

**OREGON ASSOCIATION  
OF COLLEGES FOR TEACHER PREPARATION**

**MINUTES**

**JANUARY 10, 2007—WILLAMETTE UNIVERSITY, SALEM**

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Nancy Wolf, Lesley University, [nwolf@lesley.edu](mailto:nwolf@lesley.edu)

1. Introductions (Greene)
2. Minutes (Hamm)
  - a. Minutes from November 1, 2006, meeting approved. Motion Jones, second Mahoney.
  - b. Correction later in meeting: Vern Hess → Vern Jones. (Secretary's error.)
3. Treasurer's Report (Musser)

Opening Balance: \$8078.79	Debit	Credit	Balance
Annual dues		\$100 Western Oregon University	8178.79
Annual dues		\$100 Concordia University	8278.79
Annual dues		\$100 Cascade College	8378.79
Annual dues		\$100 Oregon State University	8478.79
Annual dues		\$100 Warner-Pacific College	8578.79
Annual dues		\$100 Northwest Christian College	8678.79
Annual dues		\$100 University of Phoenix	8778.79
Annual dues		\$100 George Fox University	8878.79
Inter-Rater Reliability Workshop		\$2180 (held at WOU, November 10, 2006)	11,058.79
Hilda Rosselli	6.00.00	Parking fees for conference @ WOU	11,052.79
Conference registration fees		\$135 from Portland State University	11,187.79
Conference printing	225.00	From WOU	10,962.79
Conference speaker	1467.03	Dr. Peter R. Denner (and expenses)	9495.76
Conference speaker	1682.52	Victoria L. Robinson (and expenses)	7813.24
Pathways to Teaching	1320.00	Reserve account from conference	9133.24
<b>Closing balance</b>			<b>9133.24</b>

4. Proposal from **Trinity Minahan**, Confederated Tribes of Grand Ronde, and **Brad Victor**, Oregon Department of Education
- a. Propose education inservice for current and preservice teachers on effective strategies to work with Native American students. Originally it was a fourth grade curriculum in the early 1990s using the current standards and benchmarks. However, these have changed. The idea was brought back with the nine confederated tribes and Oregon Education Association. The curricula have been updated and revised and are aligned with social science benchmarks for grades 5, 8, and CIM.
  - b. Training for TAG and social studies teachers.
  - c. When the program was first developed, the curricula was given to all schools and essentially went nowhere. Now, training to implement the curricula is essential part of it. It also shows the resources in the areas.
  - d. Summary:
    - i. Majority of attendees at workshops (79%) have taught about Native Americans.
    - ii. All most all (97%) attendees felt a need to teach about Native Americans.
    - iii. Only 51% teach about Oregon tribes
    - iv. As a result of the training all / most all (97%) attendees are more aware of Oregon tribes and resources
    - v. A// / Most all of attendees (83%) intend to use IIOT [*Indians in Oregon Today*]
    - vi. 82% of attendees rated the training as “very” or “extremely” valuable
    - vii. All attendees would access local Tribal resources (100%)
    - viii. Only one-third (35%) of attendees had accessed the ODE Indian Education website.
  - e. Proposal to OACTE
    - i. Conduct two more trainings this spring: WOU, Friday, May 4 and somewhere in Portland area. Cost is \$750 per workshop for 60 participants. Training is free for students and faculty. Booklet available on ODE website. It is a public document so it can be reproduced without permission.
  - f. To be decided later in meeting.

5. Pathways (Rosselli)
  - a. December 8 event evaluations are coming out.
  - b. Surveys on community colleges and higher education = preliminary data now. Problem: overlaps and differences between “Introduction” courses and “Foundation courses.”
  
6. Committees
  - a. Oregon Collaborative Research Institute (OCRI)
    - i. Greene: Endorsement of OACTE to memorialize work of Del Schalock (WOU) teacher work sample. Motion Ankeny, second Mahoney.
    - ii. Met in October. People are continuing with work. Initial responses from the institutions: How close to the original TWS and what is being done now?
    - iii. Effect Group: meeting on 16th. Finalize presentation at AACTE in New York City.
    - iv. Experience Group: No report. Roy Bunch of Corban heading group. Others will present at AACTE.
    - v. Rosselli: This is one round of collaborative research. Other topics of common interest to come to the table.
    - vi. Ankeny: Encourage faculty new to higher education: Can really connect with cooperative research. The Oregon story is out.
  - b. Cultural competency
    - i. Next meeting is in February
    - ii. Outcomes: 1) Add to teachers understanding of second language students in Standard 100; 2) Explore obligation to report institutional by videotape. (*Secretary: Is this correct? Notes unclear.*); 3) Incorporate language regarding Teacher Work Sample in OARs; 4) Explore classroom observations as a part of the competency.
  - c. White Paper
    - i. Ankeny: Peter Cookson and Mark Ankeny to meet on this to develop shorter version: 10 problems or challenges on Levine work. Not a rebuttal so much as one do we prepare teachers to meet all of the challenges of students in K-12 schools. Positive spin.
    - ii. Rosselli: Oregon public does not know how good our schools really are. Not just for legislators but maybe an editorial in *The Oregonian*.
    - iii. Hitz: Should not respond to Levine but tell our story in positive way.
    - iv. Ankeny: Draft to committee, then to OACTE.
    - v. Volunteers (from November 1, 2006, Minutes: Greene, Chamberlain, Hitz, Brumley, Cookson, Jones, Menk, Hamm. Cookson to be chair. *Correction to November minutes: Vern Jones, not Vern Hess. Apologies.*
  
7. Professional Development
  - a. Rosselli: Inter-Rated Reliability (Teacher Work Sample) conference came in under budget. OACTE allotted \$1666, but it cost less than this.
  
8. Proposal by ODE and Confederated Tribes

- a. Some discussion took place about charging a nominal fee so that participants feel obligated to show up that morning. However, the ODE website where participants would register is not set up to accept money.
  - b. Question is whether to have one or two sites in the Portland area—one in spring, one in fall? Could have a second site if demand is there. Jones suggested a donation box at door for Native American education. Can check
  - c. Needs to have an open-ended question on the evaluation sheet regarding for overall impressions of curricula.
  - d. One such conference already is taking place at WOU and another at University of Oregon. The proposal here is for funding for one additional site in Portland and possibly a second one in Portland.
  - e. **Motion to fund two sites (WOU and Portland) by Wolf, second by Brodsky. Pass.**
  - f. **Motion to have donation basket at events by Ankeny, second by Roselli. Pass.** Discussion: Donation goes to an organization selected by Brad Victor of ODE.
  - g. Portland site: Lewis and Clark College (suggested by Jones). Second possibility: Univ of Phoenix (suggested by Hamm). Third site: George Fox Portland center (suggested by Ankeny).
9. Confederation of Oregon School Administrators (Cameron)
- a. OICA to sponsor a meeting at 9:30 a.m., January 31, regarding placement challenges. Conversations between colleges and school districts (HR people). Should OACTE be there? General consensus: yes.
  - b. Howard: Whoever goes needs to be thick-skinned because the districts see this issue as low priority when dealing with day-to-day events.
10. TSPC (Menk)
- a. TSPC cancelled meeting this week because too many things came up and staff had been ill. One investigator has been out for a while as well. The decision was made to do a teleconference.
  - b. Program approval:
    - i. Multnomah Bible College proposal for teacher preparation
    - ii. Willamette University for special education, hearing, and visual.
    - iii. Administration programs: There will be a separate time for approvals.
  - c. New process for alternative assessment. Staff goes through transcript analysis
  - d. Transitional license: Must take into account HQ status. Now, those with Transitional license have not take out tests nor the anti-discrimination course. Could there be another license other than Transitional?
11. Statewide mentoring (Greene)
- a. Meeting with many stakeholders: Governor's aide for education, Chalkboard rep, Oregon University System, COSA, TSPC, OEA, Friends of Children.
    - i. We all will be better off with common ground—common beliefs and concerns;
    - ii. There are many mentoring programs throughout the state, and they differ from each other;
    - iii. Define what good mentoring looks like.

- b. If such a program is to be in place, we need to have input on how it looks.
- c. Kilburg: done deal for Oregon? No. We need to be cognizant of language in bill.
- d. Brodsky: Not much in the governor's budget for this.
- e. Greene: We still have an opportunity to state our views on this.
- f. Hitz: Language should be positive, including teacher education. Mutually beneficial between school districts and teacher education programs. Mentor training collaboration among TSPC, districts, teacher prep colleges. Need to have seamless system from preservice to licensed teacher.
- g. Kilburg: Needs to have a program coordinator to make sure it is run correctly.
- h. Rosselli: This is a very political situation. We have to be thoughtful about what we say because if we are forced to do something, it could result in a lack of resources.
- i. Mahoney: If this new program is like our last mentoring program in Oregon, we need to give input. We need to share what this should look like.
- j. Brodsky: Other organizations are impacted as well. There are some new players at the table.
- k. Ankeny: Do we all agree that a mentoring program is valuable? (Yes.) We don't want to take on the districts' responsibilities for staff development.
- l. Greene: We should not be the primary responsible party for this, but we should not be left out.
- m. Rosselli: Higher education can select mentors. Advisory group.
- n. Costi: Where should this be housed? At the ODE as last time?
- o. Samek: Will be meeting with chalkboard later in January so if they have more information from us we can take this to the meeting.
- p. Greene: We should develop our set of non-negotiables. Also, we can develop talking points.
- q. **Committee: Kilberg, Jones, Samek, Rosselli, Greene, Brodsky, Ankeny.**
- r. Cameron: COSA would like to see Admin program to be part of this. This is the fourth mentoring program in the last 20 years. Must be sustained.

- 12. Interagency management team (Samek)
    - a. Governor's office, K-12, TSPC, ODE, OEA meeting recently
      - i. Preparing teachers to teach in Oregon's Schools (Brodsky and Ankeny)
      - ii. Morihara updated Read Oregon collaborative reading endorsement online. Federal funds are gone.
      - iii. Teachers for a new era (Rosselli). Started with five institutions, now 11. Three principles: 1) Liberal arts and science faculty involvement in teacher education; 2) Clinical aspects in teacher preparation; and 3) Evidence-based focus in teacher preparation.
    - b. Oregon high school requirements
  - 13. NCTE (Menk)
    - a. State partnership set up
    - b. Next steps.
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On whiteboard:

Randy's comments—seamless system reference to include higher ed

Vern's concern

Prog coordinator

Money → month caution (U.O.)

Point to new role in the larger system

Loop back to T.Ed. from mentors

Mentors looped to T.Ed.

Mentor selection

Discipline loops to TSPC to inform

TSPC – program approval

Other CR visits

What is good mentoring?

What can universities do?

Be at the table to design phases

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**Nominations for next President of OACTE to be sent to Bob Hamm ([bob.hamm@phoenix.edu](mailto:bob.hamm@phoenix.edu)). To keep rotation, next year's President should be from OUS system. Should arrive in time for voting at March meeting.**

**Next meeting: March 14, 1:00. Place TBA.**