

**OREGON ASSOCIATION
OF COLLEGES FOR TEACHER EDUCATION**

MINUTES
FEBRUARY 11, 2009

UNIVERSITY OF PHOENIX, SALEM CAMPUS

(Some changes to minutes were made on April 29, 2009)

Present:

Albrecht, Jan—Concordia University
Allen, Janine—Corban College
Ankeny, Mark—Pacific University
Barbarick, Dana—Cascade College
Barry, Robert—Marylhurst University
Bernhisel, Steve—Linfield College
Brumley, Dew Anna—Warner-Pacific College
Fletcher, Scott—Lewis and Clark College
Gardiner, Ben—University of Phoenix
Greene, Thomas—University of Portland
Hamm, Bob—University of Phoenix
Hitz, Randy—Portland State University
Hockett, Eloise—George Fox University
Howard, Jim—Northwest Christian University
Lauritzen, Carol—Eastern Oregon University
Mahoney, Margaret—University of Oregon
Menk, Keith—TSPC
Miller, Debi—Multnomah University
Moore, Rita—Willamette University
Rosselli, Hilda—Western Oregon University
Samek, Linda—George Fox University
Smolnisky, Shelley—Pacific University
Stanhope, Heather—Eastern Oregon University
Stern, Sam—Oregon State University
Thompson, Sue—Western Oregon University
Weitzel, Bruce—University of Portland

12:02 President Jan Albrecht started the meeting

1. Minutes: no corrections, additions. Motion Margaret Maloney; Second Hilda Rosselli .
Approved. (Later: correction by Randy Hitz: Council → Commission)

2. Keith Menk: AACTE: Went to session Title II. This year same process as previous years. The next year will start with new requirements. Early drafts of some info but haven't finalized. Moving away from cohort but will ask for pass rates by program. Tracking of affirmative action info. No longer "multicultural background" but will have to check off each box that represents ethnic background.
NCATE: New director gave presentation about moving NCATE to continuous approval model for accreditation. Will start engaging institutions in that discussion. Serious about saving institutions funds and streamlining the process.
Linda: What is Northwest doing?
Keith: Many regional accreditation institutions may follow.
Linda: Standards are accumulative at years 1, 3, 5 and then accumulation at year 7
Tom: NW model is excellent because it is synthesis. Maybe letter from OACTE to encourage NCATE to look at NW model.
Hilda: Some changes about streamlining reports takes comments from AACTE task force. New idea: initial accreditation and continuing accreditation. TEAC and NCATE will not merge but both are moving towards a unified system of accreditation for education preparation. Send letter to AACTE subcommittee about NCATE's proposed plans for redesign.
Hilda is transitioning into chair of this AACTE Committee on Professional Preparation and Accountability. AACTE will provide feedback from AACTE members to NCATE throughout the redesign process.
Tom Greene volunteered to write draft of letter.
Linda: Timing is critical.
One new idea posed was to make major distinctions between what is needed for initial accreditation and continuing accreditation.

3. AACTE Conference:
Hilda: Ohio partnership of all public and privates. Still connected and gathering common data about their candidates (even though funding is gone). All new teachers are given Praxis III. Not finding it very useful. But their system provides feedback to institutions and it gives institutions info about where their students are now teaching. They don't do employer satisfaction evaluations so they are missing this piece of info. Can make comparisons with in-state and out-of-state teachers.
Big concern: Don't want individual institutions information in press. But they use one institution as collector of data. Also answered big question: If on-research going data-collection, then it is protected so they continue to make it on-going.

4. AACTE Conference:

5. Keith: Cultural competencies. Oregon is a leader
Hilda: Best practices in clinical placements. Stanford has a large bank of video vignettes. Free source. Hilda will send out to OACTE listserv.
Hilda: AACTE officials shared resources on upcoming funding available through NSF and federal sources to support teaching residencies and other areas.

Interesting strong position for Oregon: Wu on House of Rep education committee; Merkley Senate education committee

6. Teacher Work Sample conference, July 22-24, 2009, at Portland Embassy Suites.
Hilda: WOU and AACTE are once again co-hosting a conference this summer focused on TWS and performance assessment.
Linda: preconference on TWS. Historical context and issues we have encountered in 20 years in Oregon. Hands-on . See work samples and scoring guides.
7. Rita: Treasurer's report: 10,329.72. Motion to accept Mark Ankeny; Second Linda Samek. Approved.
8. Day on the Hill in June.
Randy Hitz: Did not use any money from the treasury to send to this conference, but we could make motion to send someone to Day on the Hill in Wash DC. Chair or designee policy.
Jan: Think about it and send name to Jan. Must be an AACTE school in order to go.
9. Keith: Division 17 first section. Compared old versions and current language. Much current language has been around a long time. What are national standards? Started with those to see if they mention items that we don't have. NCATE has acceptable, unacceptable, on target. Some significant changes: faculty qualifications, diversity, assessment systems. Connected to NCATE items.
Intent: to have an open meeting to go over all of the changes. Discussion before the May commission meeting.
Whole piece sent to OACTE members before May meeting. Hope to send in March or early April.
Hilda: new numbering system? Can't repeat the same number when new material in. May be errors yet.
Randy: Timing? Keith: For NCATE not a big deal. For non-NCATE, data collection and assessment system different. 2 years to roll out before required.
Linda: 584-017-0455 requirement of fingerprint/background check: Can TSPC dictate to colleges who can be admitted? Not arguing that this is necessary, but wonders if TSPC has ability to declare this. Sue: Testing requirements—some programs have tests at end (reading or special education, for example).

Tom: Difficult to see what changes are and what context in which they exist. Would like to see split-page with old and new language.

Keith: Having crosswalk between old and new is very important. Crosswalk works with NCATE items.

Hilda: A brief cover page would help: what goals are in mind for the revision? Just trying to clean language up? Or bigger?

Randy: Compliment the work because fits into national standards.

Tom: Important to keep in mind that TSPC is not just a licensing board. It is also a disciplinary board and a board that oversees teacher training. Without clear rules, there is greater chance of unevenness of application of rules in the state.

Mark: Want us to embrace competencies of TEAC and NCATE. Area for improvement so not just met/unmet. Summative, formative feedback.

Keith: Would like to schedule next meeting so we can all look at crosswalk between old and the new. Can't be done in one meeting. We needed to get something to you (OACTE) and this is the first try.

Tom: Use the site visitation handbook that is not necessarily in law, but gives direction to the schools.

Jan: Keith will propose a couple dates next week to see when we can meet in March or early April. Full day preference. Hilda: very important to follow correct process to make good use of people's time.

Next chair: Hilda. Then, private school.

(Voting in April 2009: Mark Ankeny, Pacific University.)

TSPC Keith

- Program required for all people on ESOL. People with only endorsement and not program were not doing as well as those who go through a program. On-going discussion in some districts, such as Woodburn, have developed their own courses but no credit given. If then go back to college, would have to take entire program again. Proposal written so not to negate district programs. Recommendation is not to require a program. But new ESOL test more aligned to national standards. TSPC may not readjust score. Mark: As a school board member, he wants teachers in his district to be fully licensed and able to carry out duties as an ESOL teacher. Difference between ELL literacy and ESOL endorsed teachers. Districts may ask for special dispensation. This could lead to other areas as well. Do we really want to go that route? Scott: Have heard arguments at TSPC meeting about mentor teachers. Teachers struggling in the field and then will be mentors in ESOL. This will actually hurt the general quality in this area. Debi: If we set high standard for passing score,

what is the fallout of people teaching this now? General consensus: against this proposal

- MAT: Should a master's degree be posted before recommended? Scott: If a college has more requirements than TSPC requires, this would not make sense. It would be punitive for these students. Keith: Some colleges are turning in C-2s when students are not quite finished with their program. The colleges are trying to hurry up the licenses so the students can be competitive on the job market.

Hilda: Anyone concerned about language in recommendations? Mark: With budget cuts, TSPC staff could possibly have to reduce staff. Hilda: We should go on record that the language is not adequate. Mark: We don't want to be perceived as adversarial. However, last four or five years the Commission has paid more attn to stakeholders and citizens than to colleges. Scott: Perhaps the language is written in such a way to be strategic rather than blaming them for unclear writing.

Carol: ASCD updates: study no difference between teachers through regular programs or alternative programs. Randy: Headline exaggerates the issue. Some states don't have professional licensure bodies.

Meeting adjourned.

--Bob Hamm

University of Phoenix, Oregon Campus