

**OREGON ASSOCIATION
OF COLLEGES FOR TEACHER EDUCATION**

MINUTES

FEBRUARY 6, 2008

UNIVERSITY OF PHOENIX | SALEM CAMPUS

In attendance:

Jan Albrecht, Concordia University, jalbrecht@cu-portland.edu
Janine Allen, Northwest Christian College, janinea@nwcc.edu
Dana Barbarick, Cascade College, dbarbarick@cascade.edu
Dew Anna Brumley, Warner-Pacific College, dbrumley@warnerpacific.edu
Pat Burk, Oregon Department of Education, Patrick.burk@state.or.us
Vickie Chamberlain, TSPC, Vickie.chamberlain@state.or.us
Sr. Maria Ciriello, University of Portland, ciriello@up.edu
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Bob Hamm, University of Phoenix, Bob.hamm@phoenix.edu
Eloise Hockett, George Fox University, ehockett@georgefox.edu
Vern Jones, Lewis and Clark College, jones@lclark.edu
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Keith Menk, TSPC, keith.menk@state.or.us
Deb Miller, Portland State University, milldam@pdx.edu
Rita Moore, rmoore@willamette.edu
Bonnie Morihara, Teaching Research Institute at WOU, moriharb@wou.edu
Tom Ruhl, Marylhurst University, truhl@marylhurst.edu
Shelley Smolnisky, Pacific University, smol0924@pacificu.edu
Heather Stanhope, Eastern Oregon University, heather.stanhope@eou.edu
Sue Thompson, Western Oregon University, thompss@wou.edu
Kathy Van Curen, Multnomah Bible College, kvancuren@multnomah.edu
Bruce Weitzel, University of Portland, weitzel@up.edu
Jim Worthington, George Fox University, jworthington@georgefox.edu

Guests:

Jan Burgess, National Middle School Association Board Trustee, jbbz@comcast.net
Bob Turner, OUS Chancellor's Office, bob_turner@ous.edu

1. Minutes:
 - a. Spelling of Dana Barberick misspelled in October 2007 minutes (*Apologies*)
 - b. Other corrections noted on Minutes handed out
2. Jan Albrecht: Welcome, introductions
 - a. In absence of Michael Jaeger, Jan Albrecht as president-elect ran the meeting.
3. Treasurer's report (Maureen Musser)
 - a. Opening balance: \$6757.17
 - b. To Pathways to establish a new line item: \$1320.00
 - c. Balance: \$5437.17
 - d. Credits: Dues received from: Willamette, Warner-Pacific, Pacific, University of Portland, Portland State, Corban, Southern Oregon, Marylhurst, Lewis and Clark, Eastern Oregon, Linfield, Concordia, Northwest Christian, George Fox, University of Oregon, Lesley, Western Oregon, Phoenix, Oregon State, and Cascade = \$2000.
 - e. Balance: \$7437.17
 - f. Pathways Line Item: \$500.00 to Jay Casbon. Balance: \$820.
 - g. Total closing balance: \$8257.17
4. TSPC Agenda Item 2.16: Keith Menk
 - a. Several rule changes: Adoptions of some in Section 10, amend some in 10, repeal some in 10 and 17
 - b. Definitions taken out of different divisions but people had difficulty tracking this, so now moving all into 10.6.
 - c. Amendments of 17.175 adding authorization levels
5. Interagency management team (Shelly Smolnisky). From December 19, 2007:
 - a. Five topics were addressed with two work groups each focused on recommendations.
 - b. The \$5 million allocated will cover about 1/3 of the state's need so there will be a competitive process for districts to obtain funds. According to Jim Sager, the Governor is looking at additional funding for 09-11 biennium.
 - c. A draft set of standards has been developed for Mentor Programs and Pat will forward both documents to Hilda Rosselli and Shelley Smolnisky for OACTE.
 - d. Hilda expressed a concern to ensure that teacher preparation programs are in the loop to receive feedback on beginning teachers' greatest needs as well as retention data on graduates.
 - e. A suggestion was made relative to competencies of effective mentors needed for selection. Vancouver, Wash., School district has developed such a list.
 - f. Recommendation: School districts that do not receive the competitive funding should at least have access to the intellectual process, perhaps an affiliate status.

6. Mentoring Summit (Pat Burk)
 - a. \$5 million allocated. Competitive funding. Districts must apply. Other districts will have access to intellectual process. Can also have greater focus in teacher prep programs. Vancouver, Wash., increasing retention of teachers. Administrators there realize they were unhappy with half of their new hires, and with pool of teachers interviewing find that retention is greater.
 - b. HS graduation requirements: Website “getready” In math, new requirements of 3 units at or above Alg I. Other areas increasing as well. Will drop the number of electives from 9 to 6.

7. PRISM grant:
 - a. Info on this. Partners:
 - b. WOU PSU EOU OSU GFU L&C Univ of Portland. Some coursework online.

8. Minority teacher supply and demand report (Bonnie Morihara)
 - a. In previous supply and demand reports we have not had good representation on all active licensees, ages, where we need more teachers in which areas. TSPC has cleaner data than last report. As TSPC gets better info from districts, we will have a more accurate report. Report only is from public schools and not private schools.
 - b. Keith: ODE and TSPC collect data differently. Need consistently on collecting data such as mixed race, etc. New PA-1 process will allow us to get more credible and consistent data.

9. Bob Turner: WOU Chancellor’s office
 - a. Concern for students in K-12 system. Taught 20 years science
 - b. OUS colleges have the potential for being a better resource for students. Concerns as they see them: people involved in business community. Areas need to be strengthened: diversification and cultural competency for K-12 students; teacher mentoring; identification and analysis of student outcomes. Induction programs for new teachers. Assist with needs because of new graduation requirements. Learning outcomes: OUS board very outcomes-oriented because board consists of mostly business people. Inclined toward a business model for education. Evaluation of efficiency and those institutions. Fact is that they will be inclined to support incomes that have outcomes that can be evaluated. They see education the same the governor sees it—as a K-20 continuum, not separated K-12 and 13-20. Hope I can feel that I can call on OACTE to enable me to do a reasonable job putting the work plan together. Bring about positive results.
 - c. Sr. Maria: Any conversation with Chalkboard? Bob Turner:: I need to learn other efforts going on such as Chalkboard. I know of mentoring proposals but I don’t know what is being done and how it is being done.

- d. Janine: who are stakeholders? Primary ones are deans of public institutions education depts.
10. Report on Teacher Licensure Reform Proposal Task Force (Jan Burgess)
- a. Guest: Jan Burgess, National middle level board. Jan: educator in Oregon 32 years. Retired two years ago, very involved in middle school licensure for many years. ML and HS counselor, principal at EL and ML. Middle level licensure issues going on around the country. ML consortium middle 90s as a forum for ML issue. Call from Mo Musser invited me here.
 - b. Mo: Serious conversation at Aug 2007 TSPC meeting. Some conflicts with licensure setup. Sept 13 joint meeting OICA/OACTE at UP. At that meeting suggested ML Consortium look at this issue. Formed task force to hold series of meetings to bring in many voices and perspectives. Needed more views than just ML people. Series of meetings. Jan: Nov ML consortium at Columbia Edgewater CC. Broad spectrum of voices—early childhood, HR people, others—to look at overlap issue, language (middle level, compartmentalized, self-contained).
 - c. Suggested three authorizations instead of four: what concerns? Much input. Nov meeting continued to look at 4 levels of authorization—change to 2? 3? Basis of all discussions want best prepared teachers for our students. We drafted two-part proposal: Part A clean-up references to signage of schools and self-contained/multiple subjects. Not looking to overhaul all of TSPC licensure. We just wanted to clean up language and clean up overlap.
 - d. Acknowledge HS grad standards because they are heavy content-area standards so has implications for elem, ML programs. Early childhood standards—we are adamant because this reflects national efforts. ML teachers should have depth of knowledge. HS level changed to 8-12. Need to keep ML authorization level strong. *Ed Leadership* article on early-warning system—need teachers who are highly trained and have much knowledge. Action item at TSPC tomorrow is first part only.
 - e. Vern: At L&C faculty, unanimous decision is multiple-level endorsement able to teach the subject areas? With the new standards, are elem trained people able to teach these subject areas. We don't think they are qualified just because they pass a test. Document from L&C faculty handed out. Dual endorsements not common at L&C. 7th and 8th graders need competent teachers.
 - f. Mo: I agree that ML teachers need in-depth content knowledge. That is why we make them take methods courses at ML.
 - g. Eloise: ML content area test should be written into proposal.
 - h. Tom: This goes beyond the scope of what the group was supposed to do. Suggestion: Withdraw the proposal from TSPC tomorrow. We don't have a letter from COSA and other groups. Very premature to process this because I am not sure that it only deals with Part I. What substance is gained by doing only Part I without Part II? Vern raises legitimate questions.

- i. Vickie: At elementary level only, we need to get rid of building name—Primary, Elem, etc. HQ is dominating issue at 7th and 8th grade. ML consortium discussion: Commissioners should know rationale, research. After this meeting all Commissioners will not ones who hired Vickie. These new commissioners need the background. Importance of content preparation, developmental preparation. There are so many issues here. If you think the building name issue is so embedded, then it should all be withdrawn. I will leave it to your decision, but I think you should talk.
- j. Tom: If building name issue is so important, would that be too confusing to deal with this issue only?
- k. Vickie: Changing grade levels, great issue to look at but it demands much harder scrutiny. Tough issue. We have to address all at once the dual authorization subjects which are embedded in placement issues. We have to address standards for authorization. We have to address the affirmation of four authorization levels. Issue we have never taken on: how we align with influx of teachers into Oregon. We are diluting our preparation pool. I think the four authorization levels is a successful design. No matter what we do on grade level situation, someone will be upset. The diploma requirements alignment—we need to accommodate people who are authorized 9-12. It will be a great accomplishment if these can be taken care of.
- l. Shelley: this is issue between single subjects and multiple subjects. New math requirement may have to start at ML. Maybe 8-12 is not big enough span.
- m. Pat: Huge problem in Oregon: Middle school designation: ODE has decided to see if the school has an 8th grade. Some districts are working with problem of having teachers teach in a K-8 school. Eighty percent of Oregon districts are considered “small school districts” because they don’t have middle schools.
- n. Pat: We are talking about an either/or problem. It can’t be an either/or problem. Middle level teachers need to have strong academic background. Eighth grade math and science have both gone up in last two years; HS math scores have not changed for 10 years. If students must demonstrate knowledge of state standards, about 45% of kids graduated with CIM. Less than half of the students who graduate are meeting standards. We have very bright teachers with great content knowledge are still not connecting to kids.
- o. Vickie: this is an issue that has come up. Is it an age thing? Is it a grade thing? Self-contained vs. departmentalized and there are many hybrids of this. I am in favor of academic progress based on grade level and we should not rely on building names (environment).
- p. Jan: Consensus around the table: Should we get rid of school name signage? The second part takes more work before we have something substantial before it moves forward.
- q. Vote: Part I (signage) 12 votes; 1 and 2: 4 votes; Delay 3

- r. Vickie: The issue will not go away. We must have a strong, logical proposal for the design. OSPA brought forth the signage issue. The temp rule expires in 180 days unless the Commission makes it permanent. 17.150
 - s. **Tom Greene: motion Matt 2nd. OACTE endorses removal of signage in names of schools from the OARs. Passed**
11. Division 10: Info from Hilda ,Vickie, Sharon, Mark Ankeny. Keith: OACTE had subgroup looking at Division 10. Commission voted it should go to hearing.
- Recommendations:**
- a. Wordsmithing suggestions. Definitions: p. 2 of 2.16a: Definition of practicum and practica: Suggestion: to add an endorsement *and authorization*.
 - b. Item #6: Unit must meet all standards for unconditional approval. Suggestion: Units must consistently align with OARs. Either met or unmet so “consistently align” means that if we notice that record-keeping is not consistent but 85% is just fine. We don’t have rubrics. Vickie: Standard since Vickie arrived means that all rules must be passed. Need to clarify how many rules must be met. Maria suggestion: leave language as is for now. Suggestion: Have three: Met, Unmet, and Met with improvements needed.
 - c. Division 10.10.5c: Fast track audits. Recommendation of group: Selected elements of program results to fast-track audit. Maria: what if name changes? Bonnie: put in language and reference. Tom: what if there is another type of audit other than fast-track?
 - d. 10.10.4d: Eliminate this because too vague.
 - e. 10.06. and 10.45:
 - f. 10.15.2f: Suggestion: “program philosophy” along with conceptual philosophy. Perhaps could put: conceptual philosophy or program philosophy.
 - g. 10.20.1b: Delete.
 - h. 10.22b: Put period at end of “broad spectrum of educators.” Vickie: OEA will object. That language is there because OEA wants teachers to be part of committee.
 - i. 5c. Add “liaison officer.”
 - j. 35. 1: Submitting program modifications: Proposal: Submit plans for changes. Does not differentiate between major or minor. Sugg: Unit will submit report of program major modifications. Tom: suggestion: *review of* program modifications. Vickie: Take out reference to staff. Major program modifications to be submitted directly to Commission.
 - k. 10.55.2q: Review of programs not previously approved. Unit will submit report evidence including a) b) etc. q) any other information the Commission wants. Other information requested prior to the meeting. Vickie: If Commission has not met, how will the Commission know? Keith: Units want an early read and not have big surprise at the hearing. Maria: Should be a deadline ahead of time. Forfeit your right to be there until next meeting. Vern Jones: leave as is. By consensus, leave as it is.

1. 10.70: Experimental programs. Vickie: Repeal this. Why doesn't a pilot program fit into 10.55? My problem is that it lists the director. Suggestion: Add "pilot or experimental" in 55.

m. 90 amendment refers to 5f

Vern Jones move, Dew Anna Brumley 2nd: move forward with the above changes.

12. Pat Burk: 1) One-page report from DOE: One-page summary of HS diploma requirements. 2) Quality Counts 2008. Press is not really interested in this, so we probably don't need to put out a whole lot about it. Explained how the data are inaccurate.
<http://www.edweek.org/ew/toc/2008/01/10/index.html>
13. Sue: Hilda feels strongly that there should be a comment from this group because people don't understand the implications of the report. Tom: Has it had an adverse effect by legislature? Pat: There was a legislator who put forth a bill, but it had a hearing today. The rules were that no new funding bills could come forward in this off-year.
14. Shelley: On task force community college/colleges, please make sure that the information gets updated so community colleges have information on our programs.

Upcoming ORATE: March 7 in Salem. (Dew Anna).

Next OACTE meeting: Wednesday, May 14. Lane ESD, University of Oregon host.

--Bob Hamm

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