



**BASTE(PEAB) -MINUTES**  
**June 4<sup>th</sup>, 2025, at 4:00 PM**  
**Zoom**

**Members Present:** Amy Campbell (Co-Chair), Special Education Teacher, Camas School District (CSD 117); Anja Kubiniec, Music & Early Childhood Educator; Katie Siewert, VPS CTE Programs, Vancouver School District; Kayleen Taylor, Elementary School Counselor, Evergreen Public School, Burnt Bridge Creek

**Guests:**

**Members Absent:** Jenn Flores, Fifth Grade Teacher, Vancouver Public Schools; Meka Riggins, Director of Workforce Development, Child Care Aware of WA

**Labor Representative:**

**Clark College:** Coco Hoover, Department Chair, Clark College; Terry Haye, BASTE Data Certification Program Manager, Clark College; Don Ludwig, Instructor, Sociology Dept. Chair & Behavioral Sciences Division Chair, Clark College; Michelle Mallory, Instructor, Clark College; Meghan Crozier, Instructor, Clark College; Niira Krupnick, Career Development & Engagement Specialist, Clark College; Kathrena Halsinger, Interim Dean of SOFA, Clark College; Elizabeth Flores, Advisory Coordinator, Clark College; Sarah Theberge, ECE/FLPC Faculty, Clark College

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The meeting began at 4:04 PM, and a quorum was met.

**NEXT MEETING DATE**

The committee will meet next on Wednesday, November 19, 2025.

**MINUTES OF THE PREVIOUS MEETING**

The minutes from the previous meeting on March 5, 2025, were approved.

**COLLEGE UPDATES**

Kathrena shared that the college is hiring for nine positions. There has been a failed search for the Vice President of Human Resources; however, the college is close to a decision for the Vice President of Student Affairs.

Kathrena shared that the college hosted its tenure reception on June 3, 2025.

Kathrena shared that the college has met its enrollment targets and there are no budget cuts, with overall stability.

## **DEPARTMENT UPDATES**

Coco shared that cohort two is preparing for their pinning ceremony on June 12, 2025, from 6-7:30 pm.

Coco shared that in cohort three, the program has several teacher candidates who have received their residency placements at various schools. However, the program was notified that some school districts are not accepting student teachers at this time.

Terry shared that Camas has informed the program of staffing issues; therefore, they cannot take on residency candidates at this time. The program is working with all partners to ensure student residencies.

Coco shared that cohort four has 14 applications for fall 2025, along with others that are still pending. The goal is to recruit 20-25 teacher candidates.

Katie inquired if Vancouver Public Schools (VPS) has been a resource for placing student teachers or if they can support the last few student teachers.

Terry responded yes, and some students were placed with teachers. However, the program is still in contact with VPS regarding students who requested VPS.

Terry shared that students who requested Evergreen have been placed there.

Katie offered to reach out to Cindy to check on the status.

Don shared that the program received approval to hire two Indigenous consultants. Their role will be to enhance the curriculum, generate new ideas, and strengthen social sciences courses, while also working to embed this enriched content across the broader campus curriculum.

Don shared that, thanks to donations from the Penguin Give Day fundraiser, funding is now available to develop an Indigenous resource library for BASTE students. He will collaborate with the consultants to select appropriate materials for the library's collection.

## **Vancouver Rising Educators/CEEDAR Grant Update**

Terry shared that the program applied for a recent grant to reduce barriers for students.

Katie shared that Vancouver Public Schools developed the Vancouver Rising Educators (VRE) project, and the program received \$5,000 in funding. The funds were used to provide food, beverages, and incentives, such as gift cards, for student meetings. Clark College serves as the primary educational partner in this initiative. Through the project, VRE students had the opportunity to enroll in college courses, with the overall goal of strengthening relationships between partners. The project culminated in the creation of an infographic to showcase its impact.

Katie shared the outcomes and success stories of some candidates, including:

- Diverse workforce.
- Hire BIPOC.
- Help unrepresented members of the community.

Don discussed the student benefits of being a part of the partnership.

Kayleen shared social and emotional learning advocacy lessons, and the school district approved SCL education.

Coco asked if there were specific minutes assigned to it.

Kayleen shared that, at the elementary level, students currently participate in daily 15-minute community circles. In addition to these circles, there will be 30 minutes each week dedicated to structured social-emotional learning lessons. The next goal is to gain district approval for the Second Step curriculum, which has not yet been officially adopted. The team is currently evaluating options to determine which curriculum counselors will be using moving forward.

### **Professional Development**

Terry shared her experience attending the BASTE Network Retreat at Highline College last week, where she met with representatives from other teacher preparation programs. The focus was on uniting voices to collectively advocate for their programs, particularly in conversations with the Professional Educator Standards Board (PESB).

Coco shared her experience attending the National Conference on Race and Ethnicity (NCORE) conference in New York City regarding higher education. Some items included:

- Empowering Latine students through comprehensive support services and research.
- How LGBTQ centers fail queer students of color (and what we can do about it)
- Honoring Indigenous Lands: negotiating cultural consciousness and responsibility to Kanaka Oiwi.
- Black Girls' Interpretation of Vibe as a power metric.

Sarah shared that she recently completed the Equity Institute alongside faculty from UC Berkeley. One key takeaway she highlighted was the development of a racially conscious classroom mapping tool, which analyzes the relationship between student demographics and academic performance. She noted that this tool is a valuable resource for fostering more inclusive and equitable learning environments.

Terry shared that member engagement was discussed at a recent PESB board meeting.

Terry shared that the program is currently undergoing an official review for the years 2019–2024. The Professional Educator Standards Board (PESB) conducted 14 initial reviews, resulting in seven programs receiving full approval. However, those seven still required focused follow-ups. Among newly established programs, the approval success rate was approximately 50%.

Terry shared that it's a good opportunity to review and assess needs and goals and welcomed committee feedback and comments.

Don has shared the benefits as revisions have been made.

Amy shared that the process is important to achieve all the standards as the program is growing and fine-tuning. Amy noted that as a teacher mentor, it can be challenging, but as a board, they are hoping to address this with a more reflective part as we are developing early skills educators.

Amy discussed the importance of reflective questions for institutions before developing a program. Additionally, it has been an iterative and collaborative process with stakeholders.

### **Program Review Experience**

Terry discussed the PESB review process, and the program conducted an orientation as a group. The program goes through each standard, submits, and meets. The review team will meet again and go over the findings. The November PESB meeting will be in Vancouver, and the program intends to present in person.

Amy shared that the board receives the report two weeks in advance and goes through the standards.

Katie shared her experience working with the review team, including how the team coordinated by dividing up the questions and organizing their approach in the days leading up to the final determination.

Don shared that it was a great collaborative experience, and there is a lot of support being done outside of Clark College.

### **Domain 3 Standard D Novice**

Terry discussed the domain 3 novice practitioners and posed a question to the committee: how do we prepare our candidates to be teachers? The program was able to ask 3 graduates for feedback and questions.

Terry shared that some of the findings were that students felt less prepared to write resumes specifically for teaching. The program began brainstorming for the next group and their preparedness.

### **Candidate Survey**

Terry welcomed committee feedback and suggestions on the survey input. Terry posed the question: What do we want to know from our candidates as they leave the program in an exit survey?

Kayleen suggested student feedback on whether there is anything they encountered in their student teaching that they wish the program covered in classes.

Anja recommended asking if candidates want to stay connected and continue to share their experiences.

Don would like to hear from students on their overall experience and what ways classes could have connected better or been strengthened. Additionally, is the program threading equity in all the classes? And if there's something we can do this better.

Terry discussed a potential lesson plan template, and the current group that is graduating seemed to have benefited from the template.

Niira shared the rigorous steps of APA and suggested further APA education if they plan on moving on to graduate school.

The meeting adjourned at 5:30 PM