

**OREGON ASSOCIATION OF COLLEGES FOR TEACHER
EDUCATION**

JANUARY 25, 2006

COLUMBIA EDGEWATER COUNTRY CLUB
HOST: CONCORDIA UNIVERSITY

Present:

Jan Albrecht, Concordia University
Dana Barbarick, Cascade College
Dew Anna Brumley, Warner-Pacific College
Sharon Chinn, Lewis and Clark College
Sr. Maria Ciriello, University of Portland
Nancy Drickey, Linfield College
Tom Greene, University of Portland
Karen Hamlin, Willamette University
Bob Hamm, University of Phoenix
Eloise Hockett, George Fox University
Jim Howard, Northwest Christian College
Farah Ibrahim, Oregon State University
Penny Jasso, Portland State University
Vern Jones, Lewis and Clark College
Margaret Mahoney, University of Oregon
Keith Menk, Teacher Standards and Practices Commission
Deb Miller, Portland State University
Hilda Rosselli, Western Oregon University
Linda Samek, Corban College
Shelley Smolnisky, Pacific University
Heather Stanhope, Eastern Oregon University
Sue Thompson, Western Oregon University
Nancy Watt, Pacific University
Yvette Webber-Davis, Oregon University System
Jim Worthington, George Fox University

Guests:

Matt Lucas, Corban College
Claudia Green, Corban College

Chairs:

Margaret Mahoney, University of Oregon
Sue Thompson, Western Oregon University

1. Introductions

2. Education Pathway for Teachers

- a. “This group is in the process of identifying a list of common education courses, 100-200 level, which will transfer among community colleges and four-year teacher preparation programs. All four-year and community college campuses were surveyed to inventory foundation level education courses currently offered across the state. The committee met with Deans and Directors of Teacher Education on December 9, 2005, to share survey results and agree on next steps.
 - i. Chairs: **Hilda Rosselli**, Western Oregon University, and **Christy Stevens**, Linn-Benton Community College.
 - ii. Source: “Education Pathways for Teachers: Working Groups and Next Steps” handout, January 2006.
- b. **Linda Samek**: Articulation conference at WOU. Helpful for community college instructors to see layout of coursework
- c. **Yvette Webber-Davis**: Earlier had asked campuses for on-line advising guide. She received comments back. A tri-fold brochure will be produced for career fairs and other events.
- d. **Linda**: Statewide coordination and leadership. Next steps:
 - i. Determine which foundation courses will be developed;
 - ii. Convene education faculty from all campuses to develop common expected courses outcomes;
 - iii. Negotiate terms of transfer, *e.g.*, credit hours, course titles, faculty credentials, etc.” (Source: handout)Money requested from Spirit Mountain Casino to fund advising. Proposal is for \$15,000.
- e. **Hilda**: Transfer courses are being taught at community colleges now. We want to provide guidance to community colleges. The intention is not to impose a specific course title but to convene faculty for common ideas. We need to look at outcomes, not just course titles and syllabi. We have to figure out the best way to get to common ground. Findings:
 - i. 64% of community college responded articulate some type of Foundations of Education course with four-year institutions;
 - ii. More than 50% (N=8) of teacher-preparation programs responded reported accepting some type of a Foundations of Education course from Community College level.
 - iii. 64% of community colleges responding articulate some type of Field Experience course with four-year institutions.
 - iv. Almost 50% (N=7) of teacher preparation programs responding reporting accepting some type of Field Experience from community college level.

- v. 64% of community colleges responding articulate some type of Multicultural course with four-year institutions.
- vi. 55% of community colleges responding articulate some type of Introduction to Education course with four-year institutions.
- vii. Majority of teacher preparation programs responding (N=12/15 or 80%) accept some type of Introduction to Education class from community college level.
- viii. Source: "Update and Results of a Statewide Survey of 4 Year Institutions and Community Colleges on Teacher Preparation" handout, January 25, 2006.

Community colleges are trying to do the right thing for their students. Next steps:

- ix. Planning a meeting in May for instructors in an Introduction/ Foundations course and Early Field Experiences to identify common critical outcomes and proficiencies.
- x. Writing a grant to Spirit Mountain Community Fund to help locate necessary resources.
- xi. Need names of faculty to invite to meeting sent to Hilda from both community colleges and four-year institutions by February 14, 2006.

It is important for students to move through the programs. Governments are seeing the need to get people graduated.

The "white elephants" are: territories; trust issues, and lack of ability to change programs. Also accreditation issues with NCATE, TEAC, and TSPC. Senate Bill 342.

What are key things we want students to have when they come into our programs: same goals and intentions for four-year institutions and community colleges.

The May conference needs to have instructors of each course in colleges' programs. **Hilda needs to have the names of the people who will attend.**

3. Cultural Competency

- a. **Linda Samek:** Conference to be held on February 23, 2006, in Pacific Room, Werner Student Union, Western Oregon University, 8:30 – 3:00. We hope for a partnership with Oregon Public Broadcasting and its Website. **Team of three people from each campus.** Speakers: David Bautista (Bilingual Service Director for Students and Families of Woodburn School District and Sean Cruz, legislative aide for Sen. Avel Gordly.
- b. **Jan Albrecht:** Registrar. \$25 per person.
- c. Planning committee: Jan Albrecht, Yvette Webber-Davis, Sue Thompson, Carol Mack, Linda Samek.

4. Oregon Collaborative Research initiative (OCRI)

- a. **Hilda Rosselli:** The *Journal of Teacher Education* issue focuses on effectiveness of teacher education programs.
 - b. “The goal of the Oregon Collaborative Research Initiative (OCRI) is to engage Oregon’s teacher preparation institutions in the collaborative study and dissemination of a meaningful and sustainable set of research projects. *Meaningful* in that the projects address questions of common interest, are aimed at improving teacher preparation, and have real-world implications for teacher development and K-12 student learning. *Sustainable* in that the research projects do not overburden participants but rather offer feasible and rewarding opportunities to engage in and disseminate the findings of collaborative inquiry.” (“OCRI Work Plan” handout, n.d.)
 - c. Institutional Response Sheet handout. Need:
 - i. Read documents
 - ii. Make decisions as an institution
 - iii. Tell **Hilda** by February 6.
 - d. There needs to be a point person at each campus. Once a college has gotten to the point of surveying students, everything should be in place.
 - e. National conference in Portland July 19-21, 2006. “Extending the Culture of Evidence: Teacher Work Samples and Other Promising Practices” at Portland Marriott Downtown Waterfront.
 - f. Keynote speakers: **Lee Shulman**, The Carnegie Foundation for the Advancement of Teaching; **Donna Gollnick**, senior vice-president, National Council for Accreditation of Teacher Education. Registration deadline: June 1, 2006.
 - g. Sponsors: American Association of Colleges for Teacher Education (AACTE), Education Commission of the States (ECS), and Western Oregon University. Information: www.wou.edu/tws
5. Treasurer’s Report
 - a. **Karen Hamlin:** OACTE has \$10,446.88.
 6. ODE Proposed Growth-Based Accountability Model
 - a. **Hilda Rosselli:** Oregon is hoping to be one of 10 states to pilot growth accountability model. This means that under NCLB the same students will be tested to measure their own growth rather than testing, say, fourth graders and then the next year testing the new fourth graders.
 - b. **Joe Stevens** web: www.uoregon.edu/~stevensj/models.ppt
 7. TSPC Issues
 - a. **Keith Menk:** Technology in TSPC office: Trying to become as paperless as possible. New electronic applications allow surveying capabilities.

- b. Multiple projects going on:
 - i. C-2 Fast Track—By April all institutions will be online for initial licenses.
 - ii. CAPs (Conditional Assignment Permit) used to take a long time to implement. Districts can process these electronically.
 - iii. Data exchange—Highly Qualified based on license, endorsements
 - iv. Web site will be changed to look more like Oregon state Websites.
 - v. Several staff changes
 - vi. Credit cards for licenses. Application online coming.
 - vii. HOUSSE standards may need to be re-done because the feds say Oregon was too generous in experience counting.
 - viii. Problems with special education: Secondary special education teachers need to be have sufficient hours in each subject area they teach.
 - ix. Current social studies test not valid. Too few questions on each area in social studies (economics, history, geography, etc.).
 - x. Site visits: University of Portland site visit; Southern Oregon University site visit; Northwest Christian College site visit.
 - c. On TSPC agenda for January 26: Cultural competency to move from “Discussion Item” instead of “Action.”
 - d. **Hilda Rosselli**: American Counseling Association online has excellent suggestions for what to do. Could be used as a model.
 - e. Larger issues: *e.g.*, Cultural competency should cover poverty and other classifications, not just race and ethnic culture.
 - f. **Farah Ibrihim**: People are vulnerable because they may fall into several categories: *i.e.*, race, poverty, education level.
8. Chalkboard Project
- a. **Hilda Rosselli** and **Linda Samek**: Met recently and has been going for seven months. Several conflicts have arisen. Final report cannot be made public yet.
 - b. Strong consensus in group: Recommendations to Legislature. **Jay Casbon** and **Linda Samek** will edit the report.
 - c. In February public comments accepted.
 - d. There is nothing particularly new in the report but as a package it could have a huge impact. There is a high degree of accountability.
 - e. Question: Who owns the work of Chalkboard Project? Once the report goes public, it is in public domain.

9. Upcoming conferences
 - a. AACTE in San Diego
 - b. ORATE February 24 in Salem.
10. Many thanks to Concordia University for hosting this meeting. Special thanks to **Jan Albrecht**.
11. Next OACTE meeting: March 8, at University of Phoenix, Tigard campus. (13221 S.W. 68th Parkway, Suite 500). Directions to follow.
12. Next TSPC meeting: March 9-10, Wilsonville Holiday Inn (North Wilsonville exit, *not* Wilsonville exit).

--Bob Hamm, UoPhx | Ore.