

OMEC Minutes, Portland State University  
February 1, 2002

Present: Alice Kaseberg (LCC), Linda Samek (TSPC), Trudy Mitchell (Hood River, Wyeast), Craig Beier (Principal, Illinois Valley High School), Sam Hall (Willamette), Nicole Rigelman (GFU), Barbara Edwards (OSU)

1. Minutes from previous meeting (10/5/01).
2. Review agenda for today's meeting.
3. Linda TSPC. She has just received PRAXIS test data. She and Sam will get together and summarize it for us next meeting. The PRAXIS exams give us numbers who complete teacher preparation programs in Oregon but no information about licensure from other origins. TSPC has ended the use of the PRAXIS Proofs, Models, Part II, test. Haven't heard much response on it from the field. Haven't heard any Educational Testing Service response to the items developed this summer for the math pedagogy. The items should be piloted next fall. TSPC will address Division 65 this summer. Teri Querin and other OCTM members will be involved in developing the recommendations regarding the OARs, using OCEPT recommendations. Alice asked about involvement of OMEC members in Licensure task forces with upcoming meetings (Middle School Licensure and Low performing institutions) and will send out an e-mail.
4. College credit for high school courses – Alice shared that Elizabeth will do some research and present on this topic in May. Alice suggested that we may want to make recommendations on this topic. Linda suggested that there is a financial impact on districts, instead of having high school students going to the college and having the money follow them, that they are now looking at some models (like Early Start) to support options for credit while still in high school.
5. OCTM, Trudy. OCTM focus is on upcoming Northwest Math Conference and development of some 60 Geometry workshops brought in to districts by local leaders. Workshops are popular due to low cost. A new elementary problem box book provides a resource and continues from where the last book left off until 2001. The focus for next years' workshops is number theory
6. Universities, Barbara The university people are preparing for upcoming joint meeting with MAA/TOTOM/WATOTOM. Barbara discussed potential budget cuts impacting OSU
7. There was some discussion about the importance of appropriate leadership in Office of the State School Superintendent. The next election should provide an interesting race.
8. Craig. His school, Illinois Valley HS is in phase 2 of TESA, computerized testing. It will be school wide with an open testing window where students take the test when they are ready. Students seem to be more engaged while taking the test and are performing better. NW Regional Labs is partnering with districts in supporting teachers with math specialists and includes classroom support, professional development, meeting with administrators. There are similar partnerships with ESD and reading. Note the teacher job fair on the first Wednesday in April at the Portland Conference Center. Craig has 6 openings due

- to retirements and moves. Linda suggested that teachers coming from out-of-state make sure they get their home state license before moving. This saves them taking many Oregon required courses in getting an Oregon license. If they teach 5 years in their home state they will not have to take the PRAXIS tests in Oregon.
9. Nicole: Nicole is on an NCTM task force formed around assessment. They are exploring roles for new assessment standards, “No child left behind” responses. Moving toward developing criteria and rating scale for tests. Designing tools to help teachers and administrators assess where students are at, using the right test to get the right information. Resources for teachers – developing position statement about assessment and make resource links available to teachers on a web site. Meeting with other states present showed that Oregon is on the “right track” for assessment compared to the mess other states complain of in the area of statewide assessment.
  10. Linda commented on strengthening student teacher supervisors in the area of math supervision. Recommendations at TOTOM to work with supervisors on what to look for in the classroom when observing for research-based practices. Nicole shared that at George Fox they are developing a list of practices for each subject area to help guide supervisors, student teachers and cooperating teachers about what to look for in the lessons.
  11. Upcoming events: March 16 meeting at Willamette for teachers with workshops available on ideas of probability. On March 2, LCC and LBCC hosts a student planned day of workshops for prospective elementary teachers
  12. Alice: OMEC has an endorsement request from Eve Menger of YES (Youth Exploring Science). YES will be sponsoring the ISEF-Intel International Science Engineering Fair in Portland in 2004. They expect 1200 winners from the US and the world to come together for this fair... The endorsement from OMEC will be used as they seek funds for the project (raising \$1.5 million to match Intel’s contribution). Endorsement was approved.
  13. OMEC responses to OCEPT questions.
    - a) What should the advisory groups (OMEC, OSEC, and OTEC) specific roles be?  
*How will we carry on once the NSF monies are gone? How will what we do relate to the preparation, licensing, and diversity of teachers?*  
***First we restated the OMEC mission:***  
***It is the purpose of the Oregon Mathematics Education Council (OMEC) 1) to propose, through intersegmental study and deliberation, recommendations to improve the learning environment in mathematics in Oregon schools at all levels, early childhood through college, and 2) to sponsor activities and proposals to improve the preservice and inservice training of all teachers, classroom instruction, and articulation of the curriculum at all levels.***  
 Expanding on this:  
 OMEC should influence policy makers about decision making and resource allocation.  
 OMEC should continue to discuss and formulate advisory positions with regard to current and long-term educational issues.

- b) What will be each group's structure for on-going action following OCEPT?

*Much of the work would continue as it had before the grant was available. We need to revisit group membership list to seek or maintain representation from groups (e.g., OCTM, TSPC, ODE, MAA, AMATYC, private university, state university, (math dept and ed dept) community colleges, classroom teachers (public and private), principals, business)*

- c) List specific strategies in which we can work together to carry out these actions?

*Continue collaboration with science (OSEC) and technology (OTEC) groups collaborating on issues impacting all groups (e.g., class size). Perhaps meetings should coincide with other meetings (April AMATYC, August OML, TOTOM, MAA).*

*We could seek grant funding.*

*We can appoint subcommittees.*

*We could advocate for school district and colleges to support release (substitute and mileage reimbursement etc.) We could build letter files to announce appointments and formalize the process to better support the above mentioned release support.*

Discussion of the draft document: Recommendations for the Mathematics Preparation of Teachers: After some discussion about pros and cons of the need for an introductory paragraph and need for making Part II more reader friendly, Linda, Nicole, Barbara, and Alice volunteered to get together to continue working this document.

Good news announcement: Michael Boardman has been awarded a sabbatical for fall and winter semesters next year in part to create a new website that will be a portal for K-16 Oregon mathematics teachers to find information regarding curricula, standards and professional development. This website is essentially what we had planned on creating for OMEC. The site does exist...but is merely a shell: [www.omec.org](http://www.omec.org)