Minutes
University of Oregon College of Education

Consortium for the Improvement of Professional Education
January 26, 2010
5:30 p.m.-7:30 p.m.
HEDCO 340

In attendance: Jacqueline Arellano, Karen Baldwin-King, Erin Barton, Sebastian Bolden, Mike Bullis, Andy Dey, Josh Felver-Gant, Carol Fernlund, Jett Johnson, Dean Livelybrooks, Margaret Mahoney, Gregg Markwardt, Margit Mayr-McGaughey, Phil McCullum, Mary Lou Pickard, Patrick Pullam, Shasta Quigley, Demian Schwartz, Alyssa Shepherd, Kim Sherman, Stacy Torres, Larry Williams, Erica Yamada

Guests: Emma Martin, Angie Whalen

Call to Order and Chair’s Welcome
Phil McCullum welcomed everyone to the meeting. All members introduced themselves.

Questions/Feedback from the Field
Members were encouraged to ask questions or suggest topics for discussion at future Consortium meetings. There was no feedback from members to report following the last meeting regarding the COE Student Satisfaction Exit Survey and Graduate Follow-up survey. Margaret will bring updated survey questions to the next meeting.

Content Knowledge Assessments Overview (handout)
Margaret Mahoney shared the Assessment of Learning Outcomes in the College of Education for 2008-09 and how the Oregon Administrative Rules (OARS) reference content knowledge in the various educator preparation programs in the college. She explained the context for testing subject matter knowledge and transcript review in graduate level programs where core subjects like math and science are not taught. The COE and Oregon report a 100% pass rate on licensure tests, because only those students who successfully meet testing requirements are recommended for licensure. New Title II requirements will force deeper examination of pass rates, and Margaret will be sharing how this is addressed throughout the year.

Content Knowledge Data Discussion Roundtables (handouts)
Round table discussions regarding how content knowledge is assessed in various programs were led by the following individuals in their program areas:

- Administrator Licensure-Kim Sherman
- Early Childhood/Elementary Special Education-Emma Martin
- UO Teach-Karen Baldwin-King
- School Psychology-Angie Whalen
Some additional programmatic questions were discussed during the roundtables, including data concerning how many students were enrolled in the program, how many students applied and were denied and the topic of recruitment and retention of underrepresented minorities in the teaching profession. This topic will continue to be discussed at future meetings.

- **Question**: How many Hispanic/Latino students in undergrad programs across the university?

**Future Meetings**

- Practicum and full-time student teaching data will be presented and discussed at the next meeting.
  - **Question**: Classroom time with master teachers is the “most important aspect of the program. Who’s improving the system? Choosing expert mentors, and training them to work with student teachers?

- Consortium members discussed suggestions for future meetings and submitted on index card.
  - Recruitment and Retention areas
  - How are the programs addressing the achievement gap with minority, diverse students?
  - How are administrators being trained to hire the best? How do you mentor new administrators once they are on the job?
  - How much overlap is there between general ed and special ed program requirements? How will the new budget model effect department inter-collaboration and reduce tendency to build silos.
  - How are pre-service teachers taught to interpret assessment data, progress monitor, use formative and summative assessments?
  - Does SPED department see a need to focus more on mainstream, RTI, inclusion models given the shifts in policy and practice in public schools?
  - Is the focus on pedagogy in SPED programs mirrored in the UO Teach program?