

Joint Committee on Educator Preparation (JCEP)

Draft Meeting Minutes

11/11/2015

COE Members Present
Dean, College of Education, Mark Girod Chair, Division of Health and Exercise Science, Peggy Pedersen Chair, Division of Teacher Education, Mary Bucy Coordinator, Undergraduate Teacher Preparation, Marie LeJeune Coordinator, Early Childhood Education, Cindy Ryan Coordinator, Master of Science in Education, Adele Schepige Director, Clinical practice and Licensure, Steve tiller COE Assessment Manager, Sarah Beard DTE Undergraduate Programs Advisor, Andrea Carano DTE Graduate Programs Advisor, Bill Hamlin Administrative Specialist & Recorder, Kimber Townsend
LAS Members Present
Dean, College of Liberal Arts and Sciences, Sue Monahan Chair, Division of Creative Arts, Ike Nail Chair, Division of Humanities, Carol Harding Faculty, Division of Natural Science and Mathematics, Laurie Burton Chair, Division of Social Sciences, John Rector Director, Academic Advising and Learning Center, Karen Sullivan-Vance Spanish Liaison to the Bilingual Teacher Scholars program, Jaime Marroquin Student Enrichment Program representative, Marshall Guthrie Diversity Scholars representative, Anna Hernandez 4-Year On Track representative, Affie Eyo

Agenda Item	Discussion	Actions
Welcome, Introductions (ETC)	<p>Minutes will be posted on the JCEP tab at the top of the page http://www.wou.edu/education/</p> <p>Everyone introduced themselves</p> <p>Mark Girod opened with a discussion about the impetus and mission of the group. He sought feedback but none was offered.</p> <p>Mark then walked through the agenda items with brief discussion of the tasks and what they mean to the COE.</p>	
Changes in Oregon Licensure	<p>Mark spoke to recent changes at TSPC and brought the group up to date on the elimination of the Basic Skills test as well as what tests remain at the elementary and secondary level. Also mentioned that there are still content area tests required for each subject they want to teach.</p>	

	<p>Data is showing us that some students are taking these tests up to 7 or 8 times before passing them. It is not just a struggle academically and confidence wise – but is also at great financial costs to the student.</p> <p>Next issue: Basically, we are now transitioning to an elementary & secondary K-12 system. On January 1st, 2015, TSPC begun issuing K-12 Teacher Licenses. Teachers get an Oregon License that is tied to content area(s). So a content area endorsement (such as Math) allows you to teach math at all grade levels.</p> <p>The most impacted are the small group of students we produce who are elementary/middle teachers. We think the advising we should give these kids is to continue doing what they are doing, but take the single subjects test in the content area that want to teach.</p> <p>It’s beneficial to take the multiple subjects curriculum test, and then take the content area test, so that later in their careers they will only have to take other content area tests to expand their teaching content qualifications.</p> <p>Laurie and Carol asked a couple questions that further clarified the content and tests given what the student wants to teach.</p> <p>It was pointed out that we will need some documents produced that clearly map out the new structures and requirements given the student goals.</p>	
<p>EdTPA</p>	<p>Referring them to the EdTPA Packets provided.</p> <p>Marie provided background about Oregon’s decision to move away from the Teacher Work Sample and towards the Pearson EdTPA. It has some similarities, but is very different in many ways. She spoke a bit towards the new “tasks” students will need to complete. While the DTE faculty acknowledge that these tasks are very valuable, the challenge becomes in how to best prepare students to complete them. For example, a math teacher will have to demonstrate ability to teach math at all K-12 grade levels.</p> <p>Laurie is excited about this and what it means to the content area departments in LAS, and the need to insure they help prepare the students to meet these task goals.</p> <p>Marie also mentioned this comes with another \$300 fee, and again, some students may need to take it multiple times. This is in addition to the already mounting test fees they are taking to meet the TSPC Multiple Subjects Curriculum test and the Content Area test(s).</p> <p>Also, our faculty are restricted in not being able to give the students much feedback on the samples and demonstrations they will be taking. For example, our Field Supervisors who see our student teachers the most clearly in the K-12 classrooms, are prohibited by EdTPA from being present in the classroom when the video-taped EdTPA teaching sample is being produced.</p>	<p>Adele and Marie will add these faculty, and any others who request, to the EdTPA Moodle site so they can have the materials electronically.</p>

	<p>Mark acknowledged that this is a system of identifying failures, not successes. It is contrary to everything we have ever done in the past.</p> <p>John mentioned this has Stanford written all over it. Mark confirmed that; Pearson is simply the mechanism. And they are a powerhouse that owns the vast majority of publication software and processes nationwide. TSPC voted in favor of it despite heavy protest from Oregon educators.</p> <p>Mark shared that the good news is that President Fuller thinks we can roll this fee into course fees, so that students can add it to their financial aid request. A small help, but ultimately they still have to pay it.</p> <p>Steve shared the Innovations Magazine that the COE has just finished producing that showcases our clinical practices and partnerships. It is already going out to our K-12 schools and academic partners. It also takes a look at what student teaching used to be, and shows where we are headed towards today in our student placements with the co-teaching model.</p>	
Educator Equity Act	<p>Mark talked about many aspects of current diversity within Oregon, within WOU and within the College of Education’s teacher prep programs. Notably in how these content tests play in regards to our diverse students and the struggles their cultural backgrounds can create when attempting the tests.</p> <p>Carol asked for clarification on the timelines when both the TSPC content tests and EdTPA tests have to be completed, in regards to the teacher prep program. Marie and Mark both spoke to that.</p> <p>Mark walked members through the test score samples that were provided, from September 2010 – October 2015. Does this tell us anything about how are curriculum is structured? Are we preparing them to be successful on the tests? Where is the balance between teaching to the test vs. preparing them beyond the test?</p> <p>There was a lot of conversation on how difficult it is to draw meaningful inferences from the data that Pearson provided to the COE.</p> <p>Marshall asked about plans for test preparation, and how we intend to provide assistance to them. Can we create a course around study tools and prep strategies? Mark agreed, we are looking at whether we can assign course load to our faculty for test prep sessions.</p> <p>Laurie talked about what has worked in the past and how that guides us today.</p> <p>Mark mentioned that if any faculty is interested in taking a TSPC test or EdTPA test, the COE will pay the testing fee.</p>	

	<p>Steve talked about the tests, and how there are a significant number of pilot questions mixed amongst the scored questions. Which means many of the questions don't even count, and students are struggling to finish in the time allowed. Frustrating when many of the questions they spent time on don't even count towards their score.</p> <p>Mark is hoping that this group recommends we up our game, and allocate resources towards test prep. Is that appropriate? Can we make this recommendation as a group?</p> <p>Marshall also recommended we bring the library into the discussion and allow them to be a part of supporting this as well.</p> <p>Andrea shared that the only official prep materials Pearson offers are at a cost per user, online only, and with limited duration access, making it virtually impossible to have test prep materials available at the library.</p> <p>Ike moved and Mary seconded. All were in favor.</p> <p>“The JCEP Committee recommends that we investigate and plan for test prep, in partnership with our Library Services.”</p> <p>Mark will draft and send out to the group for approval.</p>	
<p>Bilingual Scholars update</p>	<p>Make gave a quick update on the Bilingual Teacher Scholars project.</p> <p>Marshall spoke to the challenges that this first cohort is facing, and the need to “tighten the sell” for the next cohort.</p> <p>There was some discussion about current students who may be beneficial if pulled into this cohort, as well as the need for better supports to make sure these kids make it through the first two years to enter into the teacher prep program.</p> <p>There was further discussion on how these students are receiving advising, and the need for a mentor program.</p>	
<p>Other activities to pursue</p>	<p>Take-aways for members to consider and provide feedback at the next meeting:</p> <ul style="list-style-type: none"> ● Test Prep ● Bilingual Teacher Scholars <ul style="list-style-type: none"> ○ Mentor Program ○ Freshman Experience ○ Ability to teach multiple subjects in Spanish ● Education Advising 	