

Minutes

OAPCTE

1. Call to order 10:08 a.m.

2. ODE Report – John Soloninka

Members might want to share the handout “XYZ College/University Education Department...Awareness of Professional Conduct/Unbecoming Conduct of an Educator; Statement of Assurance of Good Moral Character” UPDATED

Discussed how to get the information/discussion to those colleges who are not represented at this meeting. The following two links may be helpful in this regard:

OCTEO – <http://www.ohioteachered.org> – click on Presentation Archives – all the ODE handouts are linked there.

ODE – www.ode.state.oh.us/ From the home page you may type a subject in the search text box to find what you need. For example, type in “Value Added Submission” and you will be able to select the program submission guidelines from the PDF files listed on the search.

The Key to finding specific information on the ODE website is the use of search text box.

Another path to the Value Added submission guidelines: From the blue boxes on the left, click on “Educator Preparation in Ohio” – “Standards and Guidelines for Licensure Programs” – Click on red title “Standards and Guidelines for Licensure Programs” then on Value Added Program Submission Guidelines.

From Educator Prep in Ohio, scroll down to and click on “Annual Report on the Quality of Teacher Education in Ohio” to get to the report formerly titled “Report Card” – The Praxis II data is reported here on teachers who finish a preparation program and get an initial license – in February data for the 2006-2007 year will be collected. Additional sources of data will be required for this submission per a federal directive to “beef up” the Ohio Report.

Question: Do we include the data for CORE candidates in the count for Title II?

Answer: If a candidate is going through a CORE program and gets an *alternative educator license* – they are not counted. However, candidates who obtain provisional licenses must be counted. *Anyone* obtaining an initial provisional license must be counted in the Title II data. Candidates who are obtaining a second license (either second provisional or professional) do **not** count for Title II, but they do count for the State Report. (The definition for *completers* as reported in the Title II Report is consistent; there is some ambiguity in the definition of *completers* as counted in the State Report.)

NEXT REQUIRED ASSESSMENT for TEACHER ED: OPERATING STANDARDS FOR OHIO’S SCHOOLS–FOR Elementary and Secondary Schools – ODE will begin defining their expectations for IHE’s assessment of these Standards in January (www.ode.state.oh.us Search: Operating Standards for Ohio Schools)

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=7&TopicRelationID=313>

ODE Handout (from OCTEO Conference)

- Reviewed state consultants and support staff.
- ETS Praxis II Update
 - In reference to a question about how 0353 addresses Early Intervention Specialists Ohio may consider for this group another ETS specialty exam: “Special Education Preschool/ECE”.
 - The 0351 Specialty test for Intervention Specialist will be replaced by 0353; the cut score has yet to be determined. ETS has recommended 160 as the cut score, it is pending State Board of Education approval in Ohio.
- HB 357 – Elimination of Praxis III (The dollars currently spent on Praxis III would go to districts for their own mentoring and assessment of entry year teachers). Anne Shelly testified for keeping the Praxis III on behalf of the OAPCTE; Colleen Grady testified in favor of eliminating the Praxis III on behalf of the State Board of Education. HB357 was officially introduced by Arlene Setzer, the only educator on the board, because of the complaints that the Praxis III pass rate is so high. There was some desire to use the Praxis III as an evaluation tool for retaining or removing new teachers. Praxis III was not designed for use in this manner (it was designed to confirm that a new teacher is “safe to practice”).

The committee was informed that Dean Tom Lasley from University Dayton plans to testify in favor of the elimination of Praxis III. He feels there are better ways to spend the dollars that are currently spent to Praxis III such as partnering with school districts to provide quality entry year mentoring programs.

It was mentioned that the high passing rate on Praxis III supports the quality of teacher education. Praxis III was not intended to be a normative measure. The suggestion that districts develop tools to measure teacher performance is conflicted by teacher contracts which prohibit teachers from measuring other teachers.

Praxis III is validated. The data received from Praxis III with regard to patterns of performance, even though the pass rate is so high, provides Teacher Education programs with valuable data which is used to inform and improve respective programs.

There are currently 380,000 active teaching licenses in Ohio. 150,000 teach in public schools (data from EMIS). Another 220,000 are currently teaching in various other contexts including approximately 100,000 in private schools plus others in higher education, nursery schools, etc. The dollars to be reallocated are currently shared by Ohio’s school districts. This means that the dollars spent on entry year teachers would be apportioned to less than half the teachers in the field (only those in public schools). It seems to make sense that reallocation could include the private school teachers– but there is no mention in the bill of the private schools.

With regard to Praxis III, the views of SUED and OAPCTE are varied – SUED generally opposes the use of Praxis III while OAPCTE voices the benefits of Praxis III for leveling the playing field for teachers and the provision of robust data to Teacher Ed Programs. The cost of Praxis III is minimal when compared to the total dollars spent in this area (\$1200/teacher). The quality of other programs similar to the type which is proposed to replace Praxis III is often poor leading to questions about the value of such programs should the dollars be reallocated. Such programs include those that provide mentoring to teachers with alternative licenses (not to be confused with entry year programs).

At ODE, the administration of Praxis III is in the Office of Educator Quality. Their position is to keep Praxis III and add additional entry year mentoring programs.

As an option to district-designed entry-year assessment it was suggested that IHEs provide entry-year assessment through sustained, regular contact with entry-year teachers. To accomplish this, licensure and degree would be separated with the candidate to continue his/her program of teacher preparation during the entry year as a requirement for graduation.

- Professional Misconduct – charge to ODE to hire new investigators, etc.
- Grade Bands – a proposal has been introduced to begin the discussion about changing the grade bands. The following grade bands have been suggested:
 - Pre-kindergarten through Grade 3 (P-3) Early Childhood
 - Grades 1-6 (Elementary)
 - Grades 5-9 (Middle Childhood) A single subject area with a Content Major (30 semester hours) required
 - Grades 6-12 (AYA)

Practical issues – any candidate who may be negatively affected by the grade band changes will be provided with beneficial options to reverse any negative effects. ALSO, with regard to the transition to the “new” grade bands, IHEs may incur no negative effects with regard to their TEAC or NCATE accreditation.

The goal is that this issue will be decided by the end of the academic year.

It was mentioned that there are many significant issues impacted by this decision. One such issue is staffing. Changes will also require significant decisions with regard to SPAs (for example a 1-6 band would require a change from NAEYC to ACEI, etc. John suggested that ODE will work with the IHEs to reach amenable solutions for all the IHEs. (For example, ODE will work with IHEs to provide an endorsement [or something] to help teachers transition from P-3 to 1-6 for example...)

It was mentioned that ODE has put the special education grade band decision on the sidelines until the issue of grade bands for general education has been decided. There was considerable consternation about this – it is felt that the two decisions should be made simultaneously.

With regard to data-based decision making relevant to the grade band discussion, the TQP data are showing that increased content requirements for ECE have produced increased academic content gains in children. Likewise, data collected in other places around the world are showing that the best teachers are those who are specialists in a content area and can teach the subject matter to any grade K-12. (Although the data show content specialists produce greater gains in learning, questions about pedagogy related to developmental appropriateness, remain.)

The MCE generalist endorsement is part of the ongoing grade band discussion.

There was consensus that practical issues such how to manage content for the various licensure areas as must be raised at the November 20th meeting. The OAPCTE rep is Ann Shelly. Likewise, the problems with an implementation date of fall '09 must be raised as well.

Question: Why is a 1-6 band rather than a 1-8 band being proposed?

Answer: HQT requirements begin with grade 7. (Cannot go back to a 1-8 license because of the requirements of HQT.)

- Program Reports: John presented information relative to program report submissions . There was considerable frustration with the lack of information from NCATE and the SPAs regarding attachments in Program Reports. For the program submissions in February, only one attachment per Standard will be allowed by NCATE. Likewise, page limits for each attachment will also be imposed. **Questions** about the ODE/NCATE agreement with regard to Program review. Equity is the goal with regard to program reviews. Should ODE allow peer review for TEAC programs, it would also be allowed for NCATE program reviews. The peer-review process would be similar for both types of accreditation and would follow State guidelines. It was suggested that the state SPA associations could replace the national SPA reviewers.
- Accreditation Mentor Training. Technical Support in the form of peer mentoring (formerly: critical friend) is provided by ODE for those IHEs who are preparing for their initial NCATE on-site visit or have received a “not met” on one or more of the NCATE standards. December 10th is the first date for this training. Peer mentors and ODE Consultants work as a team to assist institutions. It is important to keep both the mentor and the consultant “in the loop”. TEAC accreditation mentors will be trained as soon as the NCATE mentor program has commenced.
- Professional Misconduct – With renewal of licenses and new background checks ODE is anticipating a large number of teaching licenses that will not be renewed.
- Upcoming **conferences** and various lesson plan sites were mentioned. These can be found in John’s presentation notes which are posted on the ODE website.

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1221&ContentID=23707&Content=38074>

- Also mentioned:
 - Teacher Hall of Fame accepting nominations for 2008.
 - Career technical standards available for use – on the ODE website.

BUSINESS MEETING

1. Approval of October 23, 2007 minutes. Motion to approve, seconded. Approved.
2. No treasurers report at this time.
3. Educators Standards Board (ESB) – Bonnie Beach. Bonnie attended the Higher Education Committee meeting. She was unable to attend the ESB meeting. At the ESB meeting John Soloninka made presentations similar to those made at OAPCTE meetings.
4. Graduate Committee:

Discussed at the Graduate Committee was the question of helping alternatively licensed individuals become qualified teachers. Paramount to this discussion were clear definitions of initial versus advanced versus nontraditional programs. A survey is to be developed to help us understand how the terms are used across Ohio and perhaps to develop a common language. Also discussed were the CORE programs and whether individuals in CORE programs are to be counted as program completers for NCATE. Since they *are* to be counted (which was a surprise to some), there were concerns about whether their preparation is equal in quality to that of those who progress through an entire teacher education program at one institution.
5. TQP – Martha Hendricks was unable to attend. There are questions about whether the legislature can obtain individual IHE data from the TQP. It was suggested that TQP change their name so as to circumvent identification and thereby avoid the breach of confidentiality.

This item will be further discussed at the next meeting.

NEW BUSINESS

- It was suggested that OAPCTE voice to ODE that program changes with regard to the licensure grade bands will require significant effort at each IHE and it will not be possible for the IHEs to get new majors up and running in one year.
- Voice to ODE that the special ed licensure band issue must run parallel to the general ed licensure band changes.
- Urban Summit – An upcoming session in February or March in which individuals will be brought to train teachers to work with urban/rural Appalachian students. Some private school representation

in this summit is needed. Since the issue is teaching children of poverty, it was recommended that both groups could be brought together under this common thread.

- Voice to ODE that it is important to gain equity in SPA reporting – through a common state review of programs. It was suggested that the state review would use the same timeline as NCATE and that good training for reviewers be provided. It was voiced that private schools feel at an extreme disadvantage with the NCATE Program Review process.

Meeting adjourned at 12:08 p.m.

Next meeting December 14th.