

Oregon Mathematics Education Council

January 30, 2004

The Math Learning Center, Salem, OR

9:30am-12:00pm

Present

Linda Samek, Western Baptist College
Michael Boardman, Pacific University
Marj Enneking, Portland State University
Cathy Brown, Oregon Department of Education
Winnie Miller, Lakeridge High School
Debbie Knapp, Cascade Christian High School
Nicole Rigelman, George Fox University
Trudy Mitchell, Math Learning Center
Michael Ward, Western Oregon University
Rick Sorenson, Vernier Software and Technology
Cathy Curtis, Mount Hood Community College
Barbara Edwards, Oregon State University
Mark Endsley, Oregon University System
Elizabeth Lundy, Linn-Benton Community College

Reports and Updates

1. **Oregon Department of Education** – Cathy Brown
 - a. *Mathematics Problem Solving (5, 8, CIM)* – There is now an extended assessment for students on IAP who need to work below 5th grade level. Budget is now 75% of what it was. Just finished developing on-line course for on-line training for scoring state assessments. Course goes live Tuesday. Right now, open to teachers who did not score for the state in the past two years. There are 120 people participating in the initial training. Brown needs to monitor all work during this training. Still not sure if this will be generally open. This takes the place of 4.5 hour face-to-face training. Considering on-line course for item writing (of multiple choice questions). In this case, participants would work in regional groups.
 - b. *No Child Left Behind (NCLB)* – Right now, students take TESA (technology enhanced student assessment) multiple choice test. This test is approved to be offered twice per year. Students can take multiple times with their high score counting. For CIM level students, this is important, for example, if a student meets standard early. Also, next year there will be state-wide mandatory multiple choice testing in grades 4,6,7 in reading and mathematics. This implies the original plan for meeting NCLB requirements needs to be revisited. This summer, both mathematics and reading literature will be setting score targets for grades 4, 6 and 7 which will become standards in 2005-2006. 80% of districts already purchase

tests for 4,6,7. NCLB mandates that every state tests each year 3-8 and once in high school. By ODE providing these tests, they save these districts the cost of purchase. NCLB requires that 95% of students are tested. There are schools in the state that right now, might meet NCLB standards but not Oregon state standards and vice versa.

- c. *Oregon Mathematics Science Partnership* – Oregon’s MSP RFP is being presented to a group at the federal government level now. They are impressed by support from colleges.
 - d. *DEC Survey* – Discussion about survey being conducted to help measure what was taught rather than what was intended in transitional courses at high school and introductory college level.
2. **Oregon Council of Teachers of Mathematics** – Trudy Mitchell
 - a. *Workshops* – OCTM is working to re-examine the workshops they offer. In particular they are working on advancing the mathematics knowledge of teachers as well as delivery. They are working on tailoring the workshops to the needs of local groups. A suggestion was made that OMEC could look for a way to enhance the connections between university faculty and community college faculty to collaborate in providing content based courses to in-service teachers throughout the state.
 - b. *OCEPT Writing Retreat* – Oregon Math Leaders will have a one day writing retreat if possible.
 3. **Mathematical Association of America** – Michael Boardman
 - a. *Alaska Meeting* – June 24-26 in Anchorage. Includes a session on Quantitative Literacy.
 - b. *Overview of PMET and PREP workshops*
 4. **OMEC website** (www.omec.org)
 - a. A request for information for the website.
 5. **Teachers Standards and Practices Commission** – Linda Samek
OMEC submitted to TSPC basic and advanced competencies proposal. The agenda item was adopted by the commission. TSPC has 17 commissioners, 8 of whom are classroom teachers, 4 are administrators (2 building, 2 district level), 2 higher education (1 public, 1 private), 3 public members (usually 1 from Oregon Scholl Boards Association). This group makes and enforces rules. Before the proposal can be adopted as rules in the OAR 584, they need to go through a committee review and hold a public hearing. NCATE requires that the state have formal competencies that colleges and universities meet to be accredited. In the past, there was a course requirement list. But in the early 1990’s, the Praxis exams were adopted in lieu of the course list. Now, all Praxis tests are linked to national standards. NCATE has stated that Praxis may not be enough. In the OAR, there are reading specialist rules and special education rules. The mathematics competencies represent the first content area rules to come to the commission.
 6. **State Mathematics Contest** – Linda Samek. State Mathematics Contest will be held at Willamette this year. Mark Janeba is the contact person. There is a

representative group that OMEC will pull together after this year's contest to vision for the future of this contest.

7. **Oregon University System (PASS)**, Mark Endsley. Pass was a framework of standards keyed specifically to success for first year college students. PASS was developed independently from state CIM standards. In 1998, collaboration began. Aligned standards have been in place since 1998. Oregon is unique in the country in that there is not a single set of exit standards. There is a varying levels of standards (CIM, PASS at various levels). Over the next 6 months, there will be groups getting together to look at standards at various levels and try to synthesize of these into a single document. We need a subgroup from OMEC to participate. The state is working towards k-16 system. OUS is also working on assessments and trying to equate performance on test scores, portfolio information, and teacher judgement to determine student skill level.