

Eastern Oregon University College and Education
 Minutes of the CoE
See the COBE Calendar for the Zoom link
 DATE: 5-13-22

Present: ***Need support with spelling corrections/roles - it was hard to hear // also add if anyone came in late to the in person:** Cary Wasem-Varela (ESD), Lee Ann, Angela, Erin Stocker (Executive Director of Human Resources for x?), Amanda Villagomez, Beth Upshaw, Karyn Gomez, Jerred Jolin, Tawnya Lubbes, Stephanie GO-STEM, David GO-STEM, Holly Wagner LGSD, Tara G., Kylie Evans?, Jose de Jesus Melendez LGSD, ?, [Name] Principal at Central, Shawna Hendrickson, Heather McConnel, Jamie Baker, Dave Dallas, Matt Seimears, Christina Thew

Absent:

Minute taker: Amanda & Tawnya

CoE Faculty & Staff:

Karen Arnett, Jamie Baker, Dave Dallas, Jan Dinsmore, Kylie Evans, Ronda Fritz, Janet Frye, Tara Gekas, Karyn Gomez, Stefanie Holloway, Kristin Johnson, Jerred Jolin, Hyun Uk Kim, Robert Kleng, Tawnya Lubbes, Lee Ann McNerney, David Melville, Rae Ette Newman, Kate Puckett, Matt Seimears, Christina Thew, Heather Thornton, Beth Upshaw, Amanda Villagómez, Angela Vossenkuhl, Margie Webster, Jimmy Zamora

Topic/Agenda Item	Discussion	Action	Documentation of Action Completion/Follow-Up
Continental Breakfast & Social Time			
Advisory Council Introductions (Please share name, district, and position)			
Dean's Welcome – Dean Matt Seimears	Welcome and announcement that Rae Ette is appointed as the interim dean.		
Review/Update of Advisory Council Bylaws Draft Draft with markups	Overview of updates and rationale for the updates based on changes at the OAR level. Updating for accuracy based on updates. Opportunity for questions/concerns		
College of Education Updates			

PD Menu	Rae Ette explained purpose and showed how to access it. She also explained that it will be updated this fall.		
2022-23 Current Anticipated Enrollment	<p>Rae Ette showed data for: Racial Breakdown for Education Majors Undergraduate (white/non-white). Highlighting increases in BIPOC individuals. Question on numbers: affirmed that they are anyone who has declared education and that it is comprehensive of any site.</p> <p>Racial Breakdown for Education - Graduate (MAT and MS). Increase in BIPOC individuals.</p> <p>Shared Anticipated Enrollment for Next Year: (see slides for further details) UG - 37 projected/27 formally admitted (22-24) MAT-E: 18 MAT-S: 59 Springs Charter: 6</p>		
Grant Work & Opportunities for Districts			
Instructional Assistant Program Flier	IA Program within the Hybrid Program: In response to teacher shortage and in acknowledgement of the value of IAs to transition into teaching roles. There was a consideration for barriers. Grant funds to support trying to mitigate some of the		

challenges. Rae Ette shared about how the program is structured. Updates with TSPC that can impact changes that we can do to mitigate barriers and how we are integrating those with anticipated timelines.

Questions:

-Do changes apply to those who previously were not able to complete the program based on testing? Rae Ette explained that they can access multiple measures and need to check in with CoE. She mentioned that there are some recency limitations though.

-Question: SPED - updates to the UG program in order to be more accessible

-Is IA program mostly designed for Elementary? Yes, but there have been conversations with LGSD for possibilities for secondary interested individuals for their pathway to access the UG E-MS but then add other endorsements once they have their license. It is not ideal, but it is an option. Will try to develop something more specialized to secondary in the future.

-Expectations for mentor teacher triangle meetings if there are discrepancies between what is observed in different content areas with different mentor teachers: Everyone will come together to determine the scores (not just one mentor

	<p>teacher). Everyone will participate with their evidence.</p> <p>-Question to clarify the process (district partner aware of interest, connect to EOU). Follow up: How soon do they need to be in an IA position if they are in a different position but interested (i.e. registrar or secretary). Rae Ette said they will make decisions on an individual basis so please contact CoE to discuss specific scenarios.</p> <p>-Part Time positions as paraprofessionals: First year and a half - they can use the .5. When they are in student teaching, they may be required to have an additional practicum to fulfill the rest of the hours.</p> <p>-What about substitutes? Is there any way to consider that? Rae Ette said that they should have a conversation after (her and Erin Stocker).</p> <p>-Scholarships? Oregon Teacher Scholars Program through OSAC for those who qualify. Highly suggest for those who qualify that they apply. [That is available to all education candidates.] We also received some funding for scholarships. CoE will be making decisions about how they will disperse the funds received. Right now that is a one time opportunity. University scholarships (due Feb. 1).</p> <p>-Question about different obstacles? Recommended that it will be individualized for different students and their unique circumstances. They are</p>		
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	<p>encouraged to contact CoE to talk about what it would look like/how it could work. Encourage anyone who is even potentially interested to then talk through concerns/challenges/possibilities. Make sure that they start with Kylie, Kristin, Rae Ette who can then connect them with others on campus as needed, but they are the best initial point people to field questions/concerns to give the most direct/full information and to avoid confusion.</p> <p>-Can districts reach out to EOU for potential restricted license candidates? Yes. This already happens and is an option. There is a 2 year pathway for those who are restricted candidates (as of last year) to alleviate the pace of the program for restricted candidates.</p>		
Oregon Teacher Pathway	<p>Tawnya: Getting more funds, a minimum of \$350,000 for next year. That brings up to more than a million for the last 3 years for that program and about 2.5 for OTP and CCRP since they were created in 2014. Often the funds are leveraged for both OTP/CCRP based on how they complement each other. Currently, there are 5 partners. There were some pandemic challenges (for number of partners) - based on modalities, as well as student interest in teaching is decreasing as they see what teachers are going through and what the</p>		

	<p>media is saying about the profession. We are hoping to change that dynamic. Some schools intend to come back next year.</p> <p>Success of Grow Your Own programs across the nation - this and the IA program.</p> <p>Now 24 alumni of the program who are now teaching and we try to offer ongoing support to them. There are careful considerations for early burn out as well. For the last two years, they have been giving them funds for books that they can buy for their classroom. Ongoing PD and some mentorship opportunities.</p> <p>Brief overview of the program for those unfamiliar with it. Often those who come to EOU are retained and graduating, even if they choose to go a route other than education.</p> <p>Students coming to campus for the Symposium and having lunch with the board of trustees.</p> <p>Ongoing research through focus group interviews with alumni, conducted by Dr. Karyn Gomez.</p>		
Upcoming CCRP PD Creating a Home in Schools	Sister school for CCRP (University of Western Washington). They build on the topics and resources each year. They are		

Presenter Bios	<p>talking about asset-based student learning and identity development in the classroom this year.</p> <ul style="list-style-type: none"> -EOU Faculty and Staff (available online) -Community Keynote (available online) -PK-12 Teacher workshop (it is on Friday based on previous feedback to do during the week; however, now there is the sub shortage challenge). Resources available to support making it possible for teachers to come. <p>Question for clarification of what asset-based is. Tawnya explained asset-based vs. deficit based.</p>		
Mentor Teacher Training Opportunity	<p>Rae Ette & Angela: Proposed Equity Grant that includes the IA pathway, they wanted to include PD for mentor teachers with an equity and social justice lens.</p> <p>Offer this summer. Angela is collaborating with Tara Gekas - continued professional development.</p> <p>Looking for thoughts from the group:</p> <ul style="list-style-type: none"> -Timing? When is training good for teachers during the summer - August -What are the perceived needs from the field? <p>Responses:</p> <ul style="list-style-type: none"> -Question on timing - when exactly were they thinking. Tara explained the thinking 		

	<p>behind August right before teacher training. She mentioned we are also open to other times but that was their thought process.</p> <p>-Rae Ette talked about incentives for participating.</p> <p>-Holly mentioned that LGSD is doing their jump start for the first three weeks of August Mon-Thur ½ days, so that would tie up a bunch of teachers. // Discussions - do a one day, rather than two half days.</p> <p>-Someone was asking whether there would be an option to do it in a couple of locations. For this year we just have funds for one location.</p>		
<p>GoStem</p> <p>Go Stem Programs</p> <p>GO STEM PD Opportunities:</p> <p>STEM Kit PD for Early Learning educators</p> <p>Elementary STEAM Leaders for K-5 educators</p> <p>Educator Externship with Port of Morrow for high school educators</p> <p>Oregon Connections training sessions for K-12 educators</p> <p>Oregon STEM Week - May 14-22</p>	<p>David & Stephanie:</p> <p>See links for the different types of information shared related to their work and opportunities available for partners.</p> <p>Talking about new funding coming through and who they are partnering with.</p> <p>Science aptitude and interests testing available (YouScience - The Science of YOU): Secondary opportunity</p> <p>Plans to purchase a van to travel around the region with a GO-STEM staff member to implement programming</p> <p>Staff of 3 - hoping to grow to 6-7</p>		

Daily Challenges -English -Spanish	Questions/Comments: -Appreciation for resources		
Eastern Oregon Teacher Academy/Teach Rural Oregon Junior Field Experience Cottonwood Canyon Teacher Institute Eastern Oregon Teacher Academy Rural Schools Collaborative	<p>Dave: Update given on grant will still get minimum funding \$200,000 for emergent program, but there is a possibility that that will increase.</p> <p>Junior Field Experience is about to start this spring. 5 candidates will be participating in the program. Candidates will be placed in multiple rural locations across Oregon for the next two weeks. (EAC grant funded)</p> <p>Cottonwood Canyon Teacher Institute in partnership with the REV will be putting on a summer camp at Cottonwood Canyon State Park for teachers, there are currently 8 teachers registered. There will be a number of workshops offered including place based science and writing experiences. This is a new program that will be occurring June 19-27.</p> <p>Eastern Oregon Teaching Academy is in the 2nd year of the program and will occur the 21-25 of June on campus. There are a number of faculty and college students who will be mentoring and presenting as part of the program. There are 15 students</p>		

	<p>who have applied, applications have been extended through next Friday, May 20th. (EAC grant funded)</p> <p>Rural Schools Collaborative (PNW Hub @ EOU). They may receive funding to help further create the Rural Schools Collaborative and program in La Grande and provide additional opportunities for MAT students.</p> <p>Exploring additional grant opportunities through different sources including the Ford Family Foundation.</p> <p>Will be attending the National Rural Education Association convention to present on the Junior Field Experience and invite some students to attend to present as well.</p> <p>Is also working on some research across the state and in rural Oregon. Also researching housing shortages in rural Oregon for rural teachers as well as broadband and internet abilities and access in rural areas.</p>		
Reading Clinic	<p>Ronda: Goal of the reading clinic is to improve reading outcomes across Oregon but specifically in eastern Oregon.</p> <p>Training for inservice and preservice teachers and based on the Science of Reading</p>		

	<p>The clinic is offered to any teacher/district in the Oregon Trail REN, stipends of \$2,000. There can be 20 teachers during each session. 4 in the first session, 17 in the second session, and 20 for the summer session (it is full but there could be space, so please reach out). Milton Freewater is partnering and contracting for 10 additional teachers through next summer.</p> <p>Teacher is training and then they choose a target student to be part of their training and learning process/implementation. In addition there are mentors assigned who will observe, model, and support the teachers. The REN is also paying for this.</p> <p>Ignite working with Morrow County and our junior students. Erin Stocker shared how the partnership developed and has been implemented. Data meetings have been occurring and only 2 of the students of 16 have not been making adequate progress and those students had high absenteeism. The EOU students are working with 4 students. Next Tuesday they will observe from the school side. The most notable is how excited the students are (K, 1, and 2) and they love the program and working with the college students.</p> <p>Grant funding from Ford Foundation, La</p>		
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	Grande Walmart, Dr. Jennifer Schuberth and Dr. John Urang, Meyer Memorial Trust, and Oregon Trail REN.		
<u>Initial Teacher Preparation Programs</u>			
Review of course outcomes & content: Literacy Sequence UG Program - EDU 314: Introduction to Elementary Literacy - EDU 318: Early Literacy Methods: Curriculum, Instruction and Assessment - EDU 322: Elementary Reading Methods: Curriculum, Instruction, and Assessment MAT - EDU 631: Elementary Reading Methods: Curriculum, Instruction, and Assessment - EDU 625: Early Literacy Foundations Methods: Curriculum, Instruction, and Assessment	Ronda: Revisions to the readings course sequencing and syllabi are to further align with The Science of Reading and Scarborough (2001). https://braintrusttutors.com/what-is-the-reading-rope/ (link to image)		
UG Special Education Initial Teacher Preparation update - Jerred Jolin	Jerred: New program Fall 2021 Dr. Hyun Uk Kim was hired to help with the program Significant curriculum modifications have		

	<p>received institutional approval and new program structure will include cross listed coursework with the UG Elementary program. TSPC approval will be needed and the next cohort will start Fall 23.</p> <p>Considerations for instructional assistant pathways and some hybrid options are in the long term planning of the program.</p>		
2022-23 Placements - Tara Gekas	<p>Tara: Junior school community experience for the UG elementary cohort in fall was piloted this year and overall was generally successful. Winter term they have ESOL and in spring they work with Reading Clinic/Ignite.</p> <p>UG senior year working on placements for all candidates as well as elementary and secondary MAT candidates.</p> <p>As cohorts grow then there is difficulty finding placements for all of the candidates. So she is working creatively with partners to look at the subject areas.</p> <p>Candidates may need to travel to get placements as well. Hoping to have placements by the end of June, working on assignment of supervisors and mentor teachers for all candidates.</p>		

<p>Internal Audit/Program Review (UG & MAT)</p> <p>Focus Groups</p>	<p>2015-16 there was a full program redesign. Program has been in place since 2017 so we are completing an internal audit of the program through surveys (faculty, staff, students, alumni, partners) and focus groups.</p> <ol style="list-style-type: none">1) What does your ideal first year teacher look like (know, do, and value)?<ol style="list-style-type: none">a) assets based mindsetb) appropriately prepared in and around classroom managementc) receptive to feedback and training on the jobd) strong understanding of social emotional learning and traumae) flexibility to learn new systems, curriculum, and management2) Do first year teachers currently meet your standards? Are they coming to you prepared to meet students' needs?<ol style="list-style-type: none">a) Morrow does not get as many opportunities to hire UG straight out of EOU because our candidates do not apply as often. However, restricted teachers who go through the MAT are prepared		
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	<p>b) Two candidates at Central. One who would have hired in the program and the other would not even be willing to interview, but it could easily be the candidate's personality and dispositions.</p> <p>c) Students need more classroom management and engagement strategies</p> <p>3) What else do we need to know? What works? What needs improvement?</p> <p>a) see all suggestions above -those in attendance will also be emailing information and feedback</p>		
Other			
Working Lunch - District Partner Share and Updates	<p>-Need to look at GYO and training for mentor teachers so that the same teachers are not always hosting the same people.</p> <p>-Look at years experience requirement to host teachers</p> <p>-Title and ELL teachers</p> <p>-Faster pathways for endorsements</p> <p>-A lot of teachers are on a restricted license but missing prerequisites so look at how there might be a way for a faster track or waiver of prerequisites?</p> <p>-SpED and Initial licensure master program needed.</p> <p>-High interest in hiring MAT teachers on</p>		

	restricted/transitional licenses.		
Dyslexia & Reading Endorsement Update			
Thank you and Closure			