-envisioning education from a distance - response was to take what they had / what they knew and just transfer it on line. Really need to rethink student learning and teaching online.					
5	10:50 - 11:00 Evaluation Complete and send to <a href="#">Toni</a>		1,2		

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