Consortium for the Improvement of Professional Education
April 21, 2010
5:30pm-7:30pm
HEDCO 340

In attendance-Karen Baldwin-King, Carmelita Bradley, Mike Bullis, Josh Felver-Gant, Carol Fernlund, Kari Herinckx (for Jett Johnson), Dean Livelybrooks, Margaret Mahoney, Gregg Markwardt, Phil McCullum, Mary Lou Pickard, Patrick Pullam, Demian Schwartz, Alyssa Shepherd, Kim Sherman, Stacy Torres, Larry Williams, Erica Yamada

Guests: Lisa Hellemn, Rhonda Myers, Surendra Subramani

Call to Order and Chair’s Welcome
Phil McCullum welcomed everyone to the meeting.

COE Diversity Initiatives Update-Surendra Subramani
Dean Bullis and COE department heads have visited various student organizations on-campus to present information on the College, our programs and employment prospects. University President Richard Lariviere has formally recognized the GANAS program, an organization for Latino middle school students started by Jim Garcia and Roscoe Caron in 4J many years ago. This will allow university students to build relationships with middle school students, especially minorities, to encourage them to go to college.

Practicum and Full-time Student Teaching Data
COE Paid Practicum Assignments By Site 2007-2010 (handout)
Margaret discussed the practicum data by district, school and type of placement over the past three years. In addition, she offered a sample of the district contract used for placements in Oregon public school districts, and described the compensation protocol.

Lisa Hellemn, SPED Practicum Coordinator, discussed the process for making practicum placements in her program.

- Place between 25-40 students per term
- Goal is to provide students with as much variety as possible to prepare for the diverse settings in which they may be employed
  - First term-comfortable setting with more observation, working in a model school, student population that the student may be familiar with
  - Second term-a setting that is different from their first term, expose the student to something that they have never experienced before
  - Third term-a setting that is similar to where they would like to begin their career
- The goal is to match the skills of the student with those of the teacher and the model/system that they work in and ensure a high quality cooperating teacher.
- Lisa works with the district coordinators to find cooperating teachers.
• This model of supervision is intensive and students received weekly support from their program and the cooperating teacher

Rhonda Myers/Karen Baldwin-King, UO Teach distributed the Cooperating Teacher Handbook for the UO Teach program, and described the highlights

• Practicum requirements begin in the fall with September experience, and students are involved in classroom observations
  o Special interest groups are formed during fall term and create a small group cohort that helps the students translate theory to practice.

• Field experience continues through the fall and winter terms for ten weeks each term, with full-time student teaching taking place spring term. A summary of each practicum is detailed in the handbook.

• The program works very hard to match students with compatible cooperating teachers, and university supervisors play an important role in assuring the success of the relationship. A system is in place for when issues or challenges arise and a student needs to be moved.

Student feedback from the exit and follow-up surveys indicate that a majority of COE students feel that practicum was the most valuable part of their program. Margaret asked the group for suggestions of how the COE can better recognize cooperating teachers, especially in a time of limited resources.

Updates
President Richard Lariviere is hosting monthly luncheons with various district superintendents and others in the education community to discuss pressing issues and ideas for student recruitment and retention.

Future Meetings
The next Consortium meeting is scheduled for Wednesday, May 19 and the data topic will be work samples.