

# Oregon Mathematics Education Council

October 11, 2003

Southern Oregon University

10:00 am.

## Attendees

Mike Ward, Western Oregon University (Mathematics)

Barbara Edwards, Oregon State University (Mathematics)

Michael Boardman, Pacific University (MAA Liaison)

Winnie Miller, Lakeridge High School (Mathematics)

Nicole Rigelman, George Fox University (Mathematics & Education)

Linda Samek, Western Baptist University (Director of Teacher Ed)

Ginny Gray, Southern Oregon University

Rick Sorenson, Vernier Software

Kathy Hall, HP

Ginger Redlinger, Curriculum, Instruction and Professional Technical Education, ODE.

Cathy Brown, Assessment, ODE

## Reports and Discussion

ODE

- 1) Thinking about retooling the OCTM workshops this year, but developing a model with a group of people available for a region to work long-term with school districts. This will develop partnerships and should deliver what districts really need.
- 2) A result of the new national legislation, No Child Left Behind, More tests to create with less resources (dollars and personnel). There are traditional paper/pencil exams at grades 3,4,5,6,7,8 and high school (9-12, CIM), web-based exams, At 3, 5, 8 and CIM there are levels tests (i.e. 1 lower, 1 mid, 1 high level). Also, field test items within tests so that the bank of questions/items can grow. Exams are also in side-by-side presentation (English/Spanish, English/Russian). In January, mathematics testing on-line will be completely adaptive, therefore these item banks will be larger.
- 3) Oregon's adequate yearly progress (1 test in elementary, middle, and high school) has been federally approved.
- 4) There was a discussion about the problem solving part of the CIM.
- 5) OCTM workshops being retooled. The new state MSP program will help establish partnerships to encourage ongoing professional development. There was a discussion about this MSP RFP. What about randomization: There is a target group from an eligible district. From pool of eligible teachers, 50% of first year names is experiment group, Other half is second year. (or at least among the eligible teachers for second year). This \$ is only guaranteed for the first year. However, program is intended to be in place for 3 years and possibly up to 7 years. Intent is to bridge what OCTM has done with workshops and what ODE

- wants to do: i.e., continuing professional development of teachers. Title IA and Title IIA money could be used with the state NCLB \$ (but not for control group).
- 6) There was a question about what Adequate Yearly Progress is. There are requirements in mathematics: testing 3,4,5,6,7,8 and high school. Data must be able to be disaggregated into groups (white, African-American, Latinos, Special Ed, English Language Learners, High Poverty, Asian-American). There should be targets such that in 2014, everyone in the schools and in each category must have 100% meeting standard. In Oregon, it is approximately 48% meeting standards in mathematics (school, district and subgroups). This target is there for 3 years. The target will be bumped up for another 3 years. Adequate progress is defined as meeting goal, or in “safe-harbor” where there is more than a particular progress towards this goal. In Oregon, the report card definitions are different than the adequate yearly progress report. E.g. Lake O had exceptional rating for report card. However, for adequate yearly progress, they will have a different rating. Starting this year, public schools report “head-count” at the end of April. This determines the \$ from legislature. This list is also then used to guide which of these students met standards. There are problems: A group of students identified as needing special ed (i.e.p. at a lower grade level). These students take a test at a lower grade level. Participation rate must be 95% or better. Parents who write notes that they do not want their child to be tested these students count. This is all part of NCLB. There is anecdotal evidence that some students in special education pass these tests and are able to move out of special education.

#### TSPC response to NCLB

- 1) Commission has worked on the definition of a highly qualified teacher. It is fairly straight-forward to define this for elementary and for high school properly assigned teachers. The middle level is the sticky issue. There are options for now. For new teachers, you have an undergraduate major in the content area or take one of the tests required for a licensure in the state and can only teach in the areas printed on your license. For middle school, some of the teachers are elementary teachers with or without content endorsements. At this point in time, highly qualified is defined as if they have taught for a certain number of years, there is a graduated list of courses taught in the content. There is also a proposal to use (and the feds approved) the 4 subsections for the core sections on the Multiple choice test (MSAT). Example, if you are an elementary teachers and get , say, 17 of the 24 questions on the multiple choice part of the MSAT, you are highly qualified to teach middle school mathematics. This exam is designed for 3-6 grade teachers. There is a new division of rules for NCLB (division 100) at [www.tspc.state.or.us](http://www.tspc.state.or.us), the agenda for the October meeting has an attachment for the agenda item for highly qualified teachers. HQT requirements are content knowledge based only (not ability to teach).
- 2) There is a group developing a new test (ABCTE) that if an individual scores high enough, they will receive a national license that will highly qualify this individual. So far, states will be able to decide whether or not to accept this license as substituting for the state license.

What can we do? Sister Reed, President of Alverno College (Catholic school that is a model of good assessment in the U.S.). NCATE uses the board of examiners training

uses Alverno's conceptual framework and training. There is a small but significant movement to extend NCLB to K-16. This would imply a nationally normed standardized test required of all college students before graduation.

OMEC could recommend to TSPC that the Middle School content test be used for "highly qualified" for middle school mathematics teaching.

#### HP Grant

- 1) In Spring, there was \$ available from HP. Winnie Miller took to OCTM the information about this opportunity. OCTM has sent a letter to HP requesting \$ for OREGON MATH LEADERS. Encouraging new teachers to hook up with experienced mentor teachers. Kathy Hall seemed willing to contribute \$10k to entice first year teachers to come to OML for such a program.

#### Old Business

- 1) State Mathematics Contest, Laura Lethe was our official representative to the group working on this contest. Currently, there are 4 universities that rotate hosting a statewide competition, while locally, there are many different things that happen. A small group should examine the statewide competition. Perhaps more institutions could be invited to host. Also, basic guidelines should be created for hosting the statewide competition. It was suggested that OMEC could be the group that will communicate with the four institutions that have been hosting the competition. OMEC will convene a group consisting of representatives from the four hosting universities, some community college representatives (from CC's hosting local contests), representatives from OCTM, MAA, and some OMEC members.

At our January meeting, we will convene this group. Either Ginger or Kathy (ODE), Laura Lethe from OCTM, Mike Boardman, MAA, Winnie Miller (representing High School), Joe Ediger PSU, Marc Janeba Willamette, Scott Peterson OSU, UO representatives, Linda Samek, Nicole Rigelman, Ilga Ross (PCC), Gary Parker ( ), Kathy Curtis (Mt Hood CC), Elizabeth Lundy.

Next Meeting: January 30<sup>th</sup> Math Learning Center in Salem.

May meeting, May 15<sup>th</sup>.

- 2) Basic and Advanced Mathematics competencies for mathematics teachers were distributed at TOTOM. Recall these documents were for basic and advanced endorsements.
- 3) Linda Samek distributed NCATE draft documents NCATE is working on standards for mathematics.
- 4) We should now pursue recommendations for competencies in mathematics for elementary school teachers.
- 5) Meeting ended at 2:30pm.