

**OREGON ASSOCIATION
OF COLLEGES FOR TEACHER EDUCATION**

MINUTES

MAY 14, 2008

LANE EDUCATION SERVICE DISTRICT, EUGENE

Present:

Jan Albrecht, Concordia University, jalbrecht@cu-portland.edu
Janine Allen, Northwest Christian College, janinea@nwcc.edu
Mark Ankeny, Pacific University, mankeny@pacificu.edu
Dana Barbarick, Cascade College, dbarbarick@cascade.edu
Steve Bernhisel, Linfield College, steveb@linfield.edu
Dew Anna Brumley, Warner-Pacific College, dbrumley@warnerpacific.edu
Vickie Chamberlain, TSPC, vickie.chamberlain@state.or.us
Sr. Maria Ciriello, University of Portland, ciriello@up.edu
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Tom Greene, University of Portland, greeneg@up.edu
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Sam Stern, Oregon State University, sam.stern@uoregonstate.edu
Sue Thompson, Western Oregon University, thompss@wou.edu
Kathy Van Curen, Multnomah University, kvancurren@multnomah.edu
Nancy Wolf, Lesley University, nwolf@lesley.edu

Guests:

Jan Burgess, National Middle School Association, jbbz@comcast.net
Chris Brantley, Oregon Middle School Association, chris_brantley@hughes.net

Jan Albrecht, Presiding

1. Treasurer's report (Mo Musser)

Opening balance 8257.17

Closing balance, OACTE: 7437.17

Closing Balance Pathways 820.00

Total closing balance: 8257.17

Please note, when requesting funds from the OACTE account, Willamette University must receive original receipts and a copy of the boarding pass for airfare reimbursement. Mileage is reimbursed at 42 cents per mile. –Mo Musser

2. Plaque for Michael Jaeger. Accepted by Heather Stanhope who will take it to him at Eastern Oregon University. Many thanks from the OACTE members

3. Announcement: Janine Allen to Corban College.

4. Minutes of previous meeting: Dew Anna Brumley, 2nd Mo Musser: Pass

5. Membership NASDTEC: Vickie Chamberlain. Opportunity for higher ed institutions to be associate members of NASDTEC. They talk about licensure and program approval and professional practices. A lot of higher ed attends but no one from Oregon. It is first week in June. In January western states get together to talk about licensure. Montana, Idaho, California, Arizona, Nevada, Washington send representatives. May be worth it to join one year to see if it is worth time. Interesting history: had difficulty getting credibility because most of people in licensure are within the states' DOE. This group formed NCATE. Will get information on meetings. Hilda: We could use our treasury and report back to us.

Hilda Rosselli: motion 2nd Sam Stern and Sr. Maria Ciriello. Estimate of cost: \$395 registration at Providence, R.I. in June. Western regional less expensive. Next January: San Antonio. Suggested: Professional practices. Mo: Can OACTE join as a group. If had to pick one, go to Regional.

Friendly amendment; budget \$1000 max to volunteer to attend. Debi: Link to an office. President or designee. Randy: Good to send to this group, but we're not sending people to AACTE.

Day on the Hill: dates? June 17, 18, 19?

Hilda Rosselli motion: OACTE formalize a structure by which Pres or designee attend ~~annual AACTE state chapter meeting/Day on the Hill and~~ one of the NASDTEC meetings ~~each~~ year and report back ~~with a cap of \$2000 allotted from treasury total.~~ **2nd: Margaret Mahoney.** Discussion: Tom Greene: Budget start in June. Dew Anna Brumley: Is \$2000 enough? Mark Ankeny: problem with having a dollar amount in motion. We will not have enough money every year. Rather have motion that deals with state partnership Day on the Hill with idea of sending person to NASDTEC periodically.

6. Report on Meeting of May 3, OUS:

Hilda: combine agenda items

Two meetings recently with deans and some private colleges, teachers, community members. Vickie's meeting on May 9 along with Susan Castillo "Success in Schools" Debrief two meetings. Started a letter to George Bernsteiner, (*spelling?*) Vickie and Susan. We need to think about responses. There are some major misconceptions and misperceptions. Writing letter on own behalf but open to suggestions. Letter can be just from Hilda and others might sign on. Tom: multiple letters would have more effect. Synopsis: appreciating opportunity and recognize novelty of sustained conversations with all the stakeholders. Theme of silos and disconnected systems. Silos exist on many different levels. Faculty do not have opportunities to get re-engaged with schools and kids. We go to separate meetings but focus of those meetings is not on teacher prep and teachers do not go to AACTE. Most people cannot tell what is required in teacher prep programs. In letter she suggested some simple recommendations and then "out of the box" recommendations. Clinical practice has potential to be venue for collaboration. Now disconnect between K-12 and college programs.

Sam Stern: Base funding is inadequate for the work that we do. Chancellor's office is considering targeted funding, but considering is a long ways from it actually happening. People in the field assume that teacher prep is still the same as it was a long time ago. There have been many changes in the profession.

Tom Greene: What was the motivation for the two meetings? What is the agenda and what is the cause for the meetings? Why is the chancellor so interested immediately?

Hilda Rosselli: the first meeting took place because several people asked to meet with Pat Burk. Access and opportunity seen as PK-20 so perhaps why Chancellor is interested.

Randy Hitz: Priority of higher education board is to make a better connection to K-12. Was in a meeting in Washington, D.C. and heard of high praise for Hilda and TWS program in Oregon. We need to keep them informed and should ask them to send a rep to OACTE meetings.

Mark Ankeny: Systemic view of K-12. Challenge collectively is how are we perceived by Legislature as an asset for contributions to education. Margaret Mahoney: mentorship and induction: they want colleges to be responsible for this.

Tom Greene: They felt that our teacher candidates are biased and much discussion on mentor teacher compensation.

Hilda Rosselli: Importance of mentor teachers. Bring real proposals to table for incentives and support for candidates. Reduced work load for mentors?

Nancy Drickey: Terrific to have various stakeholders, but we were overwhelmed by numbers. Picked on?

Shelley Smolnisky: Facilitators asked for extra comments and it all seemed to go in a different direction.

Tom: Seems as if we bring people together and no ideas come to fruition.

Hilda: If new in Oregon and trying to figure out what is required of candidates, it would be hard to explain. We could identify the common strengths that lie in our practices to educate our partners in consistent way and not in a haphazard way. We cannot assume the schools understand

teacher prep programs. We could ask what do you want a new teacher to know? Criticisms that new teachers don't know how to analyze data. It is clear that new teachers are new and not experienced teachers.

Vickie: Hoping teacher ed programs could share more of what you do. Wanted it to be more of an exchange and it did not turn out that way. Several people told Vickie afterwards that it was "a great thing" to have the meetings. I saw that there were as many good things people were commenting about teacher prep programs as any negative. Biggest item: frustration over field experiences. Hope to take the major points and distribute. Perceived weaknesses can be worked on. Expressed that cooperating teachers should have more experience and should be trained.

Randy: On the right track to structure it more. People just sharing ignorance. We need to go in and share experiences with field placements and then get some feedback for problem-solving. (Field experience is just an example.) But just open it up and ask 'What do you think?' gets us nowhere.

Hilda: Need venue for teacher preparation and school personnel to discuss performance of teacher candidates. If people just come up with classroom management, we all know this is a major need.

Randy: Chancellor and state superintendent need to promote package together. Needs to be a joint effort because if just chancellor or just the superintendent it won't go anywhere. The governor is looking for interagency cooperation.

Vickie: They have been great at trying to do something with TSPC.

Sam: Fear is that conversation will deepen but no funding will stop everything.

Vickie: I told Bob Turner that they need to pay attention to statistics. Privates are preparing as many candidates as public colleges. We're still licensing 3000 from out of state. 5000 in-state (including administrators). They have to look at full picture and not just talk to OUS.

Hilda: Illinois, California, other states: Follow-up questionnaire to employers about satisfaction with candidates. Maybe COSA could help with this. We're all doing this independently and not getting great return rates. We have no message to make about teachers prepared in Oregon.

Vickie: Asking Commission for someone to be hired to do data analysis.

7. Authorization Levels

Mark: Discussion of four authorization levels came up at a TSPC meeting. Middle Level Consortium wanted to bring forth professional development. Hosted meetings in October, November, then every three or four weeks regarding ML authorization. Mark assigned to study group. Two handouts. There ought to be less overlap with authorization levels. TSPC already removed building designations.

Proposals:

1. Limit the grade level overlaps between the authorizations to one level and require unique endorsements:
 - a. ECE (PreK to Grade 3) / Elementary (Grades 3-6)
 - b. Middle level (Grades 6-8). Integrated subjects endorsements
 - c. High school (Grades 8-12) Single-subject endorsements

2. External and internal forces affecting a change to the Middle Level authorization:
 - a. Flexibility of schools and districts
 - b. National Middle School Association (NMSA) recommendations:
 - i. Candidates have the ability to integrate curriculum;
 - ii. Candidates have content knowledge in two areas;
 - iii. Candidates understand the developmental needs of students;
 - iv. Oregon's new, higher-level diploma requirements;
 - v. Feds' HQ rules for Content Knowledge being proved by a test.
 - c. New Oregon diploma requirements
 - d. Adhering to the original concepts of focused developmental preparation for candidates teaching middle level students
 - e. TSPC efforts to eliminate building and classroom configurations from rule language at all levels in order to define licensure by grade-level preparation not unique design.
3. Proposed Middle Level features:
 - a. Keep the current ML program requirements:
 - i. Knowledge of developmental psychology regarding middle level learners
 - ii. Candidates can demonstrate the ability to articulate a middle level philosophy
 - iii. Candidates can demonstrate the ability to integrate curriculum between subject areas
 - iv. Practicum (student teaching) with ML students
 - v. Content knowledge in multiple subjects by passing the Middle Subject Exam (MSE). Needed to teach multiple subjects in a self-contained setting.
 - b. Proposed new additions:
 - i. Candidates demonstrate the knowledge and ability to teach reading to middle level learners (especially those below grade level) in the content areas
 - ii. Requires evidence of content mastery in more than one core content area through one or more of the following:
 1. Content mastery in a core-content areas (language arts, social studies, math, or science) by passing one or more Commission-approved middle-level core subject exams.
 2. Evidence of completing the equivalent of a major (minimum of 21 semester hours or 34 quarter hours) in the content with [an average of] B or better.
 3. Content endorsement for the high school authorization.
 - iii. Evidence of successful completion of an integrated curriculum course of study in at least one or two core clusters: LA/SS/Reading or Math/Science/Reading ~~with a B or better in each course.~~

- iv. Establish integrated subject endorsements in LA/SS and Math/Science that would be earned by completing integrated core curriculum sequence and providing evidence of content knowledge. For example:
 - 1. Math/science integrated core endorsement
 - a. Math
 - i. Pass Basic Math test or
 - ii. Complete at least major equivalent (minimum of 21 semester/34 quarter hours) in coursework with B or better in math.
 - b. Science
 - i. Pass Middle Level Science test or
 - ii. Complete at least major equivalent (minimum of 21 semester/34 quarter hours) in coursework with a B or better in math. [*Should be science??*]

Rita: Use term “literacy” instead of “reading” because IRA and NCTE have worked hard to get the word “literacy” in to encompass reading, writing, oral communication.

Hilda: Would have to take this back to our own colleges because of B requirement. That decision cannot be made here.

Vickie: Have to live with NCLB at this time and 34 quarter hours for HQ alignment.

Mark: Issue is how do we guarantee that ML teachers have content knowledge.

Sue: 34 credit hours: in one or more areas? Mark: No, just one area.

Some changes on the handouts

8. Interagency Management Team Shelley

State mentoring initiative: how to get higher ed to get involved. Some colleges have a professional development plan when they leave the college program.

See Addendum A for minutes of IMT meeting.

Pat said he would be open for a meeting with folks from OACTE if we wanted to look carefully at Quality Counts summary. How question is asked, how answered, how interpreted.

Ballot measures in November; Bill Sizemore: Can't teach not in English longer than two years. 2) Property crimes mandatory sentences for prison terms. More prisons and less to education. Fingerprinting good for three years.

First aid card responsibility of school districts.

In past if teacher resigned within 60 days notice, TSPC hands tied with discipline. Now they can make a decision. Says now that TSPC must suspend license for the rest of the school year. Everyone agrees that it is inappropriate for teacher to leave mid-year but another district may hire them

Vickie says TSPC cannot get child abuse issues from DHS.

Civil rights: incorporate ethics overtly

Research position to be hired.

Sue question: Embed civil rights info? 2009 test, not 2008. Will need test score results. Must be pre-licensure. It is designed to be a one-hour test but given two hours. Two parts: test of knowledge and what does it look like to have this knowledge applied in classroom.

9. Test dates. Question: Is it possible for ETS and other testing companies to move their test dates because of conflicts with graduation? Answer: No. These tests are done nationally, and they will not change just to accommodate Oregon.

10. Ed Pathways: Hilda; thanks to everyone for updating information on website “How to Become a Teacher in Oregon”

Ed pathways conference? Not sure yet. Focus? Outreach to high schools? Sam: possibility of a link. Would be seen as proactive.

Vickie: Pathways early field experience document: Are people fingerprinted? This was not designed to explain everything.

11. Sharon Robinson to Oregon CEO of AACTE. June 12-13. Reception 4-6 pm on June 12 at Portland State. *Democracy at Risk* available www.forumforeducation.org. People invited. After reception, we are invited to dinner (no-host). Announcement to be sent out by Randy.

12. ESOL Instruction: Vickie says great turnout at summit. Require program for ESOL endorsement. Will take recommendations to Commission.

13. Merger of TEAC and NCATE: Vickie sent out notice. Randy: in 1948 six different education associations to form AACTE. Accreditation needs to be owned by more than teacher educators. Formed NCATE to represent profession. Ten years ago dissatisfaction on part of university presidents who were unhappy with NCATE process. Formed TEAC. TEAC got approval from federal DOE. 40-50 institutions are under TEAC. AACTE has always felt there should be a single entity. Stance is that need to agree on standards and by having two groups it means that can't agree on standards. Break-through. Task force from TEAC, NCATE, and AACTE. Agreed on set of standards. We need a unified system for accreditation. Agreed also to have appropriate to have options within accreditation. Exec comm. approved plan and TEAC's board will meet in June.

14. Evening meetings for OACTE? Mo: asking question if it is feasible. Staff would have to decide which to go to: Exec Comm or TSPC

15. Division 17. Tom: Capture ideas for any revisions and send to Sam or Tom.

Mark: Where is TSPC in timeline for revising. On agenda for information tomorrow. Vickie: Keith has not convened committee and the process cannot go forward without appropriate input from stakeholders. One year process at least, Vickie feels. Field placements, internships major issues. There are four groups: teachers, admin, counselors, psychs. The wording applies only to teaching.

Tom: We get frustrated with Section 17 and now is the time to recall irritations and get down on paper.

Mark: I have more concerns over Division 65 than 17. Specialized program approval (SPA) difficult. We could just bring in national standards without input but that would not be appropriate. I don't see 17 as broken as I see 65 as incomplete.

Tom: In 17 frustrations over site visits, program approvals, and other areas.

Vickie: 65 affects 7 institutions; 17 affects 19 institutions. Maybe we can get both done at the same time.

Vickie: 65 is to the SPAs as 17 is to the unit standards.

16. Please submit agenda items at least 10 days before next meeting to Jan Albrecht.

Next: TSPC August 6-8. Inn at Otter Crest. Our meeting day before.

Addendum A. Minutes of IMT meeting. (The following was sent as a separate email to OACTE members.)

IMT Meeting
April 16, 2008

Present: Bonnie Morihara, John Killoran, Courtney Vanderstek, Dianne Ferguson, Vickie Chamberlain, Colin Cameron, Salam Noor, Pat Burk, Shelley Smolnisky

Item #1 Housekeeping—John Killoran

- Common purpose of IMT- it grew out of OQAT grants
- Originally Sager's predecessor convened the group
- Pat suggested an annual meeting to set targets and goals, For example; Oregon diploma, minority teachers, supply and demand, grant opportunity, TEACH grants, supply and demand
- Membership—suggested Trica Yates at OSBA and Susan Weeks for OUS
-

Item # Teacher preparation issues—Hilda and Shelley

State Mentoring Initiativ--

- Discussion on ways that Teacher Preparation programs would like to be involved as the initiative moves forward:
 - Need regular and systematic feedback and discussion to the programs
 - Needs to be an extension of teacher preparation

- Need to know about TSPC requirements
- Aggregated data showing issues and needs
- Parallels of TWS (the work sample)
- Professional Development Plans
 - Need to talk with OACTE about format
 - Better use of 9 hours—for Initial 2
 - Menu of options available from teacher prep programs
 - Also need a piece explaining programs and TWSM (the work sample model)
- Need for Statewide Evaluation Model—Vickie is interested in putting this in a policy package
- Needs to be added to the OCATE agenda—she will send some estimated funding models

OCRI--

- Faculty from a number of Oregon institutions presented at AACTE and ORATE
 - three studies related to TWSM
 - Effect on student learning
 - Experience of students and faculty
 - Evolution and match with

NCATE--

- Hilda shared a press release from NCATE announcing a new publication—*It's All About Student Learning* that features Oregon prominently. See attached.

Policy Option Package Related to Teacher Preparation--

- OUS has sponsored conversations that were initiated first between OUS COE deans and Pat Burk around the need for a funding source similar to ETIC for teacher preparation.
- The Chancellor's office is supporting more conversations pertaining to the development of a Policy Option Package which will be held on May 3rd in Portland and which will include both public and private Schools and Colleges of Education.

Quality Counts Report--

- Suggested that we need a document that explains the why behind the “F”
 - ODE has done a 20 page analysis from this report—what might we do about this.
 - Pat will be sending this out.
 - Vickie has a matrix from TSPC on teacher prep that she answered.
- DECISION: Pat is interested in a 2 hour timeframe before OACTE meeting in May. Shelley and Hilda will work with OACTE to arrange.

Item #3: TRI Projects and Activities

PrISM

- Faculty meeting happening tomorrow—
 - Curriculum designed and courses are being offered
 - Flyers and website are now operational
 - Would like to see our College link to these resources

READOregon

- Website offers a full array of scheduled events and opportunities

- Bonnie would welcome more announcements from institutions
University School Partnerships—
- 15 letters of intent received—more interest than ever
- EOU, UO, OSU, PSU, WOU, Willamette and Lewis and Clark
- Oregon NAME Conference-is being revitalized

Item #4 ODE Report and Legislative Update

Summary of bills from Feb legislation

- SB 1068—clarifies the ability of school districts to offer part time kindergarten and not charge tuition
- SB 1067—extends timeline for districts to replace R-type metal halide or mercury vapor light bulbs
- SB 1092—expands type of information an notification to school districts regarding students charged with serious crimes.
- HB 3600—Districts using ACT can now get a waiver to continue use of the ACT test rather than PPST
- HB 3601—provides funding for ODE (\$95,000) to staff and develop Farm to School program
- HB 3612—new construction is supposed to generate energy reduction of up to 20% (really only impacts School for the Deaf and School for the Blind)
- SB 1066—catch all bill- funds are allocated
 - return to TAG centers—and a position.
 - school athletes have to be instructed about the dangers of steroids
 - Elimination of first aid card for teacher licensure

Ballot measures coming up in November 2008

- Prohibits Teaching Public School Students in Language other Than English for More than 2 years (Bill Sizemore)
- Teacher Classroom Performance, not seniority, determines pay raises. (Bill Sizemore)
- Mandatory minimum prison sentences for crimes—(Mannix)
- Pat distributed a draft of analysis of Oregon's responses to the Quality Counts survey on technology and welcomed input.

Item #5 TSPC Report and Legislative Update

May 9th Forum—joint forum to have a dialogue with people from the field—celebrating our successes and challenges—facilitator—

ESOL Summit—concerns about unintentional supply and demand—will report results to TSPC meeting

- Reminder—you can listen to any item from all TSPC meetings off of TSPC website

First Aid card—requirement is now gone—up to the district

Fingerprinting requirement—now good for 3 years.

Five legislative concepts from TSPC coming forward

- Civil Rights test--
- Discipline issues—HR offices be required to hand over DHS reports
- Request to change Alternative Education license rule limited to non-provisional licensures
- If a teacher resigns without 60 days notice, TSPC can make a decision about if they will suspend the teacher's license
- Vickie is looking to fill a communications and a research position.
- Will be hiring two new investigators.
- May also have to move and work through the process on this.

Additional agency reports

- Colin distributed a COSA calendar of events