

**OREGON ASSOCIATION
OF COLLEGES FOR TEACHER EDUCATION**

MINUTES

November 4, 2009
Best Western | Hood River

**NOTE: Order
of agenda items
in these minutes
reflects when
the item was
discussed in the
meeting.**

Institutional Representatives Present:

Jan Albrecht, Concordia University, jalbrecht@cu-portland.edu
Deborah Miller Allen, Portland State University, millerda@pdx.edu
Mark Ankeny, Pacific University, mankeny@pacfici.edu
Janet Bixby, Lewis and Clark College, bixby@lclark.edu
Dew Anna Brumley, Warner-Pacific College, dbrumley@warnerpacific.edu
Sharon Chinn, Lewis and Clark College, schinn@lclark.edu
Ben Gardiner, University of Phoenix, ben.gardiner@phoenix.edu
Tom Greene, University of Portland, greene@up.edu
Eloise Hockett, George Fox University, ehockett@georgefox.edu
Jim Howard, Northwest Christian University, jhoward@northwestchristian.edu
Carol Lauritzen, Eastern Oregon University, clauritz@eou.edu
Margaret Mahoney, University of Oregon, mmahoney@uoregon.edu
Lynne McMahan, Marylhurst University, lmcman@marylhurst.edu
Rita Moore, Willamette University, rmoore@willamette.edu
Hilda Rosselli, Western Oregon University, rossellih@wou.edu
Shelley Smolnisky, Pacific University, smol0924@pacificu.edu
Heather Stanhope, Eastern Oregon University, heather.stanhope@eou.edu
Steven Bernhisel, Linfield College, steveb@linfield.edu

Guests and Ex-Officio Members Present:

T.J. Chandler, EdZapp, tjchandler@edzapp.com
Kate Dickson, Chalkboard Project, kate@chalkboardproject.org
Doug Kosty, Oregon Department of Education, Doug.Kosty@ode.state.or.us
Theresa Levy, Oregon Department of Education, Theresa.Richards@ode.state.or.us
Bev Pratt, ODE, Bev.Pratt@ode.state.or.us
Chuck White, Oregon School Personnel Association

Hilda called the meeting to order (1:07).

1. **Introductions** (postponed as more members arrived) – Attendees were asked to address corrections on the contact pages circulated so that an updated list could be sent out to all.
2. **Review of Agenda, Note-taking & Approval of August Meeting Minutes**
 - a. Agenda accepted
 - b. Minutes approved
3. **Treasurer's Report** – Rita Moore (postponed till later in meeting)
 - a. Balance
 - b. Memberships Dues status
 - c. Proposed Expenses for 2009-10

4. **EdZapp** TJ Chandler presented data culled from EdZapp (online employment system for teachers and other personnel jobs). 29k visitors to website (this year?); spikes as the job fairs scheduled. Spike was later this year. 5% increase in traffic '09 over '08. Most traffic on Mondays; least on Fridays. Heat map dominated by the valley; less in Bend, So & E Oregon. (How do we balance?) 50% of all applicants held master's degree. Applicant Profile: Elem (2366), Eng/LA (658), Ed Asst (605), ss (578), Math (458), ECE (Mult Subj) (451), PE (267), Counselor (256), SpEd (238). (Sci didn't make top 10.). Postings – most in the 2nd quarter. Classification Role: 55% teacher, 60% teaching/administrative. Spec Ed (241), Elem (166), Math (147), Eng/LA ()... Apps Received (Districts): Salem-K (27,604 apps), Beaverton (13,551), Corbett SD (8787), Eugene (4897), ... (Portland only for hard to fill positions.) Apps per Posting: 2006- 12.1, 2007 – 17.3, 2008 – 24.4, 2009 – 30.8. (44/posting for each when you take out the positions filled in house.) Personal contacts, subbing are strategies to better odds. Top Subject Pref: Supply/Demand For the future: adding criteria for who is “most likely to...” (Based on data about district, position & applicants). Data to include to where students graduated from; helpful for follow-up surveys; Hilda suggested need to differentiate those who are freshly graduated, stopped out, transitioning between jobs, or coming from out-of-state. 198 districts (98%) use EdZapp. Districts require a piece that requires students to pay a fee to EdZapp; that has been taken off. Fee Svcs: Document mgmt (upload docs), \$24.95/yr; Zapped – star by name, then comes at the top of list (\$2-4/district, by \$5). TJ is sending the powerpoint to be forwarded on to OACTE members.

FOLLOW UP: Currently most districts are not posting when they hire which if they would do so would provide EDZapp the ability to give institutions better more timely data. Chuck White agreed to carry a letter from OACTE to share with districts regarding this matter. Hilda to draft letter on behalf of OACTE.

5. **OSPA (Chuck White)** – Looking ahead to 2009-10. Early Supply & Demand statistics and how to steer students in that direction. Conversations with Vickie re need for TSPC, OSPA & OACTE to have an annual conversation. Topics would include: Supply and Demand, Expectations for Applications, Best Hiring Practices. California Conference (higher ed) does something similar. Disheartening to see districts hiring 20-30% of their usual; those willing to relocate to other states have the best advantage. Oregon Job Fair will be held on 4/6/10 with follow up interviews on 4/7/10. Prognosis for upcoming year could be affected by: a) outlook in January, b) legislative action, c) stimulus dollars when they are discontinued.

Mark A commented that it appears from the recent Supply and Demand report, the average age of teachers in Oregon is getting younger, leading to believe that we're slowing up on the wave of retirements. Economy plays on people's decision to retire, also. The wildcard is PERS, actuary tables will be reviewed at the legislative level. More people who had been away from teaching came back; or influx from out-of-state.

Hilda: Asked if OSPA is open to conversation about best practices of hiring as part of the agenda of a joint meeting.

Margaret motion: OACTE to help support such a mtg. Passed.

TJ: Suggested that institutions can help candidates by letting them know how districts work in hiring, attrition/bumping.

1. **Introductions** – see roster.
3. **Treasurer's Report (Rita Moore)** –
 - a. Provided Invoices/Bills for each of the schools.
 - b. \$10,169.72 (opening balance)

- c. Anticipated Expenses – Day on the Hill/Leadership for Chapters, Sharon Robinson’s Summer conference travel expenses
- d. Motions to accept report – passed.

7. **Chalkboard Project** (Kate Dickson) – Chalkboard’s focus is on supporting effective teaching & learning in Oregon classrooms and they have 3 key priorities:
a) supporting effective teachers/strong principals;
b) student success (all children read by 3rd grade, college readiness/diploma, close achievement gap);
c) adequate school finance.
Priority: preparation of teachers and beginning years of professional practice (mentoring); Oregon is now a NCTAF partner state and is trying to align components across the full continuum of professional development.

CLASS Project – Creative Leadership Affects Student Success. Chalkboard has launched a project that now has 12 participating districts designed to address teachers’ reported concerns that effect their decision to stay in education.

Project has four components:

1. advancing career ops,
2. high-quality in-service training,
3. evaluations of teachers,
4. new compensation models.

District RFP required union, school board & superintendent signature. Forest Grove, Tillamook & Sherwood were the pilots for the project. Tillamook (50% attrition → 86% teacher retention last year). Forest Grove (student success, focused on data-teams and analysis of student growth). Sherwood (fast growing, 75% of staff are within their first 4 yrs of practice); district has high expectations for student success. Student effectiveness & achievement scorecard for each of the districts: multiple areas are evaluated. Will be posted on website.

2nd RFP in May resulted in 9 new districts (including a consortium of 5 districts from Central Oregon). See pamphlet handout regarding Class Project.

Advancement of a Teacher’s Career – teachers value highly engagement w/ colleagues (data-teams or professional learning teams); many districts are using collaborative learning between their teachers which provides an opportunity for teacher leadership. Teachers want: a) Job-embedded teacher collaborative time; and b) not all want to become a principal; want to be recognized for professional practice as a teacher. There isn’t much of a career path. (First you’re a probationary teacher; then you’re a career teacher. That’s it.) This project helps advance the “career ladder” for teachers.

Kate also commented that from her view, teachers of the future need to have more experience and training to know how to facilitate professional level problem solving and also more training in the use of technology in the classroom for instructional purposes. (Smartboards are just the beginning.)

Hilda asked how our programs could help document the effectiveness of cooperating teachers for purposes of career ladder accomplishments. Kate encouraged partnerships with teacher prep programs, but not prescriptive about this yet.

Mark noted that when TSPC moved away from the CTL requirement, it had the effect of severing the tie between programs and their graduates. It has shifted responsibility to the districts and their professional development. He suggested that Chalkboard could be effective in helping support revisiting the CTL. Kate thought that Sherwood had it as part of their criteria for level 3 as it would

certainly be appropriate as evidence of a teacher documenting advanced skills and teacher leadership. Could support the inclusion of the CTL as one measure.

10. **Oregon Dept of Ed presence at OACTE** – Colleen Mileham (Asst Supt, could not attend today but will serve as the OACTE official liaison with ODE.)
11. **State Longitudinal Data System** (Doug Kosty, ODE Asst Supt) – (See Handout #2 & pamphlet, business card.) KIDS Project a PreK-12 student database—electronic transcript that will follow students between districts. One of the influences on this work is the ‘Race to the Top’ – student and teachers data need to be connected. His job is to build the infrastructure to make it happen. 2 grants supporting this work.

Data Project (brochure) –Doug also shared an update on an in-service professional development, in 2nd year of grant being led by Mickey Garrison – and focused assessment literacy. Still a need for helping teachers use student assessment data; has gone to district level & building administrator, now trying to get buy-in from teachers. 5 districts: k-6 reading & math assessment; formative & summative assessment data. The OUS public universities have signed on to support the work that is being done. Still in the planning phase, but hope to have curriculum developed. Mickey will be presenting this work at the annual AACTE conference in Atlanta in Feb. and talking about the Oregon data project.

Mark: noted that OUS colleges are partners, but 65% of teachers prepared through the 14+ independent colleges. Mark suggested that Doug come and talk with OICA; Sharon / Scott to put on agenda. Mark: What kind of data are you tracking? More interest in tracking over time, rather than just a snapshot in time. (3 times per year, at certain levels). Number of measures on individual students, attendances, suspensions/truancies, and programs; anything the districts are tracking can go into this data warehouse. Tom G: reporting mechanisms insecure feeling; tying training to student achievement, also; much is dependant upon the situation for which they are hired. How do we judge effectiveness? Doug: developed a growth model; to be showcased next week. Key to the formula is an achievement index (an average of averages). Will look at things like Socio-Economical, cultures – resulting in weighting of values (ie will factor in the population of the student). Index will be displayed on the report card.

Hilda: How is growth trajectory to be reported differently next week? This is the first time students will be watched over time. Caveat: pulling out students who have not been in the system for full year. “Business Rules” result from the infrastructure. Tom: We don’t want our work defined by the results of this project. DK: Haven’t conceptualized this yet; it is still a big lump of clay. Tom: salute to looking at the growth stuff—that’s big. Mark: we know this is coming down the pike, looking to colleges of TE as responsible for student growth. Race to the Top money is tagged to growth, so all of the states are interested. Hilda: In what ways can we embargo the data under a research model so that it is reviewed by institutions before it is made public? Would like to see us work together to help shape this— feedback group to ODE— so that it has some control by the profession itself. We want to know those answers but we want to have some control/assurances. DK: shouldn’t just be colleges, but public/users (district administrator/HR). Tom: Needs to include comparison with out-of-state teachers, if based upon OR standards.

Hilda: Proposed that OACTE could craft a letter to collaborate in the cross-group; send to institutions for approval; inclusion of reps from districts is applauded. Connecting to student data, or a plan by Spring 2011. Questions for Doug and next steps Scenario: sit on it until January? Comments would rather be on the forefront and have a voice.

How are we going to use this data? Influence instruction. Work sample methodology of looking at student work and then reflecting upon teaching. Colleen's group will have a responsibility of connecting with schools to see what they're going to do to affect change. Tom: Colleges are bigger fans of formative data than summative. Data based on OAKES data.

Motion: Lynne put forward a motion to get in on the front end of this and create a letter that outlines how we form a research agenda around this work. The motion was not seconded. Mark: Our silence does not mean that we don't want to be cooperative. We're just not sure yet. Different states have bars in terms of eligibility for licensing. We want to get feedback from the data. Advocacy for research endeavor.

14d Information Items TSPC Data Use PSU and WOU shared samples of the data that they are pulling from the TSPC Data Exchange. PSU has been working with EduVentures (Boston) to further refine the research questions they want to answer (see Handouts). Other colleges doing similar work UP and L&C. Stan provides the data in an Excel spreadsheet; PSU then is using their TK-20 database to sort it, WOU uses FileMaker-Pro v9. IT & firewalls have posed some issues with importing the data as well protection of SSNs/ID#s. UP received their data on a disk rather than downloading. If TSPC gets new test scores, they can be downloaded weekly. It was determined that it would be helpful to have more conversation about the potential for these data. Suggested scheduling a meeting where institutions could bring their IT contacts. Gary Ellwanger (ODE's conduit with TSPC) should be the ODE rep.

12. Teacher Equity Plan (Theresa Levy, ODE Ed Specialist; and Bev Pratt, Ed Specialist) – charged with completing the Teacher Equity Plan which must be in place by Feb 2010 and needs input on 2 specific questions listed on p2. It was decided that Theresa send out the survey electronically so that all OACTE members (including absentees) could give responses with data to be shared with OACTE through the Plan. ODE will plan a mtg so that colleges can take a look to see if there is something that would be helpful to us. State Plan should encourage collaborative action like ReadOregon partnership to help with other areas.

Oregon Mentor Initiative Bev shared news on the Oregon Teacher Mentoring project and invited members to attend the (Dec 3rd mtg) in Cottage Grove. Also reminded everyone that the training is open to observers. Bev shared that there are a number of partnerships involving universities underway. (see handout #6). Bev described the desire to align pre-service and inservice standards and terminology recognizing the whole continuum of educators' professional development. What would be helpful would be a set of consistent standards that follow teachers from pre-service to mentoring to professional teacher. We could all be on "the same page" around the language in the domains. Mark A. volunteered to be a part of the committee in conversation on this. Not currently a part of the Div 17 mtg conversations but could be. (NOTE: There is currently a workgroup convened as part of the NCTAF State Initiative to do this very task. Linda Samek, Randy Hitz, and Hilda Rosselli are reps on this group and will seek to find ways to enlarge the group to include other OACTE members as possible).

13a. Division 17 Work Group (Mark Ankeny/Tom Greene) – An OACTE work group is exploring how the NCATE standards could serve as a framework for the state program standards. Non-NCATE institutions examined. Timeline note clear. (VC & KM created a draft of something but as of yet is unseen by work group members). Nov 17th is the next meeting; all teacher prep institutions are encouraged to participate.

13b. Statewide Survey Work Group (Hilda Rosselli) – An OACTE work group is working with TSPC on a proposed survey format that will have some common questions as well as some specific to each

institution. The preference is for a short survey. Wording of suggested items is due next week so that Keith can send out to all by the meeting next week. General target for surveying is 18 months out from program completion, but avoiding Christmas, etc. Draft of survey may be out as early as Jan 2010. It has been suggested that the questions should be more like: "I am able to do..." rather than "My institution prepared me to do this..." Questions or suggestions may be forwarded to committee members. Other state's examples have provided good ideas. Hilda stated that it will be helpful to have support from OSPA and COSA to help increase the return rate.

13c. Other OACTE Sub-Committee Hilda asked if there was need to form any additional work groups. It was determined that the two work groups (Div 17 and Survey) are sufficient at this time.

13d. OACTE & ORATE collaboration (Dew Anna) – no financial support from OACTE necessary at this time.

13e. NCATE Changes – please let Hilda know if you have interest in a webinar or training for Oregon this year on the new changes.

13f. TSPC agenda--Tom surprised by the 4.2 a proposal for TSPC to enter a partnership with Chalkboard Project for the purposes of facilitating data collection related to program candidate completers. Discussion followed about the intent and nature of the proposal. Neither TSPC nor Kate Dickson were present to answer questions.

14a. Day on the Hill (Mark Ankeny) – Felt that Oregon's presence was important and Mark believed that the state leadership and lobbying helped changed the criteria for the TQP grants. Date for the next meeting will come mid-June 2010. Mark would be willing to go again if no one else volunteers.

14b. University/College Updates –

Tom/UP – Dean Search is underway

Heather/EOU – Dean Search for a combined Education & Business to begin soon.

Chuck White/OSBA – corrected dates for the Job Fair April 6th and 7th

Hilda/WOU – Dufours training will be held at the Salem Conference Center in late July.

Future OACTE Meetings:

Feb 10, 2010 George Fox University Portland campus Room TBA

May 2010 meeting is still TBA

August 3, 2010 meeting may be at University of Oregon

Adjourned at 5:26 PM.