

**OREGON ASSOCIATION
OF COLLEGES FOR TEACHER EDUCATION**

MINUTES—NOVEMBER 1, 2006

PORTLAND STATE UNIVERSITY

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Jim Worthington, George Fox University, jworthington@georgefox.edu
- Guest:** Jim Buck, Oregon School Personnel Assn., ospabuck@verizon.net

1. Introductions
2. Minutes (approved)
3. Treasurer's report
 - a. Balance as of November 1, 2006: \$8078.79
 - b. Pathways to Teaching Conference: \$1,320 posted 6/1/06

4. Cultural Competency (Tom Greene)
 - a. The standing committee of OACTE has been reactivated and joined by two commissioners.
 - b. Next meeting: November 13, 9:00-12:30, at University of Portland, Murphy Conference Room (Room 426) in Franz Hall.
 - c. Need to blend resources of commissioners and OACTE to be more reflective of what is needed.
 - d. Earlier meetings were led by Linda Samek at Corban College.

5. Teacher Research Institute (Meredith Brodsky)
 - a. Oregon Quality Assurance in Teaching II (2002-2006). Members: U of Portland, WOU, GFU, Corban, PSU, L&C, OSU, Willamette and Office of Academic Affairs (2002-2004). Federal teacher quality enhancement grant provided 782 scholarships and stipends to 574 candidates who agreed to teach in Oregon high-needs schools. Minority candidates: 11%. Graduates/Completers teaching Oregon's high-need schools: 60%. Oregon project supposed AACTE efforts to lobby Congress to reinstate federal funding for Teacher Quality Enhancement projects. Projects' outcomes and evaluation results will be presented at AACTE conference in New York.
 - b. Oregon Transition to Teaching (2002-2007): SOU, WOU, OSU, EOU, PSU. Provided scholarships to 207 candidates who agreed to teach in Oregon high-need schools. Of these, 175 are currently licensed. Few able to obtain positions in Oregon high-need schools because of a very limiting definition (31/207). Project has supported teachers in Oregon shortage areas (math, science, bi8lingual ed, and special ed). Current focus is on providing mentor support to graduates who have positions in high-need schools and those hoping to get positions in high-need schools.
 - c. ReadOregon (currently funded by ODE): Online university coursework in literacy leading to a certificate or a reading endorsement: EOU, PSU, WOU, OSU, SOU. 1,017 have submitted ReadOregon program application; 544 currently active participants; 94 teachers have co9mpleted reading endorsement. Participants in 35 or 36 Oregon counties. Oregon teachers may receive reduced tuition through associated grants.
 - d. University-School Partnerships, Title II-A: UO, SOU, L&C, EOU, PSU, OSU, WOU. Projects are for professional development of K-12 teachers and administrators provided through partnerships with Colleges of Education and Liberal Arts and Sciences. Priorities are set by ODOE in content areas. Ten currently active projects. TRI is in process of reviewing new applications for FY 2006-07. There will be another round in spring.

6. Higher Education national partnership meetings with ODOE (Meredith Brodsky)
 - a. Early Childhood Education hosted by National Association of State Boards of Education, August 2006. Participants: Nancy Latini (ODE), Catherine Heaton (ODE), Krissa Caldwell (community colleges), Artemio Paz (Board of Education), Meredith Brodsky (TRI). Purpose: ODE has a NaSBE grant to design a standards-based system for early childhood education. The

meeting included an overview of current research and best practices. The Oregon team drafted an action plan for the next year that focuses on alignment within ODE, work with the Board of Education, and holding a statewide kindergarten summit this year.

- b. Math and Science Education hosted by Council of Chief State School Officers, September 2006. Participants: Patty Sandoz (President. OCTM), Cheryl Kleckner (ODE), Ford Morishita (science teacher), Lynda Sanders (science teacher), Meredith Brodsky (TRI). Purposes: To provide technical assistance to states in designing and implementing high quality professional development for teachers of math and science. The Oregon team recommended that the priority should be for elementary teachers in the content area of science.
7. Education Pathways for Teachers conference (Hilda Rosselli)
- a. Conference to be held at Werner University Center at Western Oregon University on Friday, December 8.
 - b. Four strands: License, Oregon's Teacher Education Landscape, Instruction, and Pathways.
 - c. There still is opportunity for people to be part of panels and presentations.
 - d. Audience is community colleges, four-year institutions, students, school districts, others.
 - e. Licensure strand: "TSPC explains licensure basics," "What does it mean to be a highly qualified teacher in Oregon?" and "TSPC explains licensure basics."
 - f. Oregon's Teacher Education Landscape strand: "The work sample demystified," "How are teacher education programs held accountable?" and "Supply and demand for teachers in Oregon."
 - g. Instruction strand: "Innovative uses of the 'How to Become a Teacher' advising guide," "Early field experiences: sharing, insights, and best practices," and "Introduction to education: sharing, insights, and best practices."
 - h. Pathways strand: "Identifying and removing barriers: a collaborative approach to increasing teacher diversity," "Early childhood credentials: pathways and pitfalls," and "Second career teachers."
8. OCRI (Sr. Maria Ciriello)
- a. Evolution study—where Teacher work samples began, where they are now, and changes from the original products.
 - b. Effect—People looking at the importance of TWS on student learning. Students go through TWS pre- and post-assessments. There are rich data on student growth.
 - c. November 10 conference at George Fox University Portland campus, 12753 S.W. 68th Ave., Portland (Tigard). Phone: 503-538-8383. Moving forward with assessment system. Interrater reliability training workshop. Cut-off for pre-registration at reduced cost was November 1.
 - d. Sessions: 1) Ways to structure faculty involvement in scoring TWS and other performance assessments; 2) Model for rater training; 3) Ways to gather

credibility evidence for performance assessments; 4) Opportunities for sharing and discussion of future directions.

9. Discussing Arthur Levine booklet (Peter Cookson)
 - a. Publication is *Educating School Teachers*.
 - b. Levine is politically connected. His study will be used by politicians. Cookson feels a response is required.
 - c. Some points of study need to be addressed. The parts that make sense ought to be recognized but study itself needs to be addressed without sounding defensive. We need to stand up for our schools in an intelligent way. It is important for students, families, and schools.
 - d. Tom Greene: Perhaps one response for legislators and influential others.
 - e. Jim Witherspoon: Sharon Robinson (AACTE) response really good.
 - f. Hilda Rosselli: It is not uncommon for state organizations to write “white papers” or fact sheets. Should not look or sound defensive but to educate people in our areas. Peter and I were approached by Chalkboard Project to focus attention on preservice educators.
 - g. Vickie Chamberlain: Legislators pay attention to sound bites. They all have the 27-page report. They will probably be upset at finding that there is no undergraduate major requirement to teach in certain subjects. We are the “bottle bill of education”—it is time to be bold and brave and take credit. Small summaries of the report will be read.
 - h. Jim Howard: Annual reports and accountability are very high. This is a totally new world from 15 years ago. Teachers are much better prepared in teacher education programs now.
 - i. Peter Cookson: Many of the statistics and descriptions in the report are old. It is disconnected from the real world. I do not question his intentions. We need to present a strong, positive statement. We need to look to the future.
 - j. Tom Greene: We need to develop an explanation about what is going on. A White Paper is a good idea but we need something shorter and slicker for presentation.
 - k. Hilda Rosselli: When have we ever invited legislators to talk to us? We need to build relationships with legislators.
 - l. Tom Greene: We need to hear what they have to say. We need to gather our voices together so we are all on a similar page [mixed metaphor?? –BH]
 - m. Randy Hitz: We need a proactive piece to tell our story. A White Paper may be helpful as a way to get a message across.
 - n. Hilda Rosselli: Chalkboard Project is interested in knowing more about the situation of challenges and where we are going.
 - o. Peter Cookson: We need to tell our story. Perhaps we should not acknowledge or mention the Levine report.
 - p. Vickie Chamberlain: We need to address our warts. Let’s find the things that need to be corrected.
 - q. Sr. Maria Ciriello: An approach is to take the items and tell how we approach each one.
 - r. Jim Buck: At the Oregon Educator Fair school districts’ representatives really like Oregon students. They see them as some of their top picks in their districts. This is anecdotal but worth mentioning.

- s. Sam Stern: We need to tell the Oregon Story. There are a lot of differences that happen here.
 - t. Nancy Watt: How do we measure our success? How do we know if we are successful? We do not follow our graduates. It makes us sound defensive without real data.
 - u. Deborah Miller [Multnomah]: Can we join with COSA to get statistics?
 - v. Nancy Watt; We can list our characteristics of new teachers in the state.
 - w. Committee to work on this: Tom Greene asked for volunteers: Tom Greene, Vickie Chamberlain, Randy Hitz, Dew Anna Brumley, Peter Cookson, Vern Hess, Keith Menk, Bob Hamm. Peter Cookson will be chair. Report in January. We will need a sponsor to publish it.
10. Vickie Chamberlain
- a. PA-1 form: Fingerprints submitted to Oregon State Police can take from two to 12 weeks to get back. If the school or district does not hear from TSPC, then they can assume that the fingerprints have cleared.
 - b. If there is something in the student's background, the student must:
 - i. Date the occurrence(s)
 - ii. Sign it
 - iii. Explain it. TSPC/OSP will accept explanation by email. It does go into the public file. It is much better to "over-disclose" than to minimize something that could raise an eyebrow. It could be a potential false statement.
 - iv. MIP [Minor in Possession]: If there was a violation many years ago, this does not need to be reported. If the MIP is *not* a stand-alone event, then the student must report with all details.
 - c. Concerns are crime, drugs, drinking two times or more, and domestic violence.
11. OACTE Website
- a. <http://orgs.up.edu/oacte/>
 - b. Website lists member institutions, active professionals, agendas and minutes, Oregon Collaborative Research Initiative, contact officers, AACTE, and Oregon papers at AACTE.
12. TSPC Miscellaneous Items
- a. Vickie Chamberlain: Hope to get half-time IT employment
 - b. Hope to hire a researcher. May need OACTE help. Need to pay the research for that which is asked for.
 - i. Sam Stern: Hope to use business model that is sustainable; we pay for what we ask for. Vickie agreed.
 - c. Hope to get licenses 30 days turn-around time.
 - d. Vickie says we have to redesign expiration dates of licenses because during the three-month summertime, TSPC handles 43% of its entire workload.
 - e. Expedited services: Law says must turn around within 48 hours. Will give person an Emergency license and then issue license applied for.

- f. The Administration preparation programs is going online using on the job as practicum must be in an Oregon approved program, not an out-of-state online program. Must do civil rights requirement and first aid card.
 - g. Keith Menk: Issue of “recency” in program completion. Must be within three years. If the student does not apply for license, it may be because the person has not passed the appropriate test(s). Title II report.
 - h. Learning Plus: Designed to be a test-taking preparation course, not a test substitute.
13. Randy Hitz on AACTE
- a. Summary of board meeting in September: principles for accreditation, trying to get unification of accrediting bodies, and email of principals to everyone. Email sent out earlier in the week with proposals.
14. Oregon School Personnel Association (Jim Buck)
- a. Talking with school districts about placement of student teachers issue.
 - b. New administrators may be reluctant to place student teachers because they do not know the staff that well and do not want to place with an unsatisfactory teacher.
 - c. Administrators complain about new crop of student teachers who have too many piercings.
 - d. One reason for difficulty in placements is teacher fatigue. Also, bad past experience by some teachers mean that teachers do not want to have another student teacher.
 - e. There are too many student teachers and not enough placements.
 - f. Perhaps there could be coordination among COSA, OSPA, and OACTE regarding policies for student teacher placements. Without these placements, there will be no new teachers.

Bob Hamm
Secretary, OACTE
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