

Good morning

On behalf of the Oregon Chapter of the Association of Colleges for Teacher Preparation, I want to thank you for this opportunity to share concerns regarding item 2.1 on today's agenda. Although the intent of this action item may be well intentioned, the deans and directors of our state's educator preparation programs have concerns regarding the addition of a new Essential Academic Skills technology literacy test starting September 2011.

Regarding the need for change:

The Commission has been advised that: "Oregon has lagged behind other states in ensuring that our Oregon program graduates are proficient in Technology basic skills."

OACTE respectfully requests to review the data indicating that:

1. Oregon lags behind other states in this area, or
2. Oregon teacher candidates are unable to use basic technology skills.

The coursework offered in educator preparation programs goes far beyond basic technology skills, including the ability to ~~USE~~ technology to enhance learning, including the use of technology for "data-driven decision making. Programs are guided by the National Educational Technology Standards (NETS) developed by the International Society for Technology Education (ISTE), helping prepare candidates to:

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

So if the Commission is concerned that Oregon program graduates are not proficient in technology basic skills, you might be better served to request specific evidence from institutions as to candidate demonstrated competencies related to technology rather than adopting a test that candidates take prior to their teacher preparation programs?

IN regards to lagging behind other states in this area, the 2009 Secretary's Sixth Annual Report on Teacher Quality reported data from 2006 reporting which states who have set teachers standards in specific areas including technology (N= 36). According to the 2009 Oregon Title II state report: The revised TSPC standards for program review will include requirements for technology and the use of technology by candidates in assessing student achievement, use of data to improve teaching and learning.

As the Commission grapples with the decision to include another sub-test (\$30-50 per candidate), we respectfully inquire:

Has the Commission examined each institution's responses to the multiple questions focused on technology literacy on the Title II reports from Oregon programs?

Has the Commission examined results on the 2 technology related items on the new Oregon Employer Survey or the 3 items on the Follow up survey for Oregon programs or the open-ended questions that may reflect a need for this new test?

Has the Commission examined survey responses gathered by the Oregon Mentor Program that asks what areas teacher preparation programs should improve?

Has the Commission already examined the 18 elements related to technology identified by CCSSO within the new InTASC standards that will be used by Oregon programs to document candidate proficiency related to technology and found them to be inadequate?

Has the Commission discussed the redundancy that this new test requirement may have with the new Oregon Diploma requirement that as of 2012 all high school graduates must demonstrate Essential Skills, one of which is the ability to:

- Use technology to learn, live, and work?

Regarding the proposed test:

The NES Profile provided to the Commissioners identifies two competencies for the proposed Subtest IV: Technology Literacy

0001 Understand computer operations and productivity software.

0002 Understand computer-based technology for research and communication.

Where is the data-informed evidence that taking a 36 multiple choice item test in 45 minutes (listed on the NES Profile) or 60 minutes (listed on the NES website) can provide evidence that candidates are proficient in basic technology skills?

Has the Commission considered the additional cost to every candidate (including those in advanced programs) and determined that these 36 multiple choice items will be worth adding to the already \$400+ costs that students must pay to take tests prior to becoming a teacher?

Does the Commission feel confident that the two sample questions provided by Pearson are the types of questions that could assess candidates' basic technology skills?

Pardon my editorial remarks that follow here, but most teenagers today are the ones who can show the adults in their lives how to operate and troubleshoot computer hardware, software, and peripherals, open and manage files, develop and use spreadsheets, and word process. They use email to access their financial records, their grades, class schedules and the growing number of institutions who utilize online course supports mean that students must navigate systems like Moodle and Blackboard. They

attach their assignments as files to send to their instructors. They use powerpoint and spreadsheets to present their assignments. They can surf the web faster than you or I to find an answer to a question. They twit, they blog, they network, they have access to over 65,000 phone apps, and they send an average of 2272 text messages a month. They tweet, they facebook, they tungle, they skype, they're Linked In.

Regarding the process and policy:

As a body that establishes rules and policy, I strongly encourage you to consider the conflict of interest that exists when a commercial vendor stands to benefit from the adoption of new commercial products.

And lastly, OACTE would like for the Commission to review the data on candidates prepared in Oregon who, especially given the current job market, are having to seek employment in Washington and California. To date, Oregon's acceptance of the CBEST, PPST, WestB has been a strength, not a deficit of our current system.

Thank you.