

OMEC Notes (**DRAFT**)

Saturday, May 11, 2002

Attendance: Cathy Brown (ODE), Winnie Miller (Lakeridge), Debbie Knapp (Cascade Christian), Gloria Sica (Imtech), Elizabeth Lundy (LBCC), John Thurber (EOU), Linda Samek (TSPC), Ginger Redlinger (ODE), Cathy Curtis (Mt Hood CC), Michael Boardman(Pacific), Alice Kaseberg (LCC), Kathy Hall (HP), Marj Enneking (PSU)

1. ODE Report: Mathematics (Ginger Redlinger)

- a. Need assistance with 11th and 12th grade suggested standards (i.e. supplemental guide; extensions. Note: not allowed to specify standards according to statute).
- b. Also looking for people currently involved in research on curriculum aligned with NCTM standards. Probably these are collegiate researchers who are working in the classroom. Need data to support content aligned curriculum and pedagogy.
- c. Developing on-line support package for teachers (3-8). Helping them shift their focus to the NCTM standards. What are the standards, what do they mean, etc?

2. ODE Report: Assessment (Cathy Brown)

- a. Distributed Mathematics Problem Solving Official Scoring Guide. Beginning with the current 9th graders all students are required to meet standard in Verification. It has not counted in the past.
- b. Three parts to assessment: Multiple Choice (3 levels at each grade 3,5,8,10+), Mathematics Problem Solving (5,8,10+), Classroom Work Samples. Technology Enhanced Student Assessment (TESA) over 300 hundred schools participating. Next year, this will go to an adaptive test. Cathy discussed the various assessments ODE is administering and developing (including alternate languages, plain language, extended assessment). Also Juried Assessment System: CIM level, student does not meet standard. Another option is to put together a collection of work to show meets CIM standard or to meet PASS requirement. If it meets PASS, it meets CIM. Brail exam is available. Discussion of how to get future teachers involved in scoring (so they can better understand the standards). [There are on-line training resources available go to <http://www.open.k12.or.us/scoring>].

3. TSPC: (Linda Samek)

- a. New Website (from Oregon Quality Assurance in Teacher Program) – Educator Information Repository. Can query database and ask questions like how many licensed mathematics teachers are there in Oregon or how many of the mathematics teachers in Polk county really have licenses to

teach mathematics (interface between ODE employment database and TSPC database) <http://www.tspc.state.or.us> . New educator lookup: public can go in and look up educators licensure. Other data is available for folks with SSN and date of birth. After June 1, on-line recommendations only from teacher ed institutions. Eventually, TSPC may be the portal for collecting information on teacher employment.

- b. New test items written for math pedagogy test (for ETS). Several of the questions were piloted recently.
 - c. No Child Left Behind. What are the consequences for teacher licensure (i.e. “highly qualified teachers.”)
 - d. David Myton is retiring June 30. The new executive director, Vickie Chamberlain, has been a lobbyist for Oregon School Board Association and for the community colleges.
4. Early College Options (for example, dual credit programs) (Elizabeth Lundy): There are many options (AP, CLEP, College Now (cooperative agreements), IB, concurrent enrollment)
- a. College-high Programs. College Credit is granted for high school courses. Teacher of the course must meet the same requirements that are needed to teach at the College. The CC recognizes the instructor as an instructor of record for LBCC, for example. Different teachers have different ways of quality assurance. Sometimes, the same exams are required. Can require that exactly the same textbook is used. Grade from LBCC can be different from HS grade. LBCC grants credit for College Algebra taught in High School. PSU has 14 schools it works with (similar arrangements). At PSU, credit will not be awarded unless a majority of the students are taking the course for college credit.
5. Special Articulation comments on Algebra, Geometry vs. Integrated Algebra/Geometry: Is there a body that says that “these are the requirements for admission to a state university?”
6. AP-Calculus – Some universities are starting to look skeptically upon credit received from AP Exams, CC courses taught in high school.
7. Recommendations for preparation of future teachers. We proposed changes, reviewed the changes and set up the document for an e-mail ballot.
8. Membership. See Written Report A. Steve Miller is a pharmacist and willing to serve on OMEC as a business representative. Winnie also mentioned possibly finding someone from an Education Service District. Marj Enneking would check on representatives from COSA, College Academic Advisor, Oregon School Board Assn, and Oregon PTA. We need to seek out people from large industries (Agriculture: forest products, Oregon Business Council, etc.) Also, the AAUW has had a considerable emphasis on women and mathematics education over the past decade. Someone from that organization might also be interested in serving on OMEC.

9. If you have suggestions or information for Julie Keener about existing mathematics courses offered as mathematics preparation of future teachers, contact her at Central Oregon Community College, jkeener@cocc.edu
10. Tentatively the first OMEC meeting date for the 2002-2003 year was set for Thursday am, Oct 10. However, several people needed to check calendars for Northwest Mathematics Conference commitments.