

## OACTE

Wednesday, 09 March 2005

Western Baptist College

**In attendance:** Margaret Mahoney – U of O, Shelley Smolnisky – Pacific University (Eugene), Keith Menk – TSPC, Nancy Watt – Pacific University (Forest Grove), Nan Willis – NCC, Dana Barbarick – Cascade, Alan Holland & Anne Jones – Retired Educators, Karen Hamlin – Willamette, Sharon Chinn – Lewis and Clark College, Mark Ankeny – George Fox, Pat Burk – ODE, Carol Mack – PSU, Hilda Rosselli & Sue Thompson – WOU, Sister Maria Ciriello – U of Portland, Deb Miller – PSU. Heather Stanhope – EOU, Jan Albrecht – Concordia, Linda Samek – Western Baptist, Geoff Mills – SOU, Tom Greene – U of Portland, Bob McCann – Linfield. Nancy Wolf – Lesley University, Farah Ibrahim – OSU, Bonnie Morihara & Meredith Brodsky – Teaching Research Institute.

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**Thank you** to our host, Western Baptist College, for a delicious lunch.

**The meeting was called to order** by Chairman Linda Samek at 12:45.

**Things of Interest** – There is a full spread article (with colored pictures) about Dr. Geoff Mills and his world travels to Greenland in *The Southern Oregonian* (Check it out). Dew Anna Brumley is in the hospital for surgery. A card is being passed or all to sign, and Linda will send it to her. (3/14/05 She is home!)

**Introductions around the table** – Each person in attendance introduced him or herself and gave a brief update on happenings on campuses. Many campuses were interviewing for a variety of positions.

### **AACTE – news bites:**

The Best Practices in Diversity Award went to PSU and was presented at the National Convention in DC. A Brochure describing, in brief, all that PSU is accomplishing was distributed.

Many shared topics and sessions of interest. There were comments about affirmation, new information, and shared ideas. Many were pleased by what was presented at the meeting, some were a bit surprised by the tenor of presentations.

Of note is the U of Michigan and its using research to improve practice – The institution has moved its College of Education from just being the cash cow to being the center of the campus to inform the university's mission.

Stay tuned: to the Higher Education Act.

Scot Imig at UVA – is promoting the value added of a teacher education program.

We may begin to see that credible research *does* show that what we are doing in teacher training has validity (It reinforces what we are doing in our institutions of higher education here in Oregon)

The folks in Congress who created *no child left behind* may turn their focus to higher education – therefore we must:

1. Do scientifically based research – we need it in the field.
2. Document and highlight the effectiveness of teacher education programs...take it seriously...
  - a. Publicize what we do and how we do it
  - b. –PK-12 and Higher Ed Partnerships and how they work
  - c. What might it mean to have a seamless education in Oregon, PreK-20.
3. We must be able to define - what is the purpose of Education....

Be ready - NCLB is coming to Higher Education!

Our task, perhaps, is to speak out for people who cannot speak for themselves.

New conversations around high schools...grants, Gates, struggling readers – national testing, annual testing...There will need to be money for “the carrot and the stick.”

Pat Burk: **ODE:** Budget: March revenue forecast is on the street – there is more money than had been anticipated – both sides are negotiating around 5.2 – 5.3 billion for education. The governor is trying to keep down tuition increases and to hold down department of human resources spending.

Ways and means restarted but appears polarized.

Flurry of bills – Monday was the deadline for dropping them.

1. Initial and Advanced mastery –eliminate them or the assessment system. CIM and CAM session poorly attended
  - a. What is the difference between requirements and assessment?
  - b. Graduation requirements
    - i. OR in the bottom third. So want to add a year to English and a year to math

Gov’s summit – We have to reform the high schools – desire to raise standards – changing the focus of the CIM – if move the requirements – cannot keep the assessment in the 10<sup>th</sup> grade – must be moved to junior year – then the CAM does not makes sense anymore....but not many not interested in the CAM anyway. There may be a board to:

Continue to work – PK-20 study, delegate redesign of PK -16  
Link K-12 – CC ad HE campuses. Consider the whole range of issues around assessment.

In April there will be a Closing the Achievement Gap conference at PSU – but the closing dinner will be at the Portland Convention Center.

There is an upcoming Conference at U of O for SAELP grant folks.

Rep Lim, Gresham wants to require the teaching of Tai Kwan Do – a Commission on the Martial Arts could be in the Department of Education.

There is a whole flurry of bills around HPE, nutrition, junk food. HB 228 is through the senate and on its way to ways and means.

(Will there be a body mass index report card for kids in school? Will it become part of the state report card?)

Of interest – Should reformed prostitutes who have been convicted of the crime be allowed to become teachers? IT is before TSPC now.....

Administrator License Bill – teach for 15 years – looking to not let it pass.  
Clearly a political issue!

### **Comments on the minutes of the January meeting – email them to Linda**

Karen Hamlin – Each institution has paid its dues. Currently in the treasury: \$11,207.15

Coming Event – As a follow on event to the July 2004 workshop on the work sample – Hilda Rosselli is bringing Carol Ann Tomlinson to the WOU campus– The focus will be looking at the work sample through the lens of differentiated instruction. It will be on the 5<sup>th</sup> of October – for a one-half day event. At WOU Werner Student Center....Come together with us for findings, suggestions, and recommendations. **What other specific pieces should be sent to Carol Ann? Send suggestions to Hilda.** Assessments, some examples from various institutions, Hilda will send a reminder to all to do this. Add the cultural competency – Hilda says this is probably imbedded. The point will be to *marry* the cultural competency and the differentiated approach and have this become a natural part of the work sample.

**Tom Greene** – OICA has been having a conversation about some to the challenges of placing student teachers. Maybe we could relax a couple of things for a couple of years..... Tom passed out the paper explaining the data he has put together. He explained the tables and what they show. Suggestions:

1. Relax the three year requirement? (Allow a teacher in his/her third year to have a student teacher.

2. Perhaps move the two work samples to the one longer placement

Neither is a firm resolution – these are presented for consideration.

(It is on the agenda for consideration at TSPC tomorrow.)

Do not want to recommend a permanent change.

Waiver of the rule... - state of fairness.

July 1<sup>st</sup> 2005 – June 30 2008 – allow institutions to place student teachers with teachers who have two or more years. (Consensus from the group)

Work sample – two work samples – but can be done in one level of authorization....it would be voluntary – (not much support for that one).

One issue at a time - Table for the present the work sample issue

Develop a short position statement that defines the issue. Lay out the benefits, and why the expectations we ask of them are presented that way. An information piece for the administrators of the state should be produced. Encourage OACTE to build new and positive relationships. **Tie in with community college issue about preparing teachers.**

**Put on the agenda – put it on the next OACTE agenda – look at the model.**

U of P is willing to set up a meeting with area administrators to help inform them about the reality of the placement issues.

**Articulation with Community Colleges** – ASOT Associate of Science Oregon Transfer in Education – whose coursework would count so they could transfer directly into any four year program....There is a concern – students change their minds – if they start out in technology – then change and want to go into education – They are concerned about courses that do not count.

Community College (CC) advisors are going to be expected to know all programs in the whole state. (Should they not?)

Second agenda: Some community colleges would like to offer upper division courses at the CC and have them count at 4 year colleges.

Articulation, access, and communication – reach an agreement to see where can beat this issue. Other agenda items that get in the way...what are they? Institutions are asked to give away what the four year institutions are doing and give it to the community colleges. The same thing is happening on the graduate level at PSU...

Diversity of populations does come, however, with the community colleges. Another perspective to think about!

Suggestion: Create a package for distribution to the CC's – that says – if you come out of a community college with this..., you can come in and finish your degree with us. (Be able to pass the tests, know content, etc.) If you want to enter an early childhood teaching program, these are the courses you will have to have taken at the CC. If you were going to be a secondary math teacher, these are the courses that you must have taken. Be proactive....we should prepare something to present to them. The student needs to be careful about what they choose.

**April 8 – Public Service Building – a meeting to discuss this further \*\*** Reminder: Keep your eye on this...

**Everyone, please send information on articulation agreements to Linda.** It will help to inform the guideline.

Hilda/Tom – **Research sub committee**... Collaborative Research across the institutions around Work Samples is in the works. (AACTE – call is so clear to show that what we are doing supports student learning) We need to act – and show and tell – what are we doing and what are we learning.

1. Who else at our institution needs to be involved in this study?
2. Oregon Advisory Board
3. Design Teams

All institutions will benefit from the findings.

If interested in being involved in the project – send names to Linda so that you can be involved in the discussion board. It will be on Blackboard through Western Baptist (Corban) College

Meredith reminded us that there is a good foundation of materials from the original work – it is time to visit it again. There is a web site that has been hosted that people can come and visit – there are four strands that you can look at. (Just a reminder that there is still a lot of good info here: <http://www.ous.edu/aca/studies.htm> )

NEAR – Salem Area Educators Retired – how do we stay connected even though we have been retired from active teaching? Inform students about NEA. Joining as a student is \$15.00, and this gives them \$1M of insurance while student teaching. This group is willing to talk on campuses.

Additionally – Alan Holland has worked with WOU in a mentoring capacity. How do we best contact you? Let the retired folks know whom to contact so they can come and present.

Papers passed out on the mentoring program. The retired mentors meet with preservice teachers (email/face to face/phone) to pass on advice and mentor them. Guide them in their last year of education and into the first year of real teaching.

A fact sheet was passed around. They would like to become a pilot program. Learn in Seattle, modify to fit Oregon, then work with the universities in Oregon. Watch this grow.

Can contact Alan at [junat3@aol.com](mailto:junat3@aol.com)

Currently there are two groups, one is in Salem and one in Eugene. Organization will probably be at the state level - but will have groups available around the state.

Southern has a set up a mentoring program of its own – they were a normal school – so they use their alumni connections to come back and mentor their students.

Geoff Mills was curious about what other institutions were doing about CTL. There followed a brief discussion.

Language and Intent need to be clear on 7.6 on the TSPC agenda. We will not have the resolution yet. They are going to look at it and make it clear. Geoff would like the language to be crystal clear – with an explanation of each of the three options.

The post baccalaureate license people are the only people have yet to be served. This model needs to be served. The commission should discuss. Hours for will be based on program completion.

UPDATE cultural competence

OAR 0100 – model of assessment of institutions and candidates: Are the programs successfully producing this?

Test updates, what is in the works.

Look through commission agenda – is there anything you wish to see? Test scores are on Thursday.

Middle Level – information /discussion item....but it does not mean it cannot be an action item. Wants the commission to have a chance to discuss... Nancy can make it an Action item.

So 7.3 at this point is not really a discussion item.

There is some consternation about the efficiency of the current TSPC agenda format. It is the time that things are done and now so much packed in on Friday.

How can it be made better? The commission likes it. Why is the discipline issue first? It used to be the last thing on the agenda. Currently it is a burden for people who have to travel....and it ends up causing “lost days.”

**Final Things:** It is a bit disturbing to see commissioners leave early - especially when there are program approval and licensure issues. We want to be informed so we can bring information back to the campuses.

Please be sure that you read the language on adding endorsements (in the TSPC agenda) – it could be troublesome.

Look at the reasons why one or two tests are required for endorsements  
School board position is once again empty.

Meeting adjourned at 4:15.

Respectfully submitted,

*Jan Albrecht*

Jan Albrecht

(In lieu of either Dew Anna Brumley or Robert Hamm)