

**OREGON ASSOCIATION
OF COLLEGES FOR TEACHER EDUCATION**

MINUTES

OCTOBER 22, 2008

UNIVERSITY OF PHOENIX | SALEM CAMPUS

Present:

Jan Albrecht, Concordia University, jalbrecht@cu-portland.edu
Janine Allen, Corban College, jallen@corban.edu
Mark Ankeny, Pacific University, mankeny@pacificu.edu
Dana Barbarick, Cascade College, danabarbarick@cascade.oc.edu
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Dew Anna Brumley, Warner-Pacific College, dbrumley@warnerpacific.edu
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Jim Howard, Northwest Christian University, jhoward@northwestchristian.edu
Margaret Mahoney, University of Oregon, mmahoney@uoregon.edu
Keith Menk, TSPC, keith.menk@state.or.us
Deb Miller Allen, Portland State University, millerda@pdx.edu
Rita Moore, Willamette University, rmoore@willamette.edu
Hilda Rosselli, Western Oregon University, rosselih@wou.edu
Linda Samek, George Fox University, lsamek@georgefox.edu
Heather Stanhope, Eastern Oregon University, heather.stanhope@eou.edu
Sue Thompson, Western Oregon University, thompss@wou.edu
Kathy Van Curen, Multnomah University, kvancurren@multnomah.edu
Bruce Weitzel, University of Portland, weitzel@up.edu

Jan Albrecht banged the gavel at 1:04 pm.

1. Introductions. Welcome
2. Corrections to the Minutes of August 2008:

- a. page 2: 5f: “unified system of accreditation”
 - b. #7 partnership with L&C: four or five others George Fox University, Portland State University, Western Oregon University, Eastern Oregon University, University of Portland.
 - c. #20: Keith “pet peeve.” Take out.
3. Guest speaker for World Evaluation Services: Todd Rutkin.
- a. Based in San Francisco. He has been with WES for more than a year. Came from higher education, public university in southern Japan. Also international student in France and Germany.
 - b. PPT : international accreditations done by DOE before 1970. After, they didn’t want to deal with this. WES founded 1974. Largest evaluation service in US: 50,00 evaluations a year. 100+ employees. Offices in San Francisco, Chicago, Washington, D.C., New York City. Not-for-profit.
 - c. Purpose is to help international students integrate into colleges in US.
 - d. Site: www.es.org/wes_tools/index.asp
 - e. Grade conversion guide, WES news and reviews, education links. Trainings all over the country. Academic services: John Lembo, mgr, 212.219.7330. support@wes.org
 - f. Expertise, 30,000 institutions, 14,000 academic credentials, 1.5 million courses, 2400 grading scales. WES evaluation report: based on authenticated documents, widely recognized and used, accurate and consistent, easy to read, user-friendly. Document by document (\$110) or course by course (\$170). Sign up for AccessWES: www.wes.org/educators/index.asp Todd Rutkin: P.O. Box 26879, San Francisco 94126. trutkin@west.org 415.986.3356 phone.
4. Division 17 changes. Keith:
- a. He and Vickie are in process of putting drafts together of possible changes. Hoped to have something to pass out to colleges at this time. Goal is to go through a process and have something for the February meeting. Talked to Tom Greene about this. Tom suggested that Keith poll the colleges to see what changes we would like to see if anything confusing or things that need changes. Some rules are 20 years old and might need to be changed. Need to take a look at all. Submit comments by mail or email.
 - b. TSPC does not want to take changes to the Commission before the colleges have input. Would like to set a series of dates for these meetings. Keith hopes to take recommendations to Commission in Feb. Due date 2 weeks: Oct 30.
 - c. Soliciting info from other groups besides OACTE? Yes. Which groups? Site visit folks. We need to react to draft versions; this will help us to see which direction it will be going. Commission approves the rules; our role is as consultants. Site visits tend to look to see if materials are in place and not evaluative. Questions such as “Does the unit have bylaws for the Consortium? Y/N) may not tell the whole story.

- d. Keith and Vickie are looking at NCATE, TEAC, NW Region and other documents. Trying to be as consistent as possible and not require colleges to do too much duplication. Need to look at new emerging standards by NCATE and TEAC and see what kinds of changes would be beneficial. Processes of NCATE and TEAC are very different from each other. Autonomy needs to be protected because some smaller institutions are neither NCATE nor TEAC accredited.
 - e. Mark Ankeny: We need to connect state standards to national ones and if we don't, we should have specific reasons for this. We have a weak link for standards for endorsement areas.
 - f. Hilda: Some policy makers don't think that we have teacher standards.
 - g. Linda: How is TSPC putting forth the decisions that go into a draft?
 - i. Keith: Commission does not like lack of consensus but if the group can't come to consensus then the group will not make a decision. But for this to be successful and if we are looking at major changes in Division 17, input is incredibly valuable. It will be hard to get consensus because what will work for one may not work for another. There are small to large size programs. But we want to have the discussion.
 - h. Mark: Regarding met/unmet: If rule has several components, and a school is deficient in only one, is the entire rule "unmet"? Could be open to interpretation. The spirit of the rule may be met and a way ought to allow the visiting team to simply note that an improvement needs to be made in a specific area.
 - i. Linda: Would met/unmet deal with quality of program or simply meeting the standard? How soon can we expect a report on the direction TSPC is taking?
 - i. Keith: First or second week of November. Would like to schedule a meeting to walk through draft. Then set subsequent meetings with goal being that by February meeting there will be something to brief Commission about possible changes.
5. Civil rights test: Who is required to take the test? Cut-off date?
- a. Requirement on 9-1-09, but for whom? If the person has gone through the program can the person waive the test? For people who have started a program before September 1, they will not need to take the test. People starting after 9-1-09 then they will have to take the test.
 - b. Mark: colleges still would assess students' knowledge of civil rights. Workshop is for out-of-state people, but Oregon colleges embed the information on civil rights into curricula. If students currently in program but have not had the part of the courses that include civil rights, they will not have to take the test.
 - c. Margaret: Study materials for the test? Yes, on ORELA website. Test costs \$80.
 - d. Keith will get clarification of who takes it. Required of all initial licensure programs (teacher, admin, counselor).

- e. Janine: some colleges on semesters will start in August. Will they need to take the test? Keith will check.
 - f. Since it is an open book test, can the students take any materials they want with them? Internet accessible to student? Could the person take a friend?
6. New higher education act:
- a. Mark attended webinar in September. Changes in Title II reporting for 2009-2010: affects how we gather data. Attempt at first NCLB-type assessment but that got pushed aside. Rhetoric is that our kids do badly on tests because teachers don't know info and this gets back to the colleges and universities. New: no ranking or quartiles, but in Oregon we require everyone to complete teacher-education programs. Now scaled scores.
 - b. Test companies and institutions need to report alternative routes taken by students. Now we do not have to report in college catalogue about Title II. IHE reports— Individual Higher Ed reports: four new groupings we must report on: enrolled in program, report on enrolled and completed all non-clinical coursework, report on those completed, report on those completed in past two years, scale scores and pass rates.
 - c. What happens if a person fails a test and then passes it within the same year? How is this to be reported? This is the question. The law requires all testing companies to work with data system produced by federal DOE. Data must be disaggregated by race, ethnicity, etc. Total number of students licensed by subject. How will state provide this info? Is it our responsibility to collect this or will TSPC give the info back to us? At next OACTE meeting, we should have a focused discussion around new higher education reporting requirements and how TSPC can help us. Keith would like to talk to a subcommittee to make sure that we are in agreement with programs and best way to report it. Subcommittee: Mark Ankeny, Linda Samek, Margaret Mahoney, Janine Allen, Deb Miller, Dew Anna Brumley, Heather Stanhope.
7. Announcement: Pacific University now accredited by NCATE. [Applause]
8. Chalkboard (Randy Hitz):
- a. Great opportunity for Oregon when foundations come together. Nice job of looking at literature—what can they invest in to improve education in Oregon? Their findings: professional preparation of teachers. Chalkboard asked Randy to write white paper, but has already done this. Bringing National Council for Teaching and America's Future to Oregon on Nov 18. Excited about the fact that there is an entity to support what we care for a lot.

- b. Idea: to take best work samples from students and put on websites to show publicly. Other teachers can draw on and students will get recognition of excellent work. All colleges and universities can all submit a particular number of teacher work samples.
9. Chalkboard (Linda).
- a. Worked with Kate Dickson, Todd Jones of West Linn High School. Connection with Chalkboard: newly formed advisory council. Focus group: how can we communicate with teachers and give them what they want. Message is clear: they want a vehicle to allow them through their own professional development: best practices, forums to communicate with other teachers, lesson plans, unit plans, new ideas.
 - b. Chalkboard realized there is a lot of that out there already. Is it worth time, money, energy? Teachers want things by Oregon teachers for Oregon teachers. Chalkboard let go of new website but wanted a way to get teachers to talk to each other. There are lots of things that could be used in TWSs that others could use. There are 3000 graduates each year so there are 6000 TWSs produced each year in Oregon.
 - c. Proposal by Chalkboard—can we make online way to make TWSs available for others. Person could enter info on grade level, subjects, etc., and have TWSs at their disposal. Teachers just looking for ideas. (Handout) Not whole TWS would be posted such as private info or school demographics.
 - d. Geoff Mills: This would be a clearinghouse, but who would use the site?
 - e. Todd Jones (Teacher at West Linn High School; member of advisory board of Chalkboard):
 - i. There is a foundation that will put up the money for the project. The goal is to really communicate to teachers and have it useful and helpful. No one would take the unit as a whole but would use it for ideas.
 - ii. Mark Ankeny: Would it be better to hear new ideas from experienced teachers rather than preservice teachers?
 - iii. Jim Howard: His impression of Chalkboard is that their orientation is that education needs to be fixed. Perhaps this is a way to start being collaborative.
 - iv. Todd Jones: Back in 2004 five foundations created FBO—Foundation for a Better Oregon. Out of this Chalkboard formed, wanted to be data driven. Want to put forth recommendations for education community with data behind them. They want to be more program-focused and not policy focused.
 - v. Rita Moore: This can be a powerful way to make connections.
 - vi. Hilda Rosselli: Could be a resource for new teachers as well. New teachers need more resources. It also shows what is required now to become a teacher. There is lack of understanding of what we ask candidates to do. This can answer some of the political statements such as “Anyone can be a teacher.” It is voluntary and protects identities.

- vii. Bruce Weitzel : If you take a portion out, there could be some negative publicity coming out.
- viii. Todd Jones: This is only the beginning. Chalkboard hopes that with the cooperation of OACTE that this is done right. We really do have young teachers in mind for this.

10. Highlights on agenda TSPC:

- a. Licensure: SLP lively discussion
- b. Alternative assessments pilot project for multiple subjects did not meet HQ
- c. Taking some content areas out of core subjects Foreign Language, drama
- d. Commission business: social worker licensure
- e. Item 5.5 Forum on teacher preparation

11. Announcements:

- a. Treasurer's report:
 - i. Only debit is \$27.45 for web domain register 3 years.
 - ii. Balance: \$8229.72
- b. Linda: RFP for Oregon Association of Teacher Educators: due in month. Michael Geisen is keynote speaker.
- c. Hilda: National conference with AACTE and NCATE in Portland at Embassy Suites about TWSs, July 22-24
- d. Teacher of the year a product of the SOU program
- e. Next meeting: Tuesday, February 10

12. Adjournment: "14 minutes shy of 4:00" –J.Albrecht