

OREGON ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

MINUTES

NOVEMBER 2, 2005

SITE: OREGON EDUCATION ASSOCIATION
TIGARD, OREGON

Present: Dana Barbarick, Cascade College, dbarbarick@cascade.edu
Dew Anna Brumley, Warner-Pacific College, dbrumley@warnerpacific.edu
Jim Buck, Oregon School Personnel Assn., jimbuck2@verizon.net
Sharon Chinn, Lewis and Clark College, schinn@lclark.edu
Peter Cookson, Lewis and Clark College, cookson@lclark.edu
Tom Greene, University of Portland, greene@up.edu
Karen Hamlin, Willamette University, khamlin@willamette.edu
Bob Hamm, University of Phoenix, bob.hamm@phoenix.edu
Colleen Hill, Oregon State University/Cascades, colleen.hill@osucascades.edu
Eloise Hockett, George Fox University, ehockett@georgefox.edu
Jim Howard, Northwest Christian College, jhoward@nwcc.edu
Penny Jasso, Portland State University, jassop@pdx.edu
Michael Jaeger, Eastern Oregon University, mjaeger@cou.edu
Vern Jones, Lewis and Clark College, jones@lclark.edu
Lynn Keyne-Michaels, Concordia University, lkeyne-michaels@cu-portland.edu
Margaret Mahoney, University of Oregon, mmahoney@darkwing.uoregon.edu
Joe Mannion, Concordia University, jmannion@cu-portland.edu
Keith Menk, TSPC, keith.menk@state.or.us
Deb Miller, Portland State University, millerda@pdx.edu
Geoff Mills, Southern Oregon University, mills@sou.edu
Bonnie Morihara, Western Oregon University, moriharab@wou.edu
Hilda Rosselli, Western Oregon University, rosselih@wou.edu
Linda Samek, Corban College, lsamek@corban.edu
Shelley Smolnisky, Pacific University, smol0924@pacificu.edu
Heather Stanhope, Eastern Oregon University, heather.stanhope@cou.edu
Sue Thompson, Western Oregon University, thompss@wou.edu
Nancy Watt, Pacific University, wattn1@pacificu.edu
Nancy Wolf, Lesley University, nwolf@lesley.edu

1. Introductions
2. Minutes of last meeting: Motion to approve Samek; second Greene. Passed.

3. Report 1: Placement of student teachers. Report by Greene: OICA proposed changes to Oregon Administrative Rules regarding placement of student teachers in classrooms with teachers who have had two years of experience as a minimum rather than three years of experience. The problem is especially acute with secondary teachers in the Portland area. At the last TSPC meeting there was general discussion but TSPC commissioners seemed reluctant to change the rule.
 - a. A meeting held at University of Portland brought education deans together to draft language for a proposed OAR. In addition, OACTE members attended OSPA (Oregon School Personnel Association) meetings in September for dialogue with school district personnel directors on this and other topics.
 - b. Watt pointed to 584-017-0070 as the OAR that requires a minimum of three years of experience. However, it can be argued that a third-year teacher may be more aware of current trends in education. Regardless, a teacher would not be used as a cooperating teacher without a recommendation by the principal.
 - c. Proposal to modify the work samples: 584-017-0185 states evidence of effectiveness requires two work samples. Proposed change: Both work samples could be done in one place. The problem is that with 90 hours as a minimum there is not enough time to teach a full work sample if student teacher is placed in a different setting for additional authorization level.
 - d. Teachers are often reluctant to take on a student teacher because of perceived additional workload and because of high-stakes testing.
 - e. 584-017-0175 Adding authorization: Eliminate the need for a second work sample?
 - f. Buck of OSPA: There is uniformity of concerns by school districts and colleges. Districts want to be part of the discussions. All are after the same goal: quality educators. Some middle school teachers feel that they are short-changed, that some student teachers want high school but are forced to teach in middle school as well. Issues for cooperating teachers: testing, high school restructuring, mentoring.
 - g. Colleges sometimes make placements that they otherwise would not make by having to go to a second site.
 - h. We need to monitor the work sample situation to see how it works out. We need to continue discussions with our school partners.
 - i. Jaeger: Problem unique to Eastern Oregon: Students having to be placed in two different sites for authorizations cause economic problems for some students. It could mean that they must move temporarily to a different town. A waiver needs to be made to TSPC for special situations.
 - j. Samek: The nine weeks of independent student teaching is not the way it is done anymore. Some administrators and some veteran teachers still think of the old model. Today, the cooperating teacher and student teacher work together.
 - k. Can a rule (*e.g.*, moving from four years to three years of experience for cooperating teachers) be made temporary? Menk: Temporary rules only last for six months. Can the law be suspended? Yes, but entire section is suspended at once, not just part of it.
 - l. Motion: Barbarick: These are separate issues (cooperating teachers, waivers, and work samples). We need to separate them and vote that way. Died for lack of a second.

- m. Motion: Greene: Keep issues together. We cannot proceed if there is conflict among the group regarding cooperating teachers, waivers, and work samples. Vote: Proposal carries. 4 no votes, 4 abstentions.
4. Report 2: Strategic Plan for Education Pathway. Courses taught at community colleges for teacher certification. Are courses automatically transferable to a teacher education program? The project has moved to community colleges telling the colleges to accept pathways to becoming a teacher in Oregon.
 - a. Articulation conference December 9 at WOU: Community college instructors and counselors understanding all of the options available. Keynoter: Patrick Burk, chief policy officer, Oregon Department of Education. Pathways to teaching strategic plan policy report: Ed Watson, Hilda Rosselli, and Linda Samek. See attachment 1 [yellow sheet]
 - b. In September five OACTE members went to Jackson Hole, Wyo., for conference focused on community college involvement in teacher preparation. Attendees: Susan Boyanovsky, Department of Community Colleges and Workforce Development; Pat Burk, Oregon Dept of Education; Cindy Lenhart, Blue Mountain Community College; Keith Menk, TSPC; Hilda Rosselli, WOU; Linda Samek, Corban College; Ed Watson, Linn-Benton Community College; Yvette Weber-Davis, Office of the Chancellor, Oregon University System.
 - c. In Oregon there is no one single entity that oversees K-16 education. The department of education oversees K-14 and Higher education board oversees levels 15 through graduate school.
 - d. All institutions accept courses on introduction to education, child and adolescent development. SB 342 mandates pathways to be articulated from high school to college.
 5. Report 3: Oregon Collaborative Research Initiatives: Carol Ann Tomlinson presented October 5 at Western Oregon University. Evaluation results (n=37) were very positive. Revenue: n=65 attendees. \$2270. Actual costs: \$2137. Difference (\$133) went toward printing and supplies.
 6. Treasurer's report: (Hamlin) \$10,195.71 in June 2005. \$10,995.71 now (October 2005).
 7. Report 4: Cultural competency: Three subcommittees (Resources, Assessment Tools, Next "Big Event" Meeting). Resources: (by Morihara) not making more but coordinating cultural competency resources for preservice, in-service, faculty. Potential site: OACTE.org website. Assessment: Collecting tools from various places. What types of assessment are there? Big Event: Thursday, Feb 23 before ORATE conference. Faculty from campuses share with each other about what really works.
 - a. Item 5.4 on TSPC agenda. Information item to incorporate objectives for initial teaching license.
 - b. Attempt to design something that is clear that all teachers need to address all students with cultural competence. ODE cannot use the term "cultural competence" in their documents. There is a lot of push-back from the last legislative session.

8. Report 5: Teacher Research Institute (Moriwara)
 - a. Oregon Quality Assurance in Teaching: Define high-needs schools. 49% free/reduced lunch programs.
 - b. Read Oregon (formerly CREAD—Collaborative Reading Education and Distance Education). 799 teachers applied for program application. Five campuses: Eastern Oregon, Oregon State, Portland State, Southern Oregon, Western Oregon.
 - c. OTRM—Oregon Teacher Recruitment and Mentoring: Thirty school districts eligible in Oregon. Must have 20% of school-age children in poverty and a certain number of not highly qualified teachers.

9. Chalkboard Project: (Rosselli and Samek) Think tank. Eleven philanthropic organizations in Oregon working together. Held town-hall meetings on education. (One-sided views?) Two groups: budget, and teacher/administrator quality. Our reps: Linda Samek and Hilda Rosselli. Topics: a) Preparation of educators; b) Licensure through alternative routes; c) Induction; d) Mentor beginning teachers; e) Professional development; f) Compensation /merit pay. Suggest we look at website.

10. Nominations for chair of OACTE:
Tom Greene, University of Portland: Chair. Unanimous vote in favor.

11. TSPC Issues
 - a. Site visits
 - b. Team training in 2006
 - c. C2 Fast Track beyond the pilot colleges. Will expand to all colleges.
 - d. Motion Rosselli; second Mills: Write letter to TSPC commissioners about changing the agenda so that Thursday morning is productive for college and university representatives.

12. Announcements
 - a. Lewis and Clark College received accreditation by NCATE. Officially notified.
 - b. University of Portland has finished its NCATE process but has not heard officially yet.
 - c. ORATE Conference: Susan Castillo will keynote February 24.
 - d. Jim Buck of Oregon School Personnel Association: Future of TeachOregon electronic application system: No fee for applicants. This will be voted upon by OSPA members in two weeks.
 - e. New book by Geoff Mills of SOU: *Education Research*.