

# K-12 Basic Education Compensation Advisory Committee

April 14, 2022

## Meeting Summary

Committee Members Present: Brandy Strait, Cindy Kelly, Denise Reddinger, Kayalyn Stewart, Keri Hutchins, Lyn Nakashima, Michelle Scott, Naila Prieto-Duval, Nancy Chamberlain, Shawn Brehm, Shawn Lewis, Shreya Shaji, Tom Seigel

Time	Agenda Item	Summary
4	Welcome	Committee Chair, Shawn Lewis welcomed the Committee and led introductions.
4:05	Land Acknowledgement and Presentation (OSPI and WEA): National Board Bonuses and Teacher Residency	<p>OSPI Assistant Superintendent of Educator Growth and Development, Cindy Rockholt, led the land acknowledgement and presentation on National Board Bonuses and Teacher Residency with OSPI Program Specialist, Steven Mueller and WEA staff, Nasue Nishida. (PPT)</p> <p><b>Questions/Comments from Committee members on National Board Certified Teacher (NBCT) bonuses:</b></p> <ul style="list-style-type: none"><li>• National Boards completely transformed my educational practices</li><li>• Potentially it's a 10k + bonus, is that correct? (Correct, if the NBCT serves in an instructional role in a high poverty school).</li><li>• No Native Americans participated? (The chart shows zero because it is less than 1%--There are 36 Native American NBCTs. We are working with the BIE to pay for teachers in Compact Schools to become a NBCT and are looking at other ways we can support our Tribal schools as well. We do have some programs to recruit more Native American teachers).</li><li>• Do not like the "two or more races" demographic category.</li><li>• Do you have to have a certain level of education in order to apply to become a</li></ul>



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		<p>NBCT? (Yes, you have to have a valid teaching certificate and at least 3-years of teaching experience).</p> <ul style="list-style-type: none"> <li>• Could the 10k potentially be more than 10k depending on where you are? Is that every year? (Yes, every year for the duration of the certificate which is 5-years and it is for full or part-time teachers).</li> <li>• Is there any data on teacher retention of NBCT vs. non NBCT? (Yes, Dan Goldhaber did this study and delved into retention of NBCTs. They are retained at similar rates of other teachers in the state. They tend to stay in the schools in which they are serving. Some of them do tend to leave the classroom like instructional coaches or instructional facilitators or principals. Even if they don't stay in the same classroom, they are staying in education).</li> </ul> <p><b>Questions/comments from Committee members on Shortage, Retention and Residency:</b></p> <ul style="list-style-type: none"> <li>• Can we look at the state definition of residency?</li> <li>• We could use specifics around apprenticeship and residency in terms of what statutory change would be necessary, what type of things OSPI and PESB could do through rule changes, and what kind of funding would be necessary to address the paid residency program? What is the appropriate amount? (Residency Technical Advisory Workgroup is currently meeting on this. Cindy can come back after their May meeting, if the Committee would like.)</li> <li>• Are you thinking about including teachers who are coming out of alternate route programs in this residency? (The state definition is currently being looked at by the Residency Technical Advisory Workgroup and may be updated. Some do meet the definition of residency).</li> <li>• Ohio used to have a cadet program which is similar to this and where student teachers would get paid while student teaching. Are there other states that are doing something similar to this? (Yes, there are. The Residency Workgroup has called forward many others states that are doing this work—Louisiana, New York, Pennsylvania, to name a few. We are also working with the Learning Policy</li> </ul>

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		<p>Institute (LPI) to help us pull together, where this is working in other places in the nation. New Mexico has an intriguing model).</p> <ul style="list-style-type: none"> <li>• Would like to have Cindy and her team come back in June, after the May Residency Workgroup meeting and share findings and recommendations in writing or conduct an oral presentation.</li> </ul>
5:05	Presentation (PESB): Alternative Pathways and Grow Your Own Programs	<p>PESB Executive Director, Erica Hernandez-Scott and Program Manager, Jack Busbee led a presentation on Alternative Pathways and Grow Your Own Programs. (PPT via Google doc)</p> <p><b>Questions and Comments Received from Committee Members:</b></p> <ul style="list-style-type: none"> <li>• In the map of Washington which shows where these alternative programs are, it does not appear to be evenly distributed. (PESB has an updated page to show where all the alternative route providers are located which can be found at <a href="https://www.pesb.wa.gov/pathways/alternative-routes-to-teacher-certification/find-an-alternative-route-program/">https://www.pesb.wa.gov/pathways/alternative-routes-to-teacher-certification/find-an-alternative-route-program/</a>).</li> <li>• What does this mean for paraeducators who do not wish to be a teacher? (We have the Paraeducator Board for paraeducators who look at what it looks like for paraeducators and how to create room for career growth. We are currently in the process of exploring this and more information on paraeducator certificate programs can be found at <a href="https://www.pesb.wa.gov/paraeducator-certificate-program/certificate-options/">https://www.pesb.wa.gov/paraeducator-certificate-program/certificate-options/</a>. Currently, the State requires districts to provide 98-hours of training in their first).</li> <li>• Will PESB have a funding focused proposal? (We can bring that back at a later time, yes).</li> </ul>
6:00	Scheduled Break	
6:10	Presentations Debrief and Key take-aways	<p><b>Questions/Comments/Key Take-aways from Committee members:</b></p> <ul style="list-style-type: none"> <li>• Many presentations have been talking about the need for mentorships. There is a high need for that for all staff in the school system.</li> <li>• We need to find a way to recognize and create an avenue for nurses, speech</li> </ul>

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		<p>therapists, counselors, etc. to be eligible to apply for NBCT. This should be an equal certification for all.</p> <ul style="list-style-type: none"> <li>• Compensation in some form addresses the bonuses, conditional loans and forgiveness, and retention and training.</li> <li>• Can we look at the Dan Goldhaber retention study again? I would like to see the data on teacher retention of NBCT. Advancement to other education roles also has positive aspects. I would also like to see data on the high poverty school retention rate and highly qualified teachers in high poverty schools.</li> <li>• With the focus on wanting to recruit and keep good teachers and teachers of color, the focus should be more on alternative routes and high school programs and mentorships and not so much on the NBCT program. Three years is still very early, and a lot of teachers are not ready for NBCT at 3 years. We may have some teachers leave if they go in to the NBCT program too early. It is a stressful program. We should not just throw out first year teachers after one year of a mentorship program. Should be a waiting period of a minimum of 5 years for teachers to go in to the NBCT program.</li> <li>• My takeaway from this is that the maps that we keep seeing and the little dots that are placed are mostly in the Seattle area and then scattered once you go east. These mentorship programs and these things that are already in existence—wouldn't it be great if it was statewide and what impact that could make.</li> <li>• Shocked by the fact that there are basically no dots in my areas of the state (eastern side). How can we support Grown Your Own Programs at the ESD level and work through ESD office? The eastern side of the state needs support as much or more than any other place in the state because they need staff there. What can we do to increase that?</li> <li>• Love the Grow Your Own Program and found the information fascinating. Does that grant cycle start over/will it be available again?</li> <li>• Seeing many of these programs are determined by the district and many high poverty districts may not have the resources to carry out these programs or</li> </ul>

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		<p>teachers wanting to support these programs. What is it going to take to offer it statewide?</p>
6:25	<p>Review of Proposals (Google doc)</p> <ul style="list-style-type: none"> <li>• Benefits and Concerns</li> </ul>	<p>The Committee members will continue their review and add benefits and concerns to each proposal.</p>
6:45	<p>Stakeholder Comment Period</p> <p>The amount of time provided to each stakeholder will be limited up to 5 minutes – or less if the number of commenters exceed the time available before the end of the scheduled meeting.</p>	<ul style="list-style-type: none"> <li>• Jim Kowalkowski shared with the Committee recommendations, thoughts, and a proposal for consideration: <ul style="list-style-type: none"> <li>○ Look at the 9 recommendations that the previous Compensation Committee made.</li> <li>○ This is really important work.</li> <li>○ So much district funding depends on levy's.</li> <li>○ Before the pandemic, it was challenging for rural districts to hire and retain staff. If you can get them, they tend to stay. The hard part is getting them to come to a small/rural district.</li> <li>○ The pandemic has had a tremendous impact on the supply of teachers and substitute teachers they have available.</li> <li>○ Bring back the Staff Mix or something very similar. The staff mix was much more equitable.</li> <li>○ Currently, each district is having to bargain their own salary schedule, despite many districts not having the local levy dollars to compete with richer districts.</li> </ul> </li> <li>• Rebecca Purser provided the following comments and feedback to the Committee: <ul style="list-style-type: none"> <li>○ Enrolled Suquamish Tribal member and Native Educator Pathways Program Supervisor at OSPI</li> <li>○ Role at OSPI is currently supported by OSPI ESSER project funds. The intent of this position is to recruit, retain, and support Native and indigenous educators.</li> <li>○ The Office of Native Education at OSPI is in the process of creating an</li> </ul> </li> </ul>

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		<p>advisory committee of about 10 members to work in partnership with Title II, Part A, PESB, WEA, WSIEA, WSNEAAC, and the Tribes to look at how to support this work.</p> <ul style="list-style-type: none"> <li>○ Tossing around the word “cultivate” and cultivation of our educators instead of “pathways”.</li> <li>○ 3<sup>rd</sup> grade data is used in all kinds of arenas—why not use that data for our educators as well?</li> <li>○ Need to look at the overall well-being of educators.</li> <li>○ Stories of Native educators need to be brought to light.</li> </ul>
No later than 7 pm	Adjournment	The next Committee meeting is April 28 and will focus on base pay amounts.