**Licensure Exec Committee**

**Oct 7, 2015**

**Meeting Notes**

1. Introductions

*Present: Jason Gossett, Sandy Babb, Stacey Lee, Amy Hoffman, Misty Lambert, Liz White, Heidi Wegis, Jen Humphreys, Nell O’Malley, Sara Wright, Sue Helback*

*Via Zoom: Julie Gess-Newsome & Carolyn Platt*

1. Program Reports and Consortium Updates

Nell has received some of your program reports but is still waiting on others. Was able to be lenient this year but next year’s reports need to be to Nell by August.

Accreditation Status – site visit went very well in April. No AFI’s coming out of national visit. Overall, feedback we received was that we are light years from where we were seven years ago. Hoping TSPC will approve our accreditation in November at quarterly meeting. State report included 3 AFI’s for Standard 4 (Diversity). Nell has written a rejoinder.

Re-sent placement school demographics.

Bias review – we have not sat down and done a bias review but the bulk of our faculty have gone through DPD which means most of our syllabi have been reviewed at the university level.

Diversity of candidates – hard for us to address considering demographics.

One surprise AFI was Consortium. State report expressed concerns about data being shared with the Consortium. We do indeed submit data to the Consortium and evidence was supplied in rejoinder.

HB 3375 requiring that we meet diversity benchmarks. Legislators want to meet with OSU Board of Trustees about how we are going to meet them. Having conversation at the higher level may help.

SB 83 - requiring training for Cooperating Teachers. Michael Giamellaro on committee.

Julie – on diversity, everyone gets that (with exception of PSU). On the bias review, EdTPA will help.

1. Change of Placement Protocols

Generally, we do not change people if we do not have to as it can sometimes cause strained relationships with field partners.

**Heidi** – last year had a student who did not get along with CT and vice versa and was a bad environment. After meeting with CT and ST we decided it was best to move student out of that site. Met with CT afterwards and he was on board with the decision. Did not want to but it was in the best interest. With our disposition forms, I had filled out a Plan of Assistance for him anyway but we did not have a form for actually changing the placement.

**Nell** – within the college we have a form that goes in the file. Part of it is to support a plan of assistance should anything else comes up.

**Carolyn** – Cascades has recently revamped and reviewed process and form.

**Stacey** – Last year we had a couple of messy situations. One where we moved and the other we did not but maybe should have as the ST was actually being taken advantage of by CT.

**Sandy** – generally if it is a student asking to move, we ask them to stick it out, but if the CT requests, we do everything we can.

Carolyn – looking for guidance on when we involve the principal on these difficult situations.

**Nell** – it is best to do it on a case-by-case basis. Letting a principal know what we are doing is the approach rather than asking permission. Keeping them informed when it is not working is best. Having a form makes it clear that it is a thought-out procedure and that there is precedence for it. For the next meeting I will bring what we all have so we can think through this.

1. Recommending added endorsements

Adding endorsements to an initial license – historically, we have had the student complete coursework and pass the exam for the subject area.

**Julie** – To add a second endorsement the only thing the state is requiring is to take the test.

**Nell**- our unit’s decision has been that they do coursework in order to add a second endorsement. We are one unit and should address it as so.

**Carolyn** – we decided we would add one methods course to add a second endorsement.

**Nell**- we need to write a policy for our unit and this should be more clear after the November TSPC meeting.

1. Assessment:
   1. Form usage (observation/3-way)

**Nell** - We can’t have multiple forms. Forms usage, for now is status quo. As a unit if we start floating six different observations forms into the community that is problematic.

**Liz** – reality is there was a huge need for a new observation form.

**Sue** – the observation becomes a key assessment form which means that it needs to be aligned.

**Sandy** – in Music there are key measures that we assess that do not apply to other programs.

**Stacey** – we just put a new form in to Taskstream for ESOL

**Julie** – I believe every program should have the flexibility to determine how they are meeting each standard. As a unit, we agree that we all have programs that are aligned to standards, make sure our common assessments are key data points for what we are doing for accreditation.

* 1. INTASC standards updates

**Sue** – All universities have to be CAEP accredited. If not, they have seven years to do so. We’ve been doing it all along so we are fine. In 2022 we will have another site visit but they want to have three years of data using the new system so there is a lot to do.

CAEP – 5 Standards - Note that diversity goes all the way through all standards.

1. KSD measurement using InTASC Standards

2. Clinical Field Partnerships – they want to see that you are working within your community and they have input. Also emphasizing partnerships with other universities. They want effective partnerships for high quality clinical practice.

3. Dispositions – we are already familiar with this but what has been added is academic quality. We will monitor dispositions throughout program and we will also look at GPA, SAT/ACT scores.

4. Student Learning and Development – we have to ensure that all of our completers can contribute to an expected level of student growth. We can do that through EdTPA. They want completers to do surveys as well as the students in the schools. Also, employer surveys

5. Quality Assurance System (no longer assessment). They are not looking at compliance. They want you to have your key assessments throughout all. What do your students know? What can they do? Are they effective teachers? Do they show continuous improvement?

CAEP is data driven, not compliance based, and you have to have reliable, verifiable instruments.

**Carolyn** – if our syllabi have the learning outcomes and if we have been tying them to InTASC standards, wouldn’t that be a verifiable instrument?

**Sue** – we need to have a Unit Set of Standards

**Julie** – what are the instruments we already use collectively that we can align with InTASC standards?

**Sue** – I would want to first see them vetted. We need to first determine our standards then look at how all students do in those areas. Let’s be selective under each of the ten standards.

**Julie**- if we go to that deep of a level we may force our programs to look the same in ways we do not want.

**Sue** – Taskstream Rep said you can use the system to tag by 1A OR 1. If we only use 1, what does that mean? 1A has already been defined for us. If you’re hesitant, I could do some more research about what other institutions are doing.

**Sue** – SCALE did cross walk between EdTPA and InTASC. They kept it at the standard level. Sara and I did the same thing going to indicator level (i.e. did it meet 1A, 1B…). Take a look at our handouts.

**Carolyn** – would we be setting ourselves up for a deficit model? If we leave anything out, does that then make us vulnerable?

**Sue**- these standards are designed for you to pick and choose. You do not need to meet all of them. We’re not looking to cover everything. If we find an indicator that we really like, we decide how we will measure it.

1. EdTPA – Sara

Trainings -The ones that we have had have been very successful. I have some ideas about further training but would like to hear from you. One idea is to have a scoring day in January. We will have DD EdTPA’s that will be completed on Taskstream. We would have lunch provided and compensate supervisors or others that want to score.

**Heidi** – PE will also have some to score at that time.

**Nell** – we need to make sure we have scorers for your programs. Faculty members in each content area are scorers. There is a little bit of funding for trainings with Sara.

**Misty** – what is the deadline for EdTPA?

**Nell** – this year is inconsequential. Next year there will be.

**Sara**- we had discussed making sure everyone has it done by April 15th with the goal that that gives you enough time to score them.

**Nell** – if a student does not pass the first time, the core program faculty have to mentor them through the program.

**Sara** – I’ve been telling my students to double the amount of video as required so they have extra video if they do not pass since their student teaching will be over by the time they are scored in some cases.

**Nell** – you can move your deadline earlier than April if you want.

**Sara** – all release forms for EdTPA are on our website.

1. FERPA Updates

We are required to post and implement. It will be on our website and needs to be something everyone is familiar with. Karla is creating a training that will be posted on our website. All of our CT’s, practicum mentors and supervisors will have to complete the training.

1. Beaverton MAT (and MAT updates)

Have a *draft* of what we are planning. It is a combination of the MAT proposal from Cascades and the 2-year MAT we previously put on hold. It is an elementary program. The goal is for this to become a state-wide model. Jen Bachman is working on a Category 2 proposal. The target audience right now is parents and educational assistants in Beaverton.

Adjourn: 11:50 a.m.