

Yadira She/Her/Ella 0:00

Purchase like, do we have to purchase it? Because I don't think it's offered to us through

Bobby Becka 0:04

most of these are otter. I Well, last time somebody had a note taker, it sent me the notes too.

Yadira She/Her/Ella 0:18

Yeah, yeah. The thing is, we might scribes,

Bobby Becka 0:23

yeah, we might get somebody's notes,

Yadira She/Her/Ella 0:26

yeah, no, I just, it's the tool I'm interested in. Like, how good is it? Just have to do. So I was being cheap because one of my because when you're a teacher, are you not? So I was being cheap and I did not want to purchase

Bobby Becka 0:40

frugal. Frugal. The word is,

Yadira She/Her/Ella 0:45

I was like, Do I really need that? And guess what? I had to interview somebody in for so when I did my interview, and I had to do the transcription, because I talk a lot, and then the other person talks a lot, you do an hour transcribing turned into 128 pages that I had to go through, yes, yes. And I had to do that because that was Yeah, yeah. So yeah, just learn my lesson. I will purchase it.

Bobby Becka 1:16

I Shannon, you have a you have a note taker that you use,

Shannon Turmon 1:23

not really. I haven't. I don't spend very much time on Zoom anymore or online at all, so I haven't really needed it. We use glean on our campus for note taking with our students. So if I have to do any recording, because I that's part of our DSPs program, and I teach all DSPS students in my program for guidance study. So I I will use glean in our classroom, but I don't have to do anything for notes, for anything else.

Yadira She/Her/Ella 1:57

So now we have another one. Fireflies. I'm as I'm looking at the I'll look through the chat. Thank you everybody. That's actually wonderful. That's going to help me.

Bobby Becka 2:05

I think I've used both of those. I do have otter on my phone. I don't

know why, and you check

Yadira She/Her/Ella 2:11

if you connect me to your account, please. Thank you.

Bobby Becka 2:14

Okay, I'll see if I can add you.

Yadira She/Her/Ella 2:17

Why don't we? Okay, so let's welcome everybody, because we do have a lot of people. Welcome everybody. We're just having a casual call. Having a casual conversation on our daily lives with Bobby, because we never see each other.

Bobby Becka 2:28

I'm going to start the recording. Okay,

Yadira She/Her/Ella 2:33

so, yeah, welcome everybody. We're so happy to see you on a Friday, it's 1130 so thank you for spending time with us and sharing with us. We, you know, we're just joining to kind of share out a couple of things. And I think Bobby will put the, I think she already did, or the agenda on the on the chat box, but,

Bobby Becka 2:54

yeah, I didn't, but I will.

Yadira She/Her/Ella 2:57

Thank you so and just you know yadirano From Antelope Valley College. Thank you all for being here. If you want to go ahead and introduce yourself on the chat, that would be amazing. And so Bobby is usually the one who will put the Zooms together and really keep us together. Bobby, do you want to introduce yourself? People? Know, you already know. But what do we have new people?

Bobby Becka 3:20

Yeah, we might have new people. I'm Bobby Becka. This is my side job. Work as the webmaster for the website and manage the social media for the California Community Colleges TPP programs. I just help you guys where I can. I'm not a teacher, I'm a grant writer. So that's me.

Yadira She/Her/Ella 3:47

Thank you. Lea, do you want to

Lea Martinez 3:52

Hello everyone? I'm Lea Martinez from Rio honor College. I've been in education for almost 17 years now, and I'm just happy to support, you know, whatever they need here, Yadi and Bobby and Shannon and Kathleen. We've all been together in this journey in teacher preparation, and I'm just happy to continue to help.

Yadira She/Her/Ella 4:17

Thank you, Lea and do we have anybody else wants to if you're more, if you're comfortable, or she, you know, introducing yourself and we haven't met you, please feel free. Sometimes I like that better than typing, but it's up to you.

Shannon Turmon 4:33

I do see a lot of familiar names here, which is great.

Yadira She/Her/Ella 4:36

Shannon, introduce yourself while you're

Shannon Turmon 4:40

I'm Shannon Turmon. I teach education, and I run our education program at Lamar college, and I have been part of TPP since I've been onboarded at Lea more college. So we're actually, like 13, almost 14 years in now on this alongside, so it's been great, awesome.

Yadira She/Her/Ella 5:00

All right, Bobby, take it away. You're muted.

Bobby Becka 5:09

I did drop the agenda in the chat just a second ago. I

Bobby Becka 5:24

Kathleen's on here somewhere.

Kathleen White 5:31

I am good morning. Everybody, almost Good afternoon. Kathleen white, I lead the ECE edu regional joint venture for the San Francisco Bay region, and later on, I'll announce, well, I can do it right now because it's a short announcement, but you may want to take a look at Assembly Bill 2206, It's still in formation. It's a bill sponsored by Fong, and he typically sponsors Community College related legislation. It's a very general bill right now, and I believe the chancellor's office was working on it, and it does have to do with developing a model community college teacher ed program tied to a BA so it's not very clear. It was just introduced in February. It's still being drafted, but just keep that on your radar as the bill moves through. We may want to get more details about it and see where it goes. So it's 2206, again, it says looking at a model teacher prep program tied to a BA so in a community college. So take a look at what it says. It's still being written, but it's interesting anyway, and I did ask Sheree, she said it was a placeholder to be developed later, but it does show up now.

Bobby Becka 7:12

I dropped the link in the chat for you.

Kathleen White 7:14
Great. Thank you, Bobby.

Bobby Becka 7:16
Well, for everyone, yeah, I

Bobby Becka 7:29
Okay, well, Shannon, you're actually the first on the agenda. Do you
Do you want to start

Shannon Turmon 7:38
sure I was just pulling up to make sure I could share my screen. I do
have one thing to kind of show a pathway that we just recently
created. We're working with pro youth and a couple of other programs
in our area to finish up a pre apprenticeship program through the
community college for education. I know there's been a lot of red tape
getting through to even where we are at currently, as we're pushing
forward in development, but we've been working alongside Fresno State,
and so our pre apprenticeship program will finish and match right up
with the apprenticeship program in education that Fresno State was
just able to work on and get approved. So we're building in as as we
go to try to ensure that pathway is clear. Let me see, like I said,
I'm not on Zoom very much anymore. I'm trying to make sure I open the
right link. Okay, so hopefully you all can see my screen. This is our
pre apprenticeship pathway that we've created at Lea, more college. So
this would be for students in high school starting out and they would
complete by the end of high school, when we're all said and done most
of their a credential or a degree towards working towards Fresno State
so that they can do the apprenticeship program at Fresno State,
alongside still being in a program at Fresno State, on on campus,
depending on their pathway, and so we've worked in our courses
specifically for our students. And we're on we're a semester college,
but we have eight week courses, so the first eight and the second
eight week. So this is developed specifically where students will
start out taking an 18 week course. In their first year they'll be
taking those and then in the in year two, they'll be taking eight week
courses to ensure that we complete their their coursework in a timely
fashion. This is right now. This is just our template as we are. Have
just sent off for for the next phase of approval. So that is something
that we are working on. And I, at first was not invited to the table
in the development until they got to the curriculum components. So we
had someone in CTE working on this on our campus, and realized that
they needed somebody to come in and say, Oh, wait, we need to look at
mapping and curriculum and coursework. And they're like, I guess we do
need faculty for this. Yeah, we do. So that's where I came in and
started building. And this is kind of where we've landed so far. And
it's going to be an interesting mix, because the high school students
will be working for ProYouth like an after school type program
situation. So they'll be in school during the day, taking these
classes online and working. Then ProYouth will hire them to also work

in after school programs in our area, and some of that is also going to be led throughout the summer. So they'll be running summer programs, and that's where they'll get the bulk of their hours completed for those apprenticeship so that's kind of where we're at right now with our apprenticeship program, and we also just recently launched our bachelor's degree through Fresno State on our campus. So our students are coming in, finishing up two years with us and then two years with Fresno State on our campus. They're there four days a week that they will complete their bachelor's and their credential in five semesters. So they're we're moving and developing. So we have a meeting next week to decide what summer school is going to look like. Going to look like, since it's brand new on our campus, and ensuring that we are booking out all the spaces appropriately. And it's been great because the students that are in that program, they also work for me in a summer program that we run for two weeks on our campus. We're able to blend the summer school time for Fresno State with that program, so our students will be able to come in and still work with our middle school programs and get hours for that for one of their courses that they're going to be taking this summer. So that was a lot of information. I haven't looked at the chat. Is there any questions, any thoughts that you'd like to know more about? Yeah,

Shannon Turmon 12:26
okay, Kathleen, I'd say,

Bobby Becka 12:28
or you can just unmute.

Kathleen White 12:29
Good job. Shannon, as usual, doing cool things. Quick question, see you said in the chart, it was the California Afterschool Network. Do they host the standards? Are they?

Shannon Turmon 12:42
Yes, it's a

Kathleen White 12:44
pre apprenticeship and an apprenticeship for just a pre

Shannon Turmon 12:47
Okay, so we're starting the pre apprenticeship, and then this builds, and it develops, and it goes into Fresno State, so they can go from our pre apprenticeship to the apprenticeship program through Fresno State for Education specifically. Okay?

Kathleen White 13:00
And how's can involved? Are they working with you on the Pre

Shannon Turmon 13:04
they are, I don't know the full they wanted to start it originally,

but there was too much red tape, and so we were able to use part of them, but we're also using some of the after school programs in our area. So it's the development of those two I think once they flush it out, there could potentially be more there. But, yeah, it was, we were going full well. I wasn't going full My, my, my VP was going full forward with it, and realized they gone to a few more conferences and realized what they were doing wasn't going to fully function in California, so they had to take a few steps back, and that's when I think can was invited then. And so now we're moving forward again, but we've made it through quite a bit of substantial red tape to get to where we're at now this at this point, we're being told we'll be able to start this fall.

Kathleen White 14:01

Okay, that's great. Good. Congratulations. Yeah, congratulations, Shannon, thank you always pushing that envelope. And Lemoore has got a lot going on, and at some point you'll probably have a full apprenticeship there, right?

Shannon Turmon 14:19

I hope so that's the goal. Yeah. So, okay, good.

Lea Martinez 14:27

I have a question,

Jeanne Veich-Shasta College 14:29

is your pre apprenticeship program part of your dual enrollment students that are in high school? Is that how you're doing it?

Shannon Turmon 14:36

No, they will be dual enrolled, but they're not currently. So this is going to be a very small, focused group to start out in the fall. We are going to run one cohort and be very intentional with our our partners that we have specifically in Kings County, that's where this is going through. And we partnered specifically with one high school. It's a very large high school, so that is where we're starting, specifically just because we have all of the administration on board there, with the right community partners in place that have everything they need to make sure this apprenticeship works. So it will be a group of students that are not dual enrolled yet, but they will be, but it won't be a large group to start out the first time. I think they're starting with 20.

Jeanne Veich-Shasta College 15:31

Okay, is your college already doing dual enrollment?

Shannon Turmon 15:34

We have been for a while? Yeah. Okay, yes. So I was actually in a meeting at Fresno State last week, and dual enrollment was a big question. I think I saw Megan's on the call. Hi Megan. I just got to

see her last week, and I don't, I don't see Victoria here today, but Victoria is at C O S, which is down the road from us, and Megan is up north from us. We all work very well together, collectively, designing and developing and so they're they're all working on dual enrollment as well. So I'm hoping that if this model works, we'll be able to get it to all of our community colleges in our area to be able to model it. Great. Do you have a Do you guys have dual enrollment yet at Shasta?

Jeanne Veich-Shasta College 16:24

Yeah, we we do dual enrollment with several high schools. We usually have five or six requests of dual enrolled. And we're working on more in like Trinity County, because we're all the way up north. So we have Tehama County, Shasta County, Trinity County and so. But I did not think about where we just applied for apprenticeship, so we're waiting to get approved for that. But we were thinking that apprenticeship would not be with our dual enrolled because they're not 18, and to be in an early childhood program, you have to be 18, correct? So I was just curious,

Shannon Turmon 17:06

yeah, we're so that's part, part of the reason why we're using the after school programs, and they will start out in a different capacity. We are able to hire 17 year olds in our area for specific roles and responsibilities. So that's where this is coming into play. I think their freshman and sophomore year will be more it'll be a paid position, but it's going to look a little bit different. It's going to be more of a mentorship, is what, what we're looking at. And then junior, senior year, they'll take on a more responsible type role.

Jeanne Veich-Shasta College 17:41

Our, our dual enrolled. They start their junior year and they do, they do child growth and development and principles and practices, and then their their senior year. They do child family, community and introduction to curriculum. So we're only giving them the 12 core. You have way more you're given to them. So I just am curious about a little freshman's mind being able to understand child growth and development. And are you using the same traditional courses that you do in your other classes, the same as your high schoolers?

Shannon Turmon 18:18

I think that's why they're starting with a small group, and it's a very specific group that's been, yeah, been hand selected to see how this this goes first. Oh, yeah,

Jeanne Veich-Shasta College 18:31

I can't wait to hear how it goes. I think that we should be helping our high schoolers, and especially those that are interested. I love the idea that you are doing with connecting them to after school. That's brilliant.

Bobby Becka 18:51

Awesome. Anyone have any more questions for her? If not? Lea, you can go You're next.

Lea Martinez 19:06

All right, thank you, Bobby for letting me share again. So Rio Hondo College. I'm Lea Martinez. I'm from Rio Hondo College again, and Rio Hondo College currently leads a strong workforce region, regional project called CTE faculty, industry to classroom. And of course, our main goal is to onboard or help support our CTE faculty in terms of onboarding. So one of our main projects is the seven part virtual series that we currently have, which is called the CTE faculty industry to classroom onboarding webinar series. It's a seven part series, and we've had three webinars already, we have pretty good attendance. So that shows you there's certainly a need for our CTE faculty. As you all know, if you were here a lot in our last meeting, like I mentioned, a lot of our CTE faculty, they get into our classrooms, and they don't get the proper inboarding that they really need. I mean, they have, obviously, the industry expertise, but, you know, they they still need to learn certain things like classroom management and all the different nuances that goes into like teaching in a classroom. So this is the purpose of that seven part webinar. Our next webinar, of course, I have the flyer. I just posted the flyer, and our next one in April is called measuring what matters, assessment, grading and compliance, essentials. So there's a QR code? Yes, there is a QR code in the flyer. That will be Friday, April 24 so we invite all of you, or even you know, to share the flyers to your other CTE faculty. And the next announcement that I want to make is, of course, the Teach for LA. So last meeting, I gave you the application for all those who wanted to present. So we have closed that application. But if you have like a topic that you really want, you know that you have a passion of sharing, just let me know, and I'll open the application for you, but the flyer that you see that I posted right now that is for you to share with your students, so that will be the interest form in our event, bride. And as soon as we have all the webinar topics, you know, then everyone, all students, all teachers, that are interested in attending, can then pick the topics that they want to attend, and that's it. If you have any questions for me, I'm going to be here for a few minutes.

Yadira She/Her/Ella 22:14

Lea, can you it's me. I hate paperwork. Lea, please drop the application. I'm going to fill out the application for the student panel.

Lea Martinez 22:23

Yes, yeah, thank you. I

Yadira She/Her/Ella 22:26

will do it right now. We

Lea Martinez 22:27
already reserve a spot for you. EDUC,

Jeanne Veich-Shasta College 22:31
so this training is for the student

Lea Martinez 22:35
which the Teach for a Lea, yes, that that is for students who are interested in teaching. Yes, the other one is for CTE faculty in the community colleges.

Jeanne Veich-Shasta College 22:49
Thank you for sharing.

Yadira She/Her/Ella 22:51
Thank you. And I think maybe Jeanne, you know about the Teach for LEA and if you guys haven't this happened kind of over the pandemic. It served its purpose. I think we asked the commission, I think at one point we were in pandemic mode, if these like workshops we were putting together for the students, if the teacher, that was why I spoke to one of the colleges where my students transfer other universities, if the teacher, if the the person giving the workshop is a credential teacher the university Cal State. La was taking the hours because my students have to do 45 hours for introduction to education. But these are workshops that I usually have my students attend, and I approve it for professional development. And the workshops like, They're awesome, they're, you know, some of us put them together. And there's, we have a lot of teachers, I think,

Lea Martinez 23:42
yeah, thank you for adding that. Yeah, and CC will be there. Bronwyn is here, actually, and they have two sessions.

Bobby Becka 23:50
Awesome. Speaking of Bronwyn, we actually listed Renee Marshall on the agenda, but it's my understanding that they were. They're swamped with meetings today at this exact same time, like three days, putting responsibilities. So Bronwyn is actually going to be the one presenting for the CCC, okay. Thank you, Bronwyn.

Bronwyn Kennedy 24:12
Yes, I also put it in.

Kate Ashbey | Shasta College 24:16
How is it that when you're i You,

Bronwyn Kennedy 24:24
I think you're muted, Bobby,

Bobby Becka 24:26

yeah, I just, I was muting someone else that wasn't muted.

Bronwyn Kennedy 24:29

There are no worries. No worries.

Bobby Becka 24:32

Go ahead,

Bronwyn Kennedy 24:33

okay, no problem. Oh, if you could grant me sharing access, that would be awesome.

Bobby Becka 24:41

Just made you co host, so you should be good

Lea Martinez 24:44

now. Great.

Bronwyn Kennedy 24:47

Okay, as Bobby mentioned, I am not Renee Marshall, but most of you, if not all of you, know who I am. I'm Bronwyn Kennedy, and I work for the Commission on Teacher Credentialing, and I get to work with all things PK three related, PK three credential related. And also I head up the Cal ftpa. So but if you have any questions ever about the PK three credential, I am your girl, so no ever hesitate to reach out. And it is something that is near and dear to me, the zero to eight age span and our little ones and those who serve them are something that I hold dear, and I've been working in the field for over 30 years, so I appreciate everything that you're doing to inspire our candidates and our future teachers that are working with this age group. So this is their newest credential that we have in California, the newest credential we've had in over 30 years, much like every other credential that we have, we have some basic requirements for the PK three credential. First and foremost, you must have a degree to teach in California. The degree must be a bachelor's degree or higher from a regionally accredited institution of higher education. This credential has a little bit of a different subject matter requirements. You can have a major in one of nine approved majors, and we'll go over those in a moment. Or you can have a bachelor's degree in anything as long as you have an additional 24 units of early childhood education or child development, and that 24 units can there's no stipulation on what those 24 units are. As with any credential in California, it is regulation state law that you must complete a credential program, and that must be in the PK three realm. So approved PK three program, and I'll go over a little bit later that we do have 17 approved programs now in California, that program must include a teacher preparation coursework, both in theory and pedagogy in that PK three clinical practice, and it must introduce the in practice and assess the

teaching performance expectations For PK three. In addition, candidates must pass the PK three CalTPA cycle one in a PK three placement, and PK three Cal TPA cycle two in a TK three placement. Those nine approved majors I was speaking of, is our child development, child and Ali, adolescent development, human development, early childhood education, Child and Family Studies, Early Childhood Studies, Human Development and Family Science, Family Science, Child Adolescent and Family Studies. And there, these are not a derivative of these. It is these exact majors, the coursework, again, as I mentioned, it could be they could have a bachelor degree in anything, as long as they complete 24 units in ECE or child development as well. So it's a or situation, the subject matter can be met in either of these ways. It is important to note that if someone already has a multiple subject credential, we have lots out there, and they would like to get a PK three credential. They only need to need to meet the subject matter so they need to have either that BA degree or higher in the nine or get the 24 units. And we have 541 credential holder, PK three credential holders already in the state of California clinical practice requirement. We all know, we've all been in the field. We know how important it is to be in the in a situation, in those classrooms, with the students in this age group, it is important to be hands on practice with the ones that we're going to be teaching. So clinical practice requirement is 200 hours in PK TK, 200 hours in k3 and a 200 hours in a choice of PK through third grade. And candidates have the option to be granted an equivalency in the PK TK portion of this with one of two options. The first is the professional equivalency, so the candidate needs to have one of the following, a child development permit of a teacher level or higher, or be a lead teacher in a Head Start program, or a lead teacher in child care and development center serving preschool age children, three and four year old children, not an infant and toddler program. Additionally, they need to have six or more years of satisfactory full time teaching. We're looking at that three hours per day full time teaching. And then, depending on what the program requires, they need to have verification of that. The program must grant 200 hours of EQUIVALENCY if the candidate meets those two things, and there's no partial credit for that. So if a candidate comes and says, Well, I worked three years now, it says six years. So we're going to say six years on that. The second is the practicum EQUIVALENCY. This must be done at a regionally accredited institution of higher education. Must be credit bearing and degree and degree applicable, and be again completed in that preschool setting. So again, infant toddler classrooms will not count here, and must be supervised by a trained faculty member and have a grade C or better. And that EQUIVALENCY will be measured by how many practicum hours are completed. So if 100 hours of practicum are completed, then 100 hours of EQUIVALENCY will be it will be granted, must be completed of 200 hours so in k3 so even though we're granting EQUIVALENCY for that PK TK portion, so they could get up to 400 hours of EQUIVALENCY for PK TK, we're still saying you have to do 200 hours in k3 we all know there's a great difference between working with a four year old

and an eight year Old. And we want to make sure all of our candidates have experience working in both age groups and programs are responsible for preparing all those candidates to pass that TPA, those teaching performance assessments. And the Commission says 600 hours. But programs might say, no, we want our candidates to do more than 600 hours. We don't have control over that, so the minimum we say is 600 hours. And if granting EQUIVALENCY programs may combine work experience and practicum again to grant up to 400 hours. So on to the exciting news. We, like I said, before, we do have 17 programs approved to offer this credential in California. I won't go over all of the programs that what types of programs are offering, but we have San Jose State University. CSU, Dominguez Hills, CSU, Long Beach. CSU, Stanislaus. CSU, Fresno, Sonoma State, San Francisco State, our first UC, UC Merced, Sacramento State, Riverside County, Office of Education, San Diego County Office of Education, Placer County, Office of Education, Los Angeles County Office of Education, Biola Vanguard, Azusa Pacific and Mount St Mary's, to find out exactly what kind of programs they offer and exactly where they're located, we encourage everybody to go to our website, or you can go to the go to a drop down, hit PK three, teaching. All of the programs will come up. And when you click on the program, it tells you where they're where they're located, what kind of program they offer, whether it's intern residency, it's all of the things. And then you can click on them to get more information and the contact people for each one of those universities. Some resources. We have an early childhood education page. Web page gives you everything that we're doing, what we're working on related to the credential or the child development permit all of those things. We have a specialized page just for the credential. This will give you the clinical practice handbook, the TPEs for the credential, the PK three handbook. And then we also encourage you, if you haven't already, to subscribe to our ECE news. We send this out once a month, and it's information to everything we're working on on our team. As you know, we're a really huge team. There's only three of us, so we've got lots of things that we're doing all the time, and we're trying, we try to keep everybody abreast of that information at least once a month. And then, if you haven't, the EQ news, which is the Educator Quality branch that we are under, that division that we're under, sends out a newsletter every Friday, and so that one keeps as our whole branch news. So I encourage you to do that as well. Our ECE email, all three of us answer that. We'll try to get back to you within 24 hours. If we can't get the information for you, we'll do our best to get it to you in timely manner. We have our ECE office cafe. That's the third Tuesday of every month. That's it just come as you are ask questions. We kind of have a designated topic every month. Next month, in April, we're going to be asking your opinion about the CBP Technical Assistance Plan. What you want from us as we've launched the new CBP matrix, and how we can help the field understand it more. So it's a really give and take situation. And then our community circle. In April, we're going to be talking to new approved PK three programs and how they got there. So both are really

flexible and welcoming environments, and we encourage you to attend those if you're if you know someone, or you are looking to do an a PK three program, or you're working with a four year institution that's doing a program, our IPR team are great to ask questions to, and then our certification team, our career guidance counselors. They're the ones, and Yadira knows this. He she just met with one with me this week. They're the ones that will really help you get questions about your future teachers and your candidates that need help with transcripts or where to go or how to do their permits, all of those things. They're extremely helpful, and we encourage you to reach out to them.

Bronwyn Kennedy 34:42

So with that, I will stop sharing, and I think we have just a few minutes for questions. You have some session in the chat. Okay, let me see if I can get just let you know,

Bobby Becka 34:53

unless Monica just wants to talk,

Bronwyn Kennedy 34:55

okay, Monica, you can talk. Okay.

Monica Alexander 34:59

I was just wondering if all the practicum hours you talked about the 600 is that during the credential program, not part of the BA, right? No.

Bronwyn Kennedy 35:08

So it'll be during the credential program, and then that's when the program will look at that EQUIVALENCY time too. They'll sit down and say, okay, so if a candidate goes in there and says, Well, what? I was a lead teacher for six hours. Awesome. So we're going to just mark that off. Right off the bat, 200 I did practicum when I was at, you know, the Community College. Great. We're going to mark that off. And so they'll, they'll work through them after they are in their credential program. Yes, oh,

Monica Alexander 35:30

that's great. So they can use jobs they can use, okay? And then the, sorry, just lost my train of thought, um, oh, is I had students asking about online classes. So do are these? Yeah, are I'm sure there's no program totally online, right? But are some of these classes online?

Bronwyn Kennedy 35:51

Biola and Vanguard are both online programs.

Monica Alexander 35:54

Oh, they are

Bronwyn Kennedy 35:55
yes

Monica Alexander 35:56
and Vanguard. Okay, cool. Yeah, great.

Bronwyn Kennedy 35:59
Thank you. Of course, any other questions?

Kate Ashbey | Shasta College 36:05
Yeah, I had a quick question. The slide you had about clinical hours. At the very bottom, there was a bullet point about doing hours for a course. In other words, observation hours. Do those count? Are we including those in the clinical supervised

Bronwyn Kennedy 36:26
formal observation, six per semester or four per quarter. So those must happen in their clinical practice.

Kate Ashbey | Shasta College 36:34
Oh, okay, I get it all right. So those are required. It's not just what counts. Okay? Perfect. Thank you.

Bronwyn Kennedy 36:43
And yes, Kathleen, I will. I'll share it with Bobby. We'll send them the PowerPoint over to Bobby. And I also know that a lot of times we process afterwards and be like, Oh, I should have asked that question. Please just send that question. Your questions on we're more than happy to answer your questions at any time. You can send them to the east email box or or anytime, because we, I understand that, and this credential is very nuanced, and even though it's been out for two years, we're still, you know, it's, it's a lot to process. There's a lot of steps to it. There's the clinical practice, there's the nine majors there. You know, there's all these things to think about, so please don't think that you're bothering us at any time or asking a repetitive question. We would rather you ask 100,000 questions and understand it than not ask the right questions and and there be misinformation out there, so please continue to ask questions. It helps us learn. It helps the field understand it. More importantly, it helps our future teachers understand it and be on the right path. So we really appreciate all of the questions.

Bobby Becka 37:48
And I'll post the PowerPoint, and like I do the other resources on the website, with the video link

Bronwyn Kennedy 37:53
excellent and under and it's clickable links in there too. There's a lot of hyperlinks on the PowerPoint as well. So that's always helpful. Yeah, thank you so much for having us. We appreciate thanks for

coming. Of course, of course. Enjoy your weekend. Everybody.

Bobby Becka 38:10

Yeah, I'm actually next on the agenda I had on there to talk about the possibility of a Chancellor's Office, Vision Resource Center, community. I was basically trying to find out people's level of interest. Let me share my screen and show you I'm asking about this because, let's see, I'm in the wrong window, though, let's see.

Bobby Becka 38:49

This came about because I'm in a listserv community of grant professionals at California community colleges, and a couple of them asked me about finding out if we could start our own community on the on the Chancellor's Office vision Resource Center site. And so I asked, and apparently there's a form you fill out. I didn't know. So this is the form. It's pretty simple. I can do it for TPEs across the state just as easily as I did for the grant writers. You just click right here and say, a Systemwide community. It's, you know, who's the intended audience, timeline, you know, goal of this request. So I just kind of wanted to let you guys know about it and see if there's an interest to have a community. I mean, it might be kind of nice to this was the one I did for, you know, Grant professionals at California Community Colleges. I just said any, anyone you know, working in grants, you know, pre development, you know, and management, and they jumped on it, and they said, that's great, you know, I first sent an email filling them out because I didn't even know there was that such a form. And actually, our big Chancellor, Sonia, responded to me and said, This is a great idea, and referred the email to 12 other people and and so we're about to get that started. The only thing I did learn recently, since I'm working on having that community set up, is that they will ask me to have volunteer moderators. So think about it. If you know, you can put things in the chats, you know, for the good idea, if you want to volunteer to be a moderator, you know, once I filled out the form, you know, we have ideas on what we you know, I'm just going to say is the audience, you know, all professionals working in the area of teacher preparation. You know, it might be good because we could post all kinds of resources there, and, you know, those community chats and all that stuff that's in the vision Resource Center. But, yeah, yeah. Lea, another side job for me, well, as I'm hoping for other moderators, other volunteers, so I don't have to do all the moderating.

Kathleen White 41:34

Yeah, Bobby, would you see this as, since vision Resource Center is accessible to all the community college people. Would you see this as TPP, kind of this function that we have today, migrating to vision Resource Center?

Bobby Becka 41:50

Well, I would see some of it. I mean, there were, you know, we can

still hold our meetings and discussions and stuff, and we still have the website and everything else. But I just thought it might be a good, I mean, because, like with the grants professionals, I I personally started the list serve, and we just add people as they asked to be added. And I started a base camp where we can post files and things that we share and and it's just all, you know, all this size stuff, and it's like, why don't we have something with the actual Chancellor's office?

Kathleen White 42:28

Yeah, it makes sense. It would take you out of the middle. People could do post their own things too. Right? Exactly, right.

Bobby Becka 42:36

Don't have to ask me what

Kathleen White 42:37

have to go through you. Yeah. And I think it would probably reach more people, because the VRC has a big right,

Bobby Becka 42:45

and that's what I was hoping, is, yeah, especially since, you know, we've run into all these glitches with, you know, college, colleges, firewall

Kathleen White 42:55

males is, that's

Bobby Becka 42:57

why I started adding People on the actual Google Calendar, and some of those even get kicked back. But yeah, it'd be an easier way to to operate. I don't have to worry about firewalls and stuff. Yeah, oh, they will. I was looking at lea's comment the CTE faculty Academy recordings. Yeah, so Well, I'll, I'll fill out the form. I can, if you, if you express an interest in the chat, I'll email you a draft copy. You know, before I send it out, you know, unless someone wants to volunteer to be the main contact, I'll just put my name again. Yeah. Okay. So does anyone else have any new business or anything they want to talk about,

Bobby Becka 44:07

Yadira had to step away for a minute. I don't think she came back yet. She said somebody was knocking at her door.

Megan Bennett 44:18

Thank you, Bobby for all the information I just wanted to give, this is Megan Bennett from Clovis Community College. I just wanted to give a quick plug for our upcoming teach for Central Valley, for future teacher virtual conference we put on. It is a baby conference compared to what Lea does for her area, but Renee is our keynote speaker, and

then we have a variety of breakout sessions, and this is for dual enrollment students and community college students, and all are welcome. So we'd appreciate you sharing that with your students, and hopefully we see some of them there. If they need verification of attendance, then I would make them a little certificate afterwards that they could submit to you for their classes, whatever you need, but we'd love to see your students there.

Bobby Becka 45:06

And she had dropped a flyer in the chat too, so if you want to pull it from there,

Shannon Turmon 45:15

I'm excited. Megan, I already posted it in my ed classes.

Megan Bennett 45:18

Thank you so much. And Renee and Bronwyn and her third team member on point of Debbie, I believe they are doing two breakout sessions, one on the PK three and one on the changes to Child Development permits.

Bobby Becka 45:38

Thanks, Shelby, you

Bobby Becka 45:44

okay. Well, if nobody has anything else, I can give you 15 minutes your life back.

Shannon Turmon 45:54

Thank you, Bobby. Yes, thank you, Bobby, always great to see you. Thank you. I think we're plugging along. Okay, I

Bobby Becka 46:11

stopped the recording, but it still says it's recording. So I think it's all the note takers.

Shannon Turmon 46:15

It's the note takers. I think last time we had to, yeah, we had to turn them off. Yeah, as it goes through, we'll see there's a note taker, note taker. I think you can just remove the note takers. There's three or four left.

Bobby Becka 46:33

Yeah, I'm working on it. Yeah. I

Bobby Becka 46:47

I keep thinking, I have them all, and there's another one.

Bobby Becka 46:57

Okay, there were a lot of note takers.

Shannon Turmon 47:00

Yeah, there's still a few more. I think there's only one person left that's not, Oh, nope. They're restaurant note takers that are still there.

Bobby Becka 47:12

Yeah, I think it's just me and you left.

Shannon Turmon 47:14

I see fireflies note taker, Randy's note taker and Beth note taker still here. I

Bobby Becka 47:25

Okay, I see him. Okay.

Shannon Turmon 47:27

I just wanted to show you before we hung up. I've.

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