Call to Order and Chair’s Welcome
Peter welcomed all members to the meeting and everyone introduced themselves.

Review of Practicum Placement Data – Margaret Mahoney

Members reviewed a handout that outlined part-time practicum and full-time student teaching placements for the past two years. Data included the number of each type of placement in the districts listed, as well as the number of campuses and cooperating teachers involved. Districts receive compensation for each placement that includes a three credit reduced tuition voucher for each part-time placement, and five credits for each full-time student teaching placement. A small monetary amount also accompanies each type of placement. Members were provided a copy of the contract addendum that lists those amounts from 2008-2013. Rhonda Myers, Practicum Coordinator for middle/secondary placements in UO Teach explained the process from a placement coordinator perspective sharing with the group how she makes placement decisions from year to year.

Discussion of new OARS related to field experiences and clinical practice

TSPC has adopted NCATE language in the Professional Standards Manual for the Design, Implementation, and Evaluation of Field Experiences and Clinical Practice. New language is being drafted around the proficiencies that students must demonstrate. This new Professional Standards Manual for site reviews coincides with the new OARs in Division 17 and 18 outlining program approval requirements. Members engaged in a table activity where each group discussed a portion of the “target” language and identified challenges, questions and suggestions to make the language more clear and transparent. Below are the notes from these discussions. The sentence from the draft rules appear first, followed by the Consortium member comments and discussion that followed.
Field experiences allow candidates to apply and reflect on their content, professional and pedagogical knowledge, skills, and professional dispositions including cultural competency in a variety of settings with students and adults.

- There was some confusion as to the difference between field experiences and practicum and what the COE ultimately provides. The COE provides non-supervised field studies in some programs which means that the students have no content and no classes related to pedagogy. The term ‘field experience’ needs to be more clearly defined.

- “Dispositions” have not been focused on in the College as a key piece of a candidate’s development. COE licensure programs are designing a baseline tool that all programs can agree to use that lists behaviors that can be assessed in a candidate. Judging dispositions can also be problematic. The term ‘disposition’ needs to be more clearly defined.

- Do student placements allow students to reflect upon their experiences in various settings? All placements are different and students may encounter a variety of settings in which they have to work but it may be very different from placement to placement.

Both field experiences and clinical practice extend the unit’s conceptual framework into practice through modeling by clinical faculty and well-designed opportunities to learn through doing.

- It is important that the relationship between the cooperating schools and the COE is seen by both parties as reciprocal and that there is an alignment of practices.

- How do you make this alignment? Needs to be at the teacher level.

During clinical practice, candidate learning is integrated into the school program and into teaching practice.

- There is an expectation that the student teacher goes to staff meetings but does this also entail attending evening functions, including sports events? Given their class schedule, do students have the time to participate in extracurricular activities?

- What does ‘integrated’ look like?

- Does the placement allow opportunities for students to be ‘integrated’?

Candidates observe and are observed by others.

- From a student teacher perspective – getting feedback during weekly supervision sessions was a very strong part of the program.

- How do you ensure that students get different opportunities to observe?
They interact with teachers, families of students, administrators, college or university supervisors, and other interns about their practice regularly and continually. They reflect on and can justify their own practice.

- Candidates regularly interact with teachers and college supervisors and most are encouraged to engage with families and other administrators.
- The use of the word “justify” implies that you need to reflect and defend what you are doing.
- Have students developed enough of their own practice to reflect and justify?
- There is a missing piece about self-evaluation and the importance of changing practice for continuous improvement.

Candidates are members of instructional teams in the school and are active participants in professional decisions.

- “Active participants in professional decisions” is vague. What kinds of professional decisions? How much opportunity to student teachers have to be active participants in professional decisions?
- What does it mean to be a member of a team? (e.g. roles and responsibilities)
- What does active participation look like? May help to give examples.

They are involved in a variety of school-based activities directed at the improvement of teaching and learning, such as collaborative projects with peers, using information technology, and engaging in service learning.

- There is confusion around the term ‘peers’. Does this mean other people working within the school setting or peers within the cohort?
- What are the criteria for involvement?
- Possibility to add clubs and extracurricular activities to ensure that it is not so broad that it is meaningless.

Membership and Officer Nominations- Margaret Mahoney

There is one more meeting scheduled for this year and Margaret will ask for feedback on your experience as a member of Consortium. Nominations for yourself and/or someone else to serve next year should be sent to Margaret via email. Peter Tromba has served as chair for two years, so a new chair needs to be nominated, preferably from the College of Education.

The Consortium will continue address the field experience and clinical practice issue next year; as well provide feedback to programs.