1. Program/Discipline Overview:

A. What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?

1 A. The purpose of the Paraeducator degree and certificate program is to prepare students to work as paraprofessionals in K-12 schools. As the training and certification of educators is overseen by the state, PCC co-facilitates and participates on a statewide consortium of community colleges engaged in training paraeducators. PCC created its coursework to meet statewide outcomes for paraeducators and created the first outcome-based certificate in the state. These outcomes have not changed since the last program review, but the expectations for paraeducators is different. At the time of the last review, the national initiative No Child Left Behind (NCLB) created a climate of directed funding to and focused attention on the professionalization of the career pathway of paraeducators by school districts. Five years later, attention seems to have waned somewhat and there have been no grant opportunities. At the time of the last grant, we had 300 working paraeducators taking PCC education courses through two different grants called Raising the Educational Achievement of Paraprofessionals (REAP) and Portland Paraprofessional Opportunity Program (PPOP). However, we are working to cultivate renewed interest in Paraeducation programs with local school districts and PCC Education faculty have recently been invited to serve on the Oregon Department of Education (ODE) task force in Salem which will look at strengthening the paraeducator-teacher pathway in Oregon.

The educational goals and objectives for the Library Assistant program are to prepare students to work as library assistants, library support staff, or library technicians in a variety of library settings, including K-12 school libraries, public libraries, academic libraries, and special libraries. The specific learning goals and objectives for the Library Assistant program are:

1. Explain and promote the purpose and role of different library organizations, based on historical and philosophical foundations of library and information services.
2. Analyze and describe the ethical, social, and legal issues (including intellectual freedom, copyright, open access, diversity, and patron privacy) surrounding access to, creation, retrieval, and use of materials and technology.
3. Evaluate sources of information, develop and implement effective search strategies, and select and use appropriate information resources to meet user needs.
4. Apply standard methods and principles for selecting, acquiring, processing, organizing, maintaining, circulating, preserving, and deselecting library materials.
5. Demonstrate the ability to embrace and adopt current and emerging technologies and solve technological problems when appropriate.
6. Demonstrate collaborative behaviors, effective communication skills, and the appropriate use of customer service and decision making models, as guided by the ethical principles.
and core values of the library and information services profession, when working with diverse library groups, including users, colleagues, and other stakeholders.

The above goals and objectives are a revision since the last Program Review and are effective as of Winter 2014. The revised goals and objectives are based on national certification competencies from the American Library Association (ALA) and the workplace needs of local library and information service agencies.

B. Please summarize changes that have been made since the last review.

C. Were any of the changes made as a result of the last review? If so, please describe the rationale and result.

1 B. & C. The main changes to the Paraeducator program since the last review were the creation of online courses for every course in the program (with the exception of ED 102 Displays and Graphics for Educators and ED 270 Practicum). The Paraeducator Portfolio (required for program completion) was redesigned to reflect the statewide outcomes.

One of the recommendations to improve access to the Paraeducator program was to move to a fully accessible distance learning program. The program continues to offer face-to-face course work but online courses allow for better access for many of our students who have childcare, scheduling, and transportation issues. Furthermore, due to the Paraeducator’s grant funding coming to an end, the program needed other ways to keep enrollment healthy, and online courses helped to maintain enrollment.

The need for a major revision of the Library Media Assistant certificate was identified as a goal in the 2009 Program Review. Revision of the Library Media Assistant program started in 2010-2011, by mapping the American Library Association’s Library Support Services Certification (ALA LSSC) competencies (see Appendix A) to PCC’s existing Library Media Assistant program. This mapping project was halted due to the retirement of one of the two full-time faculty members in the Education Department in June 2011. With the subsequent hiring of an interim faculty member for the 2012-2013 academic year, the curriculum revision of the Library Media Assistant program was put on hold for a year.

The curriculum revision began, again, with the hiring of a full-time Education department faculty member in 2012-2013. Once this faculty member was hired, the timeline for revising the Library Media Assistant program was set for a two-year time period, with the revised program ready to be fully launched online Fall 2014. This timeline was set due to expectations that the revisions that needed to occur within the curriculum would be extensive, the anticipated need to move the program online, and the recognition that only one faculty member would be doing this work. Another factor in this timeline was to allow students currently in the Library Media Assistant program adequate transition time to complete their studies with minimal interruption due to major curriculum revisions.

This revision included an environmental scan beginning in Fall 2012, which included reviewing and assessing: a) the mapping project from 2010-2011, b) other library assistant programs offered by community colleges, c) the ALA LSSC competencies, and d) the existing needs of libraries and information services in Oregon. New program goals and objectives were developed as a result of this work and were reviewed and approved by the Library Assistant
Advisory Board. Additionally, the need to add new courses and revise existing courses, to align with ALA LSSC competencies and existing workplace needs, was identified, as well as the need to provide coursework online.

Work on developing CCOGs for 11 new courses and three revised courses that would align with ALA LSSC competencies and local workforce needs began in Winter 2012. After obtaining feedback from the Library Assistant Advisory Board, the Education SAC, and division dean, the new and revised courses were approved by the Curriculum committee and Degrees and Certificates committee as of June 2013. We began the development of the online courses in Summer 2013, which allowed us to begin offering new online courses, earlier than anticipated, in Fall 2013. Online courses will continue to be developed throughout the 2013-2014 academic year as we transition students from the previous Library Media Assistant certificate requirements to the newly revised Library Assistant certificate requirements. As originally planned and anticipated, the newly revised Library Assistant program will be fully developed and ready for launch online by Fall 2014.

2. **Outcomes and Assessment:** reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.

A. **Course-Level Outcomes:** Identify and give examples of assessment-driven changes made to improve attainment of course-level student learning outcomes. Where key sequences exist, also include information about assessment-driven changes to those sequences.

2 A. The Education SAC chose the Paraeducator program outcome *advocacy* (2D in rubric- see Appendix B) as its assessment focus because students consistently turned in weak evidence for this outcome in their portfolios. The SAC selected to review Paraeducator portfolios and an assignment from ED 100: Introduction to Education. Reviewing both items offered faculty a chance to look at an in-depth item as well as a broader sample of work addressing advocacy. Over a period of two years, the SAC performed a trend-analysis and assessment using the program’s outcome-based rubric to determine that the ED 100 assignment was not sufficiently preparing students for the advocacy program outcome, as originally designed, and steps were taken to revise the assignment. At the end of this academic year, the SAC will once again review this updated assignment to ensure that the assignment helps students to meet course outcomes, and in meeting course outcomes will meet certificate and degree outcomes.

As the Library Assistant program curriculum has recently undergone a major curriculum revision, assessment-driven changes have not begun. It is the goal of the Education SAC to begin reviewing course-level assessments in the Library Assistant program beginning with the 2014-2015 academic year.

B. **Addressing College Core Outcomes**

i. **Describe how each of the College Core Outcomes are addressed in courses, and/or aligned with program and/or course outcomes.**
2 B i. Paraeducator Program

Communication: As most of the course work is online, students must produce written work on a weekly basis. Strong communication is key in their work as paraeducators in K-12 schools and written and oral communication skills are emphasized throughout all of the courses.

Community and Environmental Responsibility: Paraeducation students are regularly presented with situations which require consideration and advocacy for students with special needs such as disabilities, language issues and/or social, economic, emotional challenges. Students are asked to consider their ethical and professional responses to a variety of situations in ED 100, ED 224, ED 217, ED 290, ED 291, ED 258 and ED 259.

Critical Thinking and Problem Solving: Paraeducation students are presented with a variety of situations they must resolve as educators to assist their students or the teacher with whom they will be working in ED 100, ED 224, ED 290, ED 291, ED 258 and ED 259. They modify and create curriculum to meet the special needs of their students which requires a high degree of critical thinking and problem solving.

Cultural Awareness: Successful educators in diverse settings must develop heightened cultural awareness in order to effectively assist students from diverse cultural settings. The courses which focus on these include ED 258/ ED 259 (focusing on broader cultural issues such race, class, gender, language, sexual orientation, etc ) and ED 290 /ED291 ( focusing on issues for ELLs) and finally ED 251/ED 252/ED 268/ED 269 (focusing on SPEd issues). All classes have been revised over the last seven years to include strong cultural awareness components--e.g., achievement gap in 131 and 124, history or US schools regarding racial and ethnic discrimination 100, cross-world educational comparisons 224).

Professional Competence: Each course prepares students for work as paraeducators; for example, students look at statewide benchmarks when preparing curriculum for a particular assigned lesson plan. They use real-life standards in their own assignments. Certain courses, however, specifically address the occupation requirements and prepare students specifically for the professional presentation portion (career readiness). These classes include ED 100 and ED 224.

Self-Reflection: Many paraeducator courses include some self-reflection but a few specifically require students to consider themselves as educators and identify their own gaps so that they can build their resumes. These courses include: ED 100, ED 224, ED 258, ED 259, ED 290 and ED 291. Finally, students complete a significant portfolio in ED 263 which is a comprehensive reflection on program outcomes (the statewide paraeducator outcomes) and subsequent evidence to meet these outcomes. Students must reflect on each outcome and their ability to meet the standards of the statewide certificate of paraeducation.

Library Assistant Program

The Library Assistant program curriculum was revised in order to align with national competencies, address existing workplace demands, as well as to more closely align with the current College Core Outcomes.
Communication: With the change to a primarily online program, students are inherently required to develop stronger written communication skills, as they must communicate with each other and their instructors through predominantly written formats. Each course within the Library Assistant program requires students to work on their communication skills. Particularly, the Library Assistant coursework includes a course (ED118 Communication & Customer Service in Libraries) that focuses on developing effective communication skills for library work.

Community and Environmental Responsibility: Libraries are an essential component of our communities, as they provide free access to information, resources, and community spaces, as well as allow for the open exchange of ideas. Throughout the Library Assistant program, students learn how libraries support their communities by providing safe environments that allow multiple perspectives to exist and the way library staff can contribute to that environment. In particular, ED113 Introduction to Libraries & Information Services, addresses this core outcome.

Critical Thinking and Problem Solving: Each course in the Library Assistant program involves the use of critical thinking skills and problem solving as students are asked to apply theoretical knowledge to real world situations and environments. The practicum courses (ED209/210/211) require students to use their critical thinking and problem solving skills in real library settings.

Cultural Awareness: Working in a library setting requires the ability to interact successfully with diverse individuals. Students gain this knowledge throughout the Library Assistant program. Indeed, four courses, in particular, focus greatly on tolerance and appreciation of cultural issues: ED111 Collection Development, ED118 Communication and Customer Service in Libraries, ED260 Multicultural Literature, and ED299H Global Literature.

Professional Competence: Each course within the Library Assistant program provides students with the professional competencies (based on national ALA library support staff competencies) required to work effectively in a library environment, but this outcome is addressed specifically in the practicum courses (ED209/210/211) and in the ED265 Library Capstone Portfolio course.

Self-Reflection: Each course within the Library Assistant program encourages self-reflection. Students are asked to think about how their personal values and work ethics fit within the broader context of libraries and the purpose libraries serve within a community. These course reflections are culminated in the final professional portfolio (ED265 Library Capstone Portfolio) that students are asked to complete at the end of the program.

ii. Update the Core Outcomes Mapping Matrix for your SAC as appropriate.
http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html

2 B ii. Please see Appendix C.

C. For Career and Technical Education Programs: Degree and Certificate Outcomes

i. List your degree and certificate student learning outcomes, showing the alignment with the college core outcomes, and identify the strategies that are in place to assess the degree and certificate outcomes.
2 C i. The Paraeducation student learning outcomes for the one-year certificate are:

- Apply current education, motivation, human development, technology, and diversity research, theory, and practice to conduct and evaluate individual and small group instruction prescribed by the supervising teacher (Communication, Community and Environmental Responsibility, Critical Thinking and Problem Solving, Cultural Awareness, Professional Competence, Self-Reflection).

- Perform non-instructional tasks necessary to provide clerical, media-related, and supervisory support to the classroom teacher (Professional Competence, Communication, Critical Thinking and Problem-Solving).

- Use established behavior management programs and instructional routines to carry out the goals and objectives of the school (Communication, Community and Environmental Responsibility, Professional Competence).

- Practice ethical and professional behaviors and attitudes necessary to the role of an educator; apply knowledge of legal, ethical, health, and safety considerations and procedures; demonstrate understanding of the roles of paraeducators as collaborative team members and communicate effectively in the educational setting (Communication, Community and Environmental Responsibility, Cultural Awareness, Professional Competence).

- Adapt learning activities and materials to accommodate the needs of diverse learners (Communication, Critical Thinking and Problem Solving, Cultural Awareness, Professional Competence).

- Demonstrate academic competencies required to work as a "highly qualified" paraeducator as defined by No Child Left Behind (Professional Competence).

- Demonstrate and apply knowledge of specific effective instructional practices and management techniques for students who are learning English or who have special needs (Professional Competence, Communication, Critical Thinking and Problem-Solving, Cultural Awareness).

- Meet the following statewide certificate outcomes and apply that knowledge and skill in the educational setting (Communication, Community and Environmental Responsibility, Critical Thinking and Problem Solving, Cultural Awareness, Professional Competence, Self-Reflection):
  1. Demonstrate appropriate strategies and techniques to provide instructional support to students of diverse populations.
  2. Demonstrate attitudes and behaviors appropriate to meeting the needs of diverse populations.
  3. Apply best practices in classroom management to optimize the potential for student learning.
  4. Practice ethical and legal standards of conduct.
  5. Apply technology to support teaching, learning and communication.

The Paraeducation student learning outcomes for the AAS degree include the above outcomes from the certificate and these additional outcomes:

- Apply breadth of knowledge in educational theory and practice in addition to area of
The student learning outcomes for the Library Assistant certificate are listed below with the college core outcomes that are aligned with the outcome. Assessment of student attainment of these program outcomes is done with a student portfolio at the completion of the program.

1. Explain and promote the purpose and role of different library organizations, based on historical and philosophical foundations of library and information services. (Communication, Community & Environmental Responsibility, Professional Competence)

2. Analyze and describe the ethical, social, and legal issues (including intellectual freedom, copyright, open access, diversity, and patron privacy) surrounding access to, creation, retrieval, and use of materials and technology. (Communication, Community & Environmental Responsibility, Cultural Awareness, Self-Reflection)

3. Evaluate sources of information, develop and implement effective search strategies, and select and use appropriate information resources to meet user needs. (Critical Thinking & Problem Solving; Professional Competence)

4. Apply standard methods and principles for selecting, acquiring, processing, organizing, maintaining, circulating, preserving, and deselecting library materials. (Critical Thinking & Problem Solving; Professional Competence)

5. Demonstrate the ability to embrace and adopt current and emerging technologies and solve technological problems when appropriate. (Critical Thinking & Problem Solving; Professional Competence)

6. Demonstrate collaborative behaviors, effective communication skills, and the appropriate use of customer service and decision making models, as guided by the ethical principles and core values of the library and information services profession, when working with diverse library groups, including users, colleagues, and other stakeholders. (Communication, Cultural Awareness, Professional Competence, Self-Reflection)

ii. Describe the assessment design and processes that are used to determine whether students have met the outcomes of their degree or certificate

2 C ii. The Education SAC uses a comprehensive portfolio (either e-portfolio or print portfolio) to
assess program outcomes for the paraeducator program. Using the statewide paraeducator outcomes, the portfolio asks students to provide evidence for and reflect upon fifteen different areas as part of six major outcomes (see Appendix B). The portfolio, while providing more depth, is only required for certificate and degree completers each year (approximately 10 students). In looking for a broader sample, the SAC chose an assignment from ED 100: Introduction to Education. ED 100 is a gateway class offered every term and taken by over two hundred students each year. Many of these students are not enrolled in our degree or certificate programs but are taking it as an elective out of interest. Creating the portfolios is a strong critical thinking and communication activity in itself as students must make sure they understand all outcomes, glean and then select appropriate materials to demonstrate mastery of the outcomes, and then write reflections to communicate how each artifact does so. Portfolios also fill an important function for paraeducation students in their job search; local Human resources personnel and administrators are quite impressed by these portfolios. Portfolios are always evaluated by a team of Education faculty who discuss each individual portfolio in relation to the rubric to ensure inter-rater reliability. Other SACs (e.g., Paralegal) have consulted with ED to develop their portfolio process.

As part of the newly revised curriculum for the Library Assistant program, students are required to complete a professional portfolio demonstrating their attainment of the student learning outcomes. Students are asked to create a web-based portfolio that includes their reflections on the learning outcomes and artifacts from their coursework that showcase their knowledge, skills, and abilities to effectively perform Library Assistant responsibilities and duties. The decision to require a student portfolio as a final assessment for the Library Assistant students was based on the effectiveness of the Paraeducator program portfolio as well as a reflection of educational literature that supports the reflective learning of student portfolios.

iii. Summarize the results of the assessments of these outcomes.

2 C iii. When we first began assessing our Paraeducation portfolios, the Education SAC determined that students needed more explicit instruction on what constitutes “research-based instruction” (Outcome 1A of the Paraeducator Outcomes - see Appendix B). The portfolios consistently showed this to be a problem area.

“Advocacy” is one of the state standards for paraeducators (Outcome 2C of the Paraeducator Outcomes - see Appendix B). The portfolio consistently showed this to be a weak area for our students and the Education SAC decided to use an assignment from ED 100: Introduction to Education for a larger sample. For two years in a row, the SAC reviewed papers on advocacy from ED 100, performing a trend analysis and evaluating whether the assignment led to successful completion of the outcome. The first year the Education SAC reviewed over 70 papers as a group and determined the assignment needed to change. The second year, they also reviewed over 60 papers of the revised assignment and expected to see better results; however, the changes to the assignment did not deliver the successful outcomes they had expected so the Education SAC revised the assignment yet again.

As the Library Assistant portfolio is a new assessment that will be implemented for the first time in the Spring 2014 term, no results for this assessment are available yet.

iv. Identify and give examples of assessment-driven changes that have been made to
improve students’ attainment of degree and certificate outcomes.

2 C iv. Regarding “research-based instruction”, the Education SAC addressed this by asking all instructors to highlight research-based instruction in all of their courses and to teach about it specifically in the two-credit portfolio ED263 class. All of the education courses already included research-based methodology but faculty needed to highlight the concept for students.

The Education SAC revised the ED100 advocacy assignment yet again and won an award for its work that year (2013) in recognizing and owning their error in modifying the assignment (see full report in Appendix D) and articulating the changes to the assignment in their annual report. This year (2014), the Education SAC will determine if the new and updated ED100 advocacy assignment in fact delivers the successful outcome for which students are striving.

Another outcome that challenged students was outcome 4: practice ethical and legal standards of conduct which would require evidence of things such as local school district code of conduct and Oregon statutes and rules addressing educator ethics. Students typically included the district handbook for employees but were not effectively reflecting on the specifics. It was not clear whether they were actually reading or digesting what was required for this important outcome so the faculty for ED 263 has recommended that this is specifically taught while students are receiving instructions about the portfolio. This will be implemented this spring when ED 263 is offered again.

Due to the recent changes to the curriculum of the Library Assistant certificate, assessment-driven changes have not been made. In the 2014-2015 academic year, we will review the library portfolios as part of an assessment evaluation to see how we might enact changes for improvement.

3. Other Curricular Issues

A. To what degree are courses offered in a Distance modality (on-line, hybrid, interactive television, etc)? For courses offered both via DL and on-campus, are there differences in student success? (Contact the Office of Institutional Effectiveness , either Laura Massey or Rob Vergun, for course-level data). If so, how are you, or will you address these differences. What significant revelations, concerns or questions arise in the area of DL delivery?

3 A. All Paraeducator courses are offered in a DL format except ED 102: Displays and Graphics for Educators which teaches hands-on skills for the classroom and seems most suitable offered in a face-to-face (FTF) format. The Education department recognizes that DL courses fill more quickly and serves the students who would otherwise not make it to a FTF class. However, each term the department offers several FTF options for students. Students who prefer FTF classes are encouraged during advising sessions to take the FTF classes when they are offered and Education faculty review the annual schedule with them so they know exactly when to take the classes in the FTF format. Still many students have childcare, work, and transportation issues and the FTF classes often do not run due to insufficient numbers. A major concern of the Education department is the challenge of getting to know students in DL classes which is particularly concerning because these are future educators (especially when placing them in school environments for practicum). As of last year the Paraeducator program began offering a
hybrid gateway class (ED100: Intro to Education) every term so that students could start the
program having FTF access to an Education faculty member. This hybrid gateway class is
working really well, evidenced by the positive feedback from students. The instructor is able to
orient the students to online learning so as to set them up for success in subsequent DL classes.
Nevertheless, students still have the option to also take ED100 in a DL format and may choose
this option due to their particular life circumstances.

About a third of the Library Media Assistant certificate courses were available online at the last
program review. As part of the revision of the Library Assistant certificate, we are developing
many new and revised online courses so that students can complete the certificate 100% online.
This change was in response to student and employer demand for online course options and to
align our program with similar programs nationwide. We continue to have some elective
courses in face-to-face format. Due to the size of the Library Assistant program, we do not
currently offer the same courses in face-to-face and online modalities, rather each course is
offered in online or face-to-face format, but not both. Historical data have shown us that our
online courses (regardless of topic) fill faster than face-to-face courses.

B. Has the SAC made any curricular changes as a result of exploring/adopting
educational initiatives (e.g., Service Learning, Internationalization of the Curriculum,
Inquiry-Based Learning, Honors, etc.)? If so, please describe.

3 B. Internationalization: The Education SAC has stressed the internationalization initiative and
asked faculty to enhance this focus in their classes. Faculty offer students assignments and
instruction related to internationalization in the following Paraeducator courses: ED224, ED258,
ED 259, ED 290 and 291. We have also introduced international perspectives and issues facing
libraries and information services in ED113.

Furthermore, we have addressed internationalization by adding a K-12 Global Literature course,
ED299H, which is an elective course for both programs. We are currently exploring making this
course part of the Global Studies Focus Award.

Service Learning: The Paraeducator and Library Media Assistant certificates have always had
a practicum component, which has not always been labeled as service learning (aka
community-based learning), but the practicum courses have always reflected service learning
goals and objectives. The practicum courses requires students to work in a school or library for
200 hours in order to gain real world experience while achieving learning outcomes.

Recently, we began offering service learning as elective extra credit in some of our
paraeducator courses. This gives our non-degree seeking students some hands-on experience
in schools and gives our DL students some more face time in schools. Feedback from the
students has been extremely positive. This also serves to help our broader K-12 community
who are always in need of volunteers.

As part of the development of new courses and revision of existing courses in the Library
Assistant certificate, efforts were made to further integrate service learning opportunities into
coursework for students. In two courses, ED111 Collection Development and ED118
Communication and Customer Service, students are required to complete a service project in a
library and volunteer within a library, respectively, both resulting in a minimum of 10 service
learning hours in a library for each course. Students like the opportunity to begin immersing themselves in the library environment and often their volunteer opportunities lead to practicum experiences and/or hiring opportunities.

C. Are there any courses in the program that are offered as Dual Credit at area High Schools? If so, describe how does the SAC develops and maintains relationships with the HS faculty in support of quality instruction. Please note any best practices you have found, or ideas about how to strengthen this interaction.

D. Does the SAC plan to develop any additional Dual Credit agreements with area high schools? If so please describe. If not, what does the SAC see as barriers to developing further dual credit agreements.

3 C & D. Under the Paraeducation certificate, we have previously offered ED100 as a Dual Credit course at the Capitol Center. More recently, a grant has been submitted to offer ED100 at local area high schools as part of a cadet program affiliated with the Portland Teachers Program. Even if the grant does not come through, we plan to work with the Middle College Program at Jefferson High School to offer a section of ED 100 just for Middle College students. Under the Library Media Assistant certificate, we have recently offered ED109 Library Procedures and ED111 Collection Development as Dual Credit courses at Grant High School. ED109 was eliminated during the curriculum revision, as its content was separated and integrated into two new courses. Thus, we are currently working with Dual Credit instructors to implement newly revised Library Assistant coursework into the Dual Credit courses at Grant, Madison, and Jefferson High Schools. Education faculty meet at least once a year with Dual Credit instructors, review and provide feedback on course syllabi, and offer, as needed, instructional guidance throughout the academic year. Education faculty relationships with Dual Credit faculty are positive. The primary barrier to developing further dual credit agreements is time, due to the existing teaching workload (for both Education faculty and high school teacher librarians).

E. Identify and explain any other significant curricular changes that have been made since the last review.

3 E. Other curricular changes that have occurred since the last review include the integration of more collaborative, group-based work in the online Library Assistant courses. As collaborative work is an inherent part of working in a library, collaborative group projects and assignments have been added to new and revised online courses.

4. Needs of Students and the Community

A. How is instruction informed by student demographics?

B. Have there been any notable changes in instruction due to changes in demographics since the last review?

4 A & B. Since the last program review, we have continually assessed the demographics of our students in order to adjust our instructional efforts to best match their needs. Given that less than 10% of our students reside in the North/Northeast Portland area, we have developed
online certificate and degree programs to allow access to coursework for the high percentage of our students who do not live in easy commuting distance to the Cascade campus. In particular, we have recently revised the LA certificate program so that students can complete the program entirely online. The Paraeducator program successfully remains an online program.

Many of our students are women, juggling family and work obligations along with transportation challenges, which makes it difficult to attend face-to-face courses. Thus online coursework allows greater flexibility for these working moms, who are not available to attend face-to-face classes during the day like traditional college students. When we do offer face-to-face courses, we typically offer one-night-a-week courses to accommodate work schedules and family time constraints.

Additionally, over the past five years, we have provided some face-to-face weekend courses at the Rock Creek campus, Hillsboro Center and Newberg Center, in an attempt to reach students in other geographic areas and to accommodate weekday work schedules. However, such attempts do not always generate sufficient enrollment, which can make it difficult to justify sustaining these efforts. We also offer five-week intensive classes in the summer to meet the needs of students with busy summer schedules.

We have seen an increase in the diversity and ethnicity of our students. We believe this can be attributed to the accessibility of our courses and the quality of our instructional content.

C. Describe current and projected demand and enrollment patterns. Include discussion of any impact this will have on the program/discipline.

4 C. The Paraeducation program serves many different kinds of students and their unique needs impact enrollment. Our primary group of students, paraprofessionals, have been the focus of national legislation which requires schools to have “highly qualified” staff under the No Child Left Behind Act (NCLB). There is a consistent need for paraprofessionals in schools, as documented by Oregon Labor Market Information Systems (OLMIS) data, so the demand for certification continues to keep enrollment up. However, while the aim of NCLB was to promote the educational level of paraeducators, local school districts have allowed “a loophole” in the form of a district paraprofessional exam which allows individuals to bypass the college preparation provided by programs such as ours. If local school districts honored the intent of NCLB, there would be many more students requiring our degree and certificate. Currently, Oregon House Bill 3254 (see Appendix F) seeks to strengthen the paraeducator-teacher career pathway and would require an associate degree for all paraeducators.

Enrollment patterns are also affected by the other groups: (1) Our program provides entry level coursework to freshman and sophomores who are considering the potential of a teaching career. (2) The program also serves students who need prerequisites for graduate and undergraduate programs. (3) Finally, teachers seeking recertification also take our coursework.

Due to changes in the curriculum of the Library Assistant program, as well as an overall decline in enrollment for PCC, the Library Assistant program has seen a decline in enrollment over the last three years. However, we believe these changes, once the program has been fully launched in Fall 2014, will spur an increase in enrollment in the Library Assistant program. Change takes time to plan, communicate, and implement and the LA program needs time for
these changes to take root, as well as assistance from PCC to reestablish itself. The program has strong support from the Oregon library community and interest in the program has increased as the changes have been implemented. In addition, job outlook for library assistants, according to OLMIS data, is positive.

D. What strategies are used within the program/discipline to facilitate access and diversity?

4 D. A strategy we have used to increase access to our programs in the Education department is making our coursework available online. Since the last program review, we have seen a trend towards higher enrollment in our online courses over our face-to-face courses. Thus, we have taken steps to offer as many of our courses online for greater access to our programs. The distance learning classes offer access to students all over the world. We have had students participate from remote locations such as Iceland, the Marshall Islands, Uzbekistan, and Chile (just to name a few), in addition to students from other states and outside the Portland metropolitan area of Oregon. Our students range from 18-70 years of age and bring a plethora of diverse experience and backgrounds to our program.

The digital divide does impact students, particularly those without reliable technology at home and those of an older generation. Whenever students express concern about technology, they are encouraged to enroll in face-to-face and hybrid classes and our faculty work closely with them to ensure their comfort and success. We also encourage our distance students with technology concerns who are unable to come to campus to utilize online tutoring.

Our Paraeducation program works closely with practicum students from the Portland Teacher Program (PTP) and our faculty work with PTP students and mentoring PTP alumnae teachers. As a result of this collaboration, PTP students regularly enroll in our education classes, although their focus at PCC are general studies courses in order to meet PSU transfer requirements.

E. Describe the methods used to ensure faculty are working with Disability Services to implement approved academic accommodations?

4 E. Full-time faculty have participated in Disability Services presentations on student accommodations and making online coursework accessible. This information is regularly shared with part-time faculty at inservice meetings and e-mail. Additionally, as new online courses have been developed, they have been reviewed and approved for Accessibility standards.

At every SAC meeting, we address the importance of working with Disability Services to best accommodate our students and discuss challenges and successes. This gives faculty a chance to share what is working and any issues they may have encountered. Every student and class is different and our faculty can learn useful strategies from each other. In 2011, the Faculty Department Chair participated in a district-wide disability taskforce that came up with guidelines for accessibility in the online environment. She also participated in a film project to encourage better accessibility in the the online learning environment.

F. Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.
4 F. Our advisory boards, which include students, community members, transfer institutions, employers, and government provide annual feedback that we use to enact curricular change. Most recently, our Library Assistant program has revised its curriculum to reflect the counsel provided by its Advisory Board. These changes included offering classes that focus on the specific skills and knowledge needed by library workers.

5. Faculty: reflect on the composition, qualifications and development of the faculty

A. Provide information on:

i. Quantity and quality of the faculty needed to meet the needs of the program/discipline.

5 Ai. Currently the Education Department consists of two full-time faculty members who are highly qualified to meet the needs of the program. Both faculty hold graduate degrees in education- and library-related disciplines and are experienced instructors in the online and face-to-face learning environments. Additionally, both faculty have prior work experience in the education and library professions.

ii. Extent of faculty turnover and changes anticipated in the next five years.

5 Aii. Since the last program review, the Education Department had one faculty retirement in 2011, a one-year temporary hire for the 2011-2012, and hired a full-time faculty position beginning with the 2012-2013 academic year. No full-time faculty turnover or changes are anticipated for the next five years.

Some of our long term part time faculty are transitioning to other opportunities and therefore we have opportunity to bring in new faculty. The faculty have looked to two sources in order to recruit more diverse and experienced faculty: alumnae from both the Pareducator program and the Portland Teacher Program, all of whom are currently working as teachers or administrators in local school districts. With the assistance of PCC faculty and staff who know the specific skills, strengths, and expertise of these candidates, the program has an opportunity to recruit these candidates. The specific challenges for these candidates include full time K-12 teaching schedules and their willingness and ability to teach online. Furthermore, the potential partnership with Eastern Oregon University (addressed in more detail in response to Question 7E) would offer more openings for faculty and grow the potential Education faculty workforce at PCC.

iii. Extent of the reliance upon part-time faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds.

5 Aiii. The Education Department currently utilizes 12 part-time faculty, all of whom hold the educational credentials and have the work experience to support their instructional work. The program relies heavily on part time faculty as the needs for coursework are specific and distinct. It is rare that a single person would have expertise in all or even most of the following areas: special education (SPED), English language learners (ELL), intercultural communication, technology, instructional methodology, classroom management, and library services. Many of our part time faculty have extensive experience in school or library settings with appropriate
related degrees or specializations. There are no major differences between the full-time and part-time faculty in this regard. Please see Appendix E for a list of professional development activities for Education faculty.

iv. How the faculty composition reflects the diversity and cultural competency goals of the institution.

5 Aiv. With the hiring of a faculty member in 2012, the composition of the Education Department’s faculty diversity increased, supporting PCC’s faculty diversity goals and we will continue to seek diversity candidates as the need for part-time or full-time faculty arises.

One way the Education faculty plans to seek out diversity faculty candidates is by reconnecting with PCC Paraeducation program graduates who have gone on to become K-12 teachers or school administrators. Many of these individuals are not able to participate in the PCC Faculty Diversity Internship Program, due to their school-based work schedules. However, Education faculty would like to develop a process that would allow Education faculty to work with and mentor these individuals during their summer break to prepare them for teaching opportunities in the Paraeducation program. Once the Library Assistant program is fully launched, similar plans will be put into place to find diverse faculty to teach in the program.

With regard to cultural competency, as Education faculty, we have been trained in cultural competency as part of obtaining our educational credentials and we continue to participate in cultural competency education through professional development opportunities (see Appendix E).

B. Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes.

5 B. Since the last program review, no changes have been made to instructor qualifications.

C. How have professional development activities of the faculty contributed to the strength of the program/discipline? If such activities have resulted in instructional or curricular changes, please describe.

5 C. The Education Department faculty frequently participate in professional development activities (see Appendix E), including presenting at and attending discipline-related and teaching conferences, volunteering time and expertise to discipline-related institutions, and taking courses to enhance teaching skills and update knowledge.

For example, several faculty members volunteer their time and expertise at local schools and libraries. These activities have driven faculty to integrate more service learning (aka community-based learning) opportunities in their coursework.

Another example is the participation by one of our faculty members in a librarian exchange which involved traveling to the Fujian Province in China to learn about libraries there. This trip inspired the development of a Community Education class on international opportunities and resources for teachers and librarians that will be offered this summer by two Education faculty members.

The Education faculty have been very committed to diversity work at PCC offering intercultural training for PCC faculty at the New Faculty Institute and as part of inservice activities for part
time faculty over the last two years. Additionally, the faculty have participated in Purposeful Dialogues about Race (both inservice and ongoing) and are forming a group for anti-racist white educators at PCC. Finally, the education faculty has recently begun serving on the Cascade Diversity Committee.

For additional information about professional development activities see Appendix E.

6. Facilities and Support
   A. Describe how classroom space, classroom technology, laboratory space and equipment impact student success.

6 A. Due to the high number of online classes in both the Paraeducator and Library Assistant programs, our department is using fewer classrooms. In the case of our hybrid classes (which we offer every term), it is imperative that we have several computers in the room as we are orienting students to online learning. The new Center for Careers in Education, to be located in the new academic building starting Fall 2014, will provide an important presence for the Paraeducator and Library Assistant programs, further strengthening the paraeducator-teacher pathway that is becoming increasingly significant in the state of Oregon and offering libraries as an education-related career pathway. We hope that this visibility will bring more students to both programs as stepping stones for careers in teaching or librarianship.

B. Describe how students are using the library or other outside-the-classroom information resources.

6 B. Students are expected to use library resources and other information resources for coursework. This expectation is expressed to students through explicit instructions in course assessments about the quality and type of information students should use. Additionally, as part of the LA certificate revision, the LIB101 course was identified and added as a prerequisite course.

C. Provide information on clerical, technical, administrative and/or tutoring support.

6 C. The Education program is supported by the Arts and Professions division administrative assistants who provide invaluable support in terms of college infrastructure, supplies, scheduling, and meetings. The division dean provides oversight with scheduling, hiring, and programmatic issues. We have been immeasurably assisted by the distance learning team, especially the late Clayton Hanson, who provided critical support to our online classes.

This year, our program has been extremely fortunate to have the competent assistance of a work-study student who is quite familiar with our programs as she is a current student in the Library Assistant program.

Education faculty encourage the use of tutoring services and the student help desk to support student learning and to aid with technical difficulties when accessing and using PCC’s technological systems.

D. Provide information on how Advising, Counseling, Disability Services and
other student services impact students.

6 D. All of these services are recommended by Education faculty to students at the point of need.

Advising: Education faculty also advise most of our students regarding our program degrees and certificates. Education students may also work with our Perkins advisor, Michelle Butler. In addition, students go to see academic advisors at all campuses, particularly regarding prior credit, degree completion, and transfer credits.

Counseling: Students are referred to the Women’s Resource Center or Nikki Barone or Joe Fischer when the faculty can see that the students need extra help or are cause for concern.

Disability Services: Education faculty who receive Disability Services documentation confer with students on an individual basis. Education faculty have been encouraged to contact DS counselors regarding any special accommodations.

However, it can be difficult to connect students to advising, counseling, disability services, and student services staff, as these services are offered primarily in face-to-face formats and the majority of our classes are provided online. Thus, while some of our online students live locally and can get to campus for help, others are unable to visit to do so, which can create challenges in finding ways to successfully help these online students.

E. Describe current patterns of scheduling (such as modality, class size, duration, times, location, or other), address the pedagogy of the program/discipline and the needs of students.

6 E. The majority of our classes scheduled are online and are capped at 25 students per online course. The face-to-face classes we schedule are offered primarily on the Cascade campus, typically one night a week, to best meet the work and family obligations of students.

Online coursework may not be ideal for our profession, but it is increasingly common for Paraeducation and Library Assistant programs to be offered as online programs. In particular, when preparing students for the K-12 classroom or library environment, it is important that students have hands-on experience. Fortunately, both programs requires 200 hours of hands-on experience through our practicum courses. Education faculty have worked hard to develop courses which include our voices, a variety of visuals, relevant links to information and rich media. Our students can still see great teachers at work in the online courses via film and video, and live at their practicum work sites. We are building service learning into many of our classes so that students can tie what they are learning to real experience and to engage them in activities that are away from the computer.

We are continually concerned about creating a sense of community among our online students because students often get to know each other better by meeting face-to-face. Students who take our hybrid and occasional face-to-face classes are able to build more of a community which helps them to stay connected to the program. Also, some of our classes are doing more collaborative projects to encourage community online, and this is an area where we will continue to improve.

7. Career and Technical Education (CTE) Programs only : to ensure that the
curriculum keeps pace with changing employer needs and continues to successfully prepare students to enter a career field.

A. Evaluate the impact of the Advisory Committee on curriculum and instructional content methods, and/or outcomes. Please include minutes from the last three Advisory Committee meetings in the appendix.

7 A. The Paraeducator Advisory is an eclectic group of human resources, ELL and SPED administrators from different districts. While over ten districts are invited, typically the major 3-4 local school districts send representatives: Portland Public Schools, Hillsboro School District, Beaverton School District and David Douglas School District. They serve in different ways at their school districts and often come to the advisory with differing issues. They attend the annual advisory meeting and engage in dialogue about program outcomes and content. They serve as contact points for the 200 hour practicum experiences and problem solve best ways to place students with effective teachers. They have had positive feedback regarded the updated program that has been in place for the last several years. An ongoing challenge is regarding how to get their working paraeducators to attend classes at PCC, particularly now that there is no specific funding to support their tuition.

The Library Assistant Advisory Board consists of library directors, librarians, teacher librarians, and library assistants from public, academic, and K-12 school libraries from Oregon. The panel also has representatives from the Oregon State Library, Oregon Library Association, and the Oregon Association of School Librarians. It is a robust and active group that meets at least once a year. The Library Assistant Advisory Board has greatly influenced the major curriculum revisions that have occurred since the last Program Review by providing feedback on the existing library workforce needs in Oregon. As a result of their counsel, new courses in cataloging, technology, communication, and specific areas of library work (Technical Services, Access Services, etc.) have been added to the curriculum. Additionally, with the Advisory committee’s feedback, new program outcomes were developed to reflect the current responsibilities of library assistant work.

See Appendix G for Advisory Committee minutes.

B. How are students selected and/or prepared for program entry?

7 B. For the Paraeducator program, students complete a basic program application and schedule an interview with a faculty member. Faculty reviews the following with the student: schedule for the year, program requirements, an advising schedule, practicum guidelines and the culminating portfolio project. Students are advised that many of the courses are online and are encouraged to take as many face to face courses as they can in order to get to know the faculty and other students on a more personal basis. Because many of our students have work, childcare and transportation issues, this is not always possible.

For the Library Assistant program, students are asked to complete the process for PCC Admission and once they have done so, we have a separate online admission form for the Library Assistant program. Upon receipt of the online Library Assistant admission form, Education faculty review it and contact the student for an interview (via phone, web, or in-person) in which students are advised about online coursework, service learning and practicum
expectations, and the final capstone portfolio requirement. Admitted students are then sent an informational welcome packet and are added to the student e-mail list.

C. Review job placement data for students over the last five years, including salary information where available. Forecast future employment opportunities for students, including national or state forecasts if appropriate.

7 C. The Oregon Labor Market Information Systems (OLMIS) reports that the average annual salary for Oregon Paraeducators is $29,979 and that the employment of teacher assistants is expected to grow nine percent from 2012 to 2022, about as fast as the average for all occupations. This is due to increases in student enrollment, continued demand for special education services, and increases in childcare and preschool enrollment.

Student enrollment in public and private elementary and secondary schools is expected to increase from 2012 to 2022, and because teacher assistants work directly with students, the increase in the number of students will spur demand for teacher assistants. In addition, there will be continued demand for special education services and, in turn, demand for teacher assistants who work with these students.

Furthermore, enrollment is expected to increase in childcare services and preschool programs, both of which employ teacher assistants. Increases in enrollment will increase demand for teacher assistants in these settings.

The Bureau of Labor’s Occupational Outlook Handbook indicates the average salary of $12.89/hour for all library assistants and technicians at the national level. OLMIS job data at the state (Oregon) level indicates a slightly higher average salary range of $14.86 - $16.92/hour for all library assistants and technicians. Forecasted future employment opportunities at the national level is 12%, or as fast as average for all occupations. At the state level, forecasted future employment opportunities are expected to come from replacement job openings and through small job growth.

D. Analyze any barriers to degree or certificate completion that your students face, and identify common reasons that students may leave before completion.

7 D. Barriers to completion of our programs include familial and financial challenges. Many of our students are working moms facing a variety of family and financial issues, which occasionally prevents them from completing our programs.

Paraeducator students may leave before completion because they found work or other life circumstances which prevent them from finishing (family or personal emergencies). Many students taking Education classes are planning to become teachers and may take Education classes as prerequisites or for exploratory reasons. The local universities who offer pre-service academic programs for teachers will accept limited community college Education courses as electives. PCC Education faculty are in the awkward position of having to refer students away from the program who wish to become teachers (even if they wish to become paraeducators first) because the universities will accept such a limited amount of Education electives. Universities (such as Eastern Oregon University) who are actively recruiting PCC students (for the diversity they represent) are revising their articulation agreements to allow for more
education classes and smoother transitions for community college students. Recently Education faculty have begun participating in a statewide dialogue which is encouraging a stronger paraeducator-teacher pathway in response to OR House Bill 3254 (see Appendix F) and have had the opportunity to address this dilemma with ODE officials, the Oregon Teachers Standards and Practices Commission (TSPC) and other stakeholders in the state. Ultimately, many students take education courses as needed rather than the full program so it is important to assess the success of the program by looking at the fill rates each term rather than by program completion. It is difficult for working paraeducators to pay for coursework based on their modest salaries (and if they do not qualify for financial aid for only being able to take one or two courses per term) and because of the way local school districts reimburse their employees (reimbursing them afterwards rather than helping pay costs up front).

Specific barriers to certificate completion for the Library Assistant program include having adequate technology skills and collaborative work skills. Library work involves being able to use frequently changing technologies effectively and to work well with diverse groups of people. The Library Assistant program strives to prepare students for this work environment by integrating these components into coursework, which can be challenging for some students, causing them to drop out prior to completion. Additionally, successful job placement in a library can be a barrier to completion. Many students begin our program in order to gain skills to become more competitive job candidates and upon obtaining a job, some stop pursuing the certificate. Finally, some of our students are existing library workers taking one or more of our courses for professional development in order to be eligible for a promotion, or simply to refresh their skills, and do not intend to complete the certificate.

E. Describe opportunities that exist or are in development for graduates of this program to continue their education in this career area or profession.

7 E. Currently, our faculty advise students regarding how to continue towards a Bachelors degree and/or Masters degree in our respective professions. Colleges and universities send their information, advisors, and representatives to our campus to recruit our students. We believe that working as Paraeducators and Library Assistants provides great career preparation for becoming a teachers or librarians. PCC faculty also participate in screening students for Bachelors and Masters candidates for Portland State University SPED candidates as part of a community screening panel which includes PSU faculty and community partners such as PCC and local school district personnel. Additionally, PCC is engaged in an exciting dialogue with Eastern Oregon University to offer a Bachelors degree of Elementary Education with endorsements in reading and ESL at the PCC-Cascade campus. This opportunity would work on the teacher pathway as articulated by OR House Bill 3254 and create an exciting pipeline of diverse teaching candidates. This opportunity comes at a time when the new academic building will host a new center for careers in teaching. The National Association of Community Colleges for Teacher Education Programs (NACCTEP) reports that typically five percent of a community college’s total student population will become teachers in the future and it makes sense that PCC find a way to offer the thousands of students who want to become teachers a place and a pathway for reaching their goals. NACCTEP also
documents that the community college offers a more diverse recruitment source which is critically needed to diversify the teaching workforce (see NACCTEP statistics in Appendix H).

Graduates of the Library Assistant program can earn an AAGS degree as part of a pathway to continue on to a bachelor’s degree and a terminal master’s degree in library science to become a librarian in a public, academic, or special library. Students may also pursue a teaching license and library endorsement to become a teacher librarian in a K-12 library. We have students who join the LA program to pursue all of these pathways.

F. Describe and explain any additional changes that have been made to the program since the last program review.

7 F. As noted throughout this report, many curricular changes have been made to the Library Assistant program, as guided by the Library Assistant Advisory Board and national and local workforce demands, to ensure students are well-prepared to work in a variety of library environments.

8. Recommendations

A. Identify recommendations related to teaching and learning that derive from results of the assessment of student learning outcomes (course, degree, certificate and/or College Core Outcomes).

8 A. The Education SAC has been focused on Paraeducator in terms of assessment and have made recommendations for improvement as addressed in 2C of this report (see full report in Appendix D). The Education SAC looked at: 1) advocacy (Paraeducator program outcome 2C), and 2) practicing ethical and legal standards of conduct (Paraeducator program outcome 4). The SAC has addressed improving a specific assignment for ED100 on advocacy and will be analyzing whether or not this assignment successfully helps students meet this outcome. In terms of ethical and legal standards of conduct, this issue will be addressed in the portfolio as well as the assignment for ED100. Both will be evaluated as part of our assessment work this year to see if these outcomes have been successfully met.

Beginning next year, the Education SAC recommends focusing on an outcome from the revised Library Assistant program and reviewing student portfolios and coursework to determine if students are meeting student learning outcomes. After this academic year’s assessment is complete, the Education SAC recommends discussing Paraeducator program outcomes to identify an outcome to be assessed in the future.

B. Identify recommendations relevant to areas such as maintaining a current curriculum, professional development, access and success for students, obtaining needed resources, and being responsive to community needs. For recommendations that require additional funding, present them in priority order.

8 B. The Education faculty believe in and are committed to continuous improvement in the quality of our online coursework. To that end, the Education faculty recommend that our instructors have access to distance learning professional development, including: 1) Online Instructor Orientation and Accessibility training for part-time faculty, 2) Quality Matters training
for all Education faculty, and 3) other professional development opportunities that would help faculty to learn how to use new educational technologies effectively in online coursework.

It is imperative that this 30+ year program, which is the only Library Assistant program in Oregon, be given a chance to offer the changed program as prescribed by the advisory. This program change was recommended by local stakeholders, which include the Oregon State Librarian, public library directors and librarians, academic library directors and librarians, and teacher librarians from local school districts. The Education faculty recommends that PCC provide support and resources to the revised Library Assistant program through marketing efforts to raise the visibility of the program. This newly revised program, which aligns with the American Library Association national competencies for library support staff, has great potential now that it is available online, but we still need help attracting students locally and at a distance. The fact that this program has moved to a distance format presents different marketing opportunities and we need marketing expertise specifically for the online student audience. As this updated program is fully launched during the 2014-5 academic year, it is possible that our enrollment may be lower than required fill rates for classes and it is critical that administrators understand that this is the first year of a new program and do not cancel the classes.

The Education faculty recommends the college look at partnering with institutions such as Eastern Oregon University to develop a bachelor's degree at PCC. With the renewed attention of the State Department of Education through Oregon House Bill 3254, on the paraeducator-teacher career pathway, it is essential that PCC look at ways to partner with four-year colleges to develop those career pathways. With the new Center for Careers in Education, PCC has the opportunity to play a stronger role in developing new teachers in the community and in Oregon. This is particularly important because there is an increased need for diverse teachers in our local community, and PCC is a place to develop these culturally diverse students. This will infuse the education programs with new students, faculty and resources and benefit all of our programs in this challenging time of declining enrollment at the college.

On a related note, the Education faculty recommend that with the implementation of the Center for Careers in Education in the new academic building use this Center to attract attention to a variety of education-related careers beyond K-12 teaching, such as libraries, early childhood education, and college teaching.

The Education faculty also do a significant amount of student advising and we recommend having access to professional development that would allow us to become more knowledgeable within our professional disciplines to provide effective student advising.

The Education faculty recommend that our respective program advisory boards continue to review our curriculum and make recommendations for improvement. The Paraeducator advisory would like to diversify its membership beyond school district personnel. The advisory would like to include representatives from other higher institutions of learning such as EOU, Concordia and PSU.
Appendix A

American Library Association Library Support Staff Competencies

Foundations of Library Services - Updated October, 2012

These competencies are fundamental to understanding the mission and roles of libraries. These competencies cover the ethics, values, and governance of libraries, and the basic knowledge needed for all positions in a library.

1. Library Support Staff (LSS) know the mission and roles of a library in its community and the mission of libraries in general.
2. LSS know the ethics and values of the profession, including an understanding of the Library Bill of Rights, the ALA Code of Ethics, freedom of information, confidentiality of library records, and privacy issues.
3. LSS know the roles of library support staff and other staff in different types of libraries.
4. LSS know the responsibilities of and the relationships among library departments or functional areas.
5. LSS know basic principles of:
   ○ reference and information services
   ○ circulation, including interlibrary loan and collection maintenance;
   ○ current cataloging and classification systems;
   ○ acquisitions and collection development.
6. LSS know how libraries are governed and funded, including how libraries fit within larger organizations or government structures.
7. LSS know the value of cooperating with other libraries to enhance services.
8. LSS understand their responsibility to pursue all available means to keep their knowledge and skills current, including involvement in professional associations.
9. LSS understand the basic principles of and practice quality customer service.
10. LSS communicate and promote the library’s mission and services to staff, volunteers, users, and the community.
11. LSS recognize and respond to diversity in user needs and preferences for resources and services.
12. LSS demonstrate the ability and willingness to uphold policies and decisions and know when exceptions are appropriate.

Communication & Teamwork - Updated October, 2012

Library Support Staff need to communicate effectively with library users, library staff, and others in a variety of situations to offer high-quality customer service.

1. Library Support Staff (LSS) know the basic concepts of interpersonal relations, customer service, teamwork, and communication.
2. LSS select the most appropriate medium for communicating based on the language, communication styles, and needs of library users and colleagues.
3. LSS resolve conflict in a positive and productive manner and judge when to refer situations to a supervisor.
4. LSS understand and use effective communication skills to enhance approachability and to transmit information.
5. LSS practice proactive customer service by anticipating and maintaining awareness of users’ needs.
6. LSS use effective verbal and non-verbal skills that provide the library user with a positive interaction.
7. LSS know and use the tools of delivering difficult or sensitive information.
8. LSS participate effectively on teams, commit to meeting agreed-upon goals and objectives, communicate respectfully and professionally, and support team decisions.
9. LSS seek, give, and accept constructive feedback from co-workers, supervisors, and users.

**Technology - Updated October, 2012**

These competencies address the skills and knowledge about technology necessary for library work. This competency set also addresses the role of providing access to and educating the user in the use of technologies and equipment relevant to information seeking, access, and use.

1. Library Support Staff (LSS) know the general trends and developments in technology applications for library functions and services.
2. LSS know the role and responsibility of libraries for introducing relevant applications of technology, including digital literacy, to the public.
3. LSS know basic principles and best practices to ensure the integrity of data and the confidentiality of user activities.
4. LSS know concepts and issues concerning the appropriate use of technology by different user groups.
5. LSS demonstrate flexibility in adapting to new technology.
6. LSS are able to assist and train users to operate public equipment, connect to the internet, use library software applications, and access library services from remote locations.
7. LSS know role of technology in creating, identifying, retrieving, and accessing information resources and demonstrate facility with appropriate information discovery tools.
8. LSS perform basic troubleshooting of technical problems and resolve or refer those problems as appropriate.
9. LSS access and use basic assistive technologies, where appropriate, to ensure that all users have equitable access to technology.

**Access Services - Updated October, 2012**

Access Services include on-site use and the routine circulation of resources in all formats, special circulation of course-reserved or other restricted-use materials, on-site and remote reciprocal circulation with users of partner libraries, interlibrary loan, and document delivery.

1. Library Support Staff (LSS) know the traditional and nontraditional organization schemes for collections.
2. LSS apply and manage the appropriate processes, technology, and equipment for circulating library materials, resource sharing, reserves, and user services.
3. LSS understand and apply copyright principles and policies pertaining to access functions such as reserves, document delivery, and interlibrary loan.
4. LSS understand and apply the principles, policies, and procedures regarding user privacy in library services.
5. LSS understand and apply the policies and procedures for resource sharing among libraries.
6. LSS understand and apply the principles, policies, and procedures of security for people, equipment, and collections.
7. LSS understand and use effective communication skills to explain access services policies and procedures.
8. LSS understand and apply customer service strategies to establish a welcoming atmosphere for all library users.
9. LSS assist people in emergencies, diverse situations, and with diverse needs.
10. LSS perform applicable financial transactions and record keeping.
11. LSS maintain collections by shelving, shifting, and shelf reading.
12. LSS identify and solve problems related to circulation and resource sharing processes.
13. LSS assist with collecting and reporting data on collections and services.

Cataloging and Classification - Updated October, 2012

Library Support Staff who work in cataloging and classification support library users’ access to resources in a library. They do this by assisting with the processes that enable multiple ways of searching to identify what is in a library; to identify and select particular items; to locate these items in the library or in other libraries and in general to support the intellectual and organizational coherence of the library’s collections. Cataloging and classification require a high level of computer skills, knowledge of standard systems of classification, cataloging, and subject headings. This work also requires the ability to apply these standards to diverse types of materials.

1. LSS apply and manage the appropriate processes, computer technology, and equipment for cataloging and classification.
2. LSS know and can use the basic cataloging and classification tools, both print and online, including bibliographic utilities and format standards.
3. LSS know the basics of standard metadata formats and cataloging rules to select, review, and edit catalog records, and to generate metadata in various formats.
4. LSS know and can apply the basics of classification and organization schemes for collections.
5. LSS understand the value of authority control and its basic principles, and can identify and apply appropriate access points for personal names, corporate bodies, series, and subjects.
6. LSS are able to explain the value and advantages of cooperative or collaborative cataloging practices to enhance services.
7. LSS know and can explain the value and purpose of cataloging and classification to help users find the resources that they seek.
8. LSS know the role of technology in creating, identifying, retrieving and accessing information resources and demonstrate facility with appropriate metadata storage and retrieval tools.

Collections - Updated October, 2012

Library Support Staff who work in collection functions support coworkers and library users by assisting with the processes that put library materials on the shelf or online. This work requires knowledge and abilities in many aspects of this fundamental library work, including understanding publishers, vendors, budgets and accounting, how to resolve problems,
preparing items for use, and caring for items after they have been well used.

1. Library Support Staff know how to use integrated library systems, other appropriate online tools, and data to manage collections.
2. LSS know the basic principles of collection development and management.
3. LSS assist with decisions regarding selection, de-selection, retention, and replacement of all types of library resources.
4. LSS know the basic principles and can apply the appropriate procedures to the processes that provide users access to a wide variety of content.
5. LSS know the various ways in which content, in multiple formats, is produced and distributed to libraries.
6. LSS understand the value of resource sharing agreements and apply them to collection decisions.
7. LSS know and can use the recognized standard evaluative sources to assist with collection development.
8. LSS know the principles and basic practices regarding the preservation of library resources.
9. LSS apply appropriate methods and techniques for accurate preparation of library resources.
10. LSS can explain and apply policies regarding library collections.

Reference & Information Services - Updated October, 2012

These services support library users as they seek access to information in all formats, wherever these resources are located. These competencies require an understanding of basic information resources and of the user’s information seeking behavior and expectations.

1. Library Support Staff (LSS) know the general scope of the library’s print, non-print, and digital collections, including areas of strength and specialized collections.
2. LSS know legal and ethical issues involved in reference services, including user privacy, confidentiality, and copyright.
3. LSS know basic reference, information, and community resources in print, non-print, and digital formats in order to conduct and support basic research/reference inquiries.
4. LSS know classification and organization schemes for collections.
5. LSS know basic search methods, display options, and terminology of the library’s catalog, website, and other information access tools.
6. LSS can conduct effective reference interviews, helping users define their information needs and determine when referrals are necessary.
7. LSS can instruct and assist users in basic research procedures including digital literacy skills.
8. LSS can help users select the most appropriate information resource to meet their needs, and evaluate the quality, currency, and authority of information retrieved.
9. LSS know how to search for and identify materials in all formats, and assist users in accessing those materials from local and non-local sources.

Appendix B
Paraeducator Statewide Outcomes
Oregon Paraeducator Certificate

Outcome 1: Demonstrate appropriate strategies and techniques to provide instructional support to students of diverse populations

November, 2007

<table>
<thead>
<tr>
<th>Using Research</th>
<th>Individual instruction</th>
<th>Small Groups</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the candidate use research-based techniques to support instruction?</td>
<td>Does the candidate modify instruction to meet individual student needs?</td>
<td>Does the candidate adapt small group instruction to include nontraditional learners?</td>
<td>Does the candidate demonstrate the ability to administer student assessments as directed?</td>
</tr>
<tr>
<td>3</td>
<td>▪ Executes an engaging lesson including research-based techniques.</td>
<td>▪ Modifies instruction to assist a student with diverse/special needs in meeting all or most learning objectives.</td>
<td>▪ Identifies &amp; practices a variety of teaching strategies to include diverse/special needs students in small group learning activities</td>
</tr>
<tr>
<td>2</td>
<td>▪ Executes a standard lesson using research-based techniques</td>
<td>▪ Modifies instruction to assist a student with diverse/special needs in meeting some learning objectives.</td>
<td>▪ Identifies &amp; practices basic teaching strategies to include diverse/special needs students in small group learning activities</td>
</tr>
<tr>
<td>1</td>
<td>▪ Does not incorporate or inappropriately applies research-based techniques.</td>
<td>▪ Modifies instruction to assist a student with diverse/special needs in meeting few learning objectives.</td>
<td>▪ Limited identification &amp; practice of teaching strategies to include diverse/special needs students in small groups</td>
</tr>
<tr>
<td>0</td>
<td>▪ No attempt made to incorporate research-based techniques.</td>
<td>▪ Does not modify instruction when needed.</td>
<td>▪ No attempt made to identify or practice teaching strategies to include diverse/special needs students in small groups</td>
</tr>
</tbody>
</table>

3 = Exemplary  2 = Meets standard  1 = Developing  0 = Unacceptable

To meet the standard, the candidate must earn a score of “2” or higher in each dimension of the scoring guide.
### Oregon Paraeducator Certificate

**Outcome 2: Demonstrate attitudes and behaviors that are appropriate in meeting the needs of diverse populations**

November, 2007

<table>
<thead>
<tr>
<th>Teaching/Pedagogy</th>
<th>Competence in Serving Diverse Populations</th>
<th>Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the candidate create an environment of acceptance and inclusion of all students?</td>
<td>Does the candidate demonstrate competence and sensitivity in regard to individuals’ cultural, social, cognitive, and emotional differences?</td>
<td>Does the candidate advocate for the rights of all students?</td>
</tr>
</tbody>
</table>
| 3 | ▪ Always models inclusive behaviors;  
▪ Builds on home and community experience to advance concepts  
▪ Interacts with students in ways that respect communication styles and differences  
▪ Uses names and includes all students in discussions  
▪ Allows and validates all points of view | ▪ Articulates typical cultural, social, cognitive, and emotional challenges faced by students with special needs  
▪ Can identify appropriate professional responses to most situations in which students’ cultural, social, cognitive, or emotional needs impact school success | ▪ Applies knowledge of federal, state, and district policies and procedures for:  
▪ Protecting health, safety and well-being of all learners  
▪ Accessing support programs to meet student needs  
▪ Explains the value of serving all children and youth in supportive, inclusive learning environments. |
| 2 | ▪ Usually models inclusive behaviors listed above | ▪ Identifies typical cultural, social, cognitive, and emotional challenges faced by students with special needs  
▪ Can identify appropriate professional responses to limited types of situations in which students’ cultural, social, cognitive, or emotional needs impact school success | ▪ Demonstrates knowledge of federal, state, and district policies and procedures listed above  
▪ Explains the value of serving all children and youth in supportive, inclusive learning environments |
| 1 | ▪ Rarely models inclusive behaviors listed above | ▪ Cannot identify most cultural, social, cognitive, and emotional challenges faced by students with special needs  
▪ Fails to consistently | ▪ Demonstrates limited knowledge of federal, state, and district policies and procedures  
▪ Inadequately explains the value of serving all |
<table>
<thead>
<tr>
<th>3 = Exemplary</th>
<th>2 = Meets Standard</th>
<th>1 = Developing</th>
<th>0 = Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>▪ No observable attempt made to model inclusive behaviors</td>
<td>▪ No attempt to identify cultural, social, cognitive, and emotional challenges faced by students with special needs</td>
<td>▪ Demonstrates no knowledge of federal, state, and district policies and procedures</td>
</tr>
<tr>
<td></td>
<td>▪ Is not able to identify appropriate professional responses to situations in which students’ cultural, social, cognitive, or emotional needs impact school success</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To meet the standard, the candidate must earn a score of “2” or higher in each dimension of the scoring guide.
### Oregon Paraeducator Certificate

**Outcome 3: Apply best practices in classroom management to optimize the potential for student learning**

**November, 2007**

<table>
<thead>
<tr>
<th>Relationships</th>
<th>Environment</th>
<th>Instruction</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the candidate understand the significance of adult-to-student and student-to-student relationships in the classroom?</td>
<td>Is the candidate able to develop and use procedures that enhance the academic and social effectiveness of the classroom?</td>
<td>Can the candidate enhance behavior management through instruction?</td>
<td>Is the candidate able to respond to student behavior in classroom and other contexts?</td>
</tr>
</tbody>
</table>

**3**
- Engages with students actively and consistently
- Interactions are developmentally appropriate and characterized by warmth, concern, and respect
- Fosters healthy peer-to-peer interactions
- Develops and consistently uses systems and methods to support the work of the classroom
- Works consistently within the existing behavior management framework of the classroom and school
- Delivers and adapts instruction that engages all students and leads to success
- Anticipates potential challenges to modify and adapt instruction as necessary
- Consistently takes into account student needs, classroom norms, and context in responding to student behavior
- Evaluates the success of an intervention and makes appropriate adjustments or corrections
- Avoids personalizing student misbehavior

**2**
- Actively engages with students, but may not do so consistently
- Interactions are generally appropriate and characterized by warmth, concern and respect
- Takes advantage of some opportunities to foster healthy peer-to-peer interactions
- Develops and generally uses systems and methods that generally support the work of the classroom
- Generally works within the existing behavior management framework of the classroom and school
- Delivers and adapts instruction that engages and leads to success for most students
- Though some challenges were unanticipated, instruction is modified and adapted as necessary
- Takes into account student needs, classroom norms and context in responding to student behavior, but may not do so consistently
- Sometimes evaluates the success of an intervention and makes appropriate adjustments or corrections
- May occasionally personalize student misbehavior

**1**
- Demonstrates hesitancy to engage with K-12 students
- Interactions may be marginally appropriate or
- Uses methods that do not support the work of the classroom
- Fails to consider the management
- Delivers and adapts instruction that engages and leads to success for a minority of students in the classroom
- Fails to consider student needs, classroom norms and context in responding to student behavior
| 0 | Demonstrates unwillingness to engage with K-12 students |
|   | Interactions are developmentally inappropriate and characterized by lack of interest, disdain or disrespect |
|   | Fosters negative peer-to-peer interactions |
|   | Uses methods that undermine the work of the classroom |
| 0 | Ignores or is in conflict with the behavior management framework of the classroom and school |
|   | Delivers instruction that fails to engage or lead to success; does not adapt instruction as needed |
|   | Problems arise during instruction that should have been foreseen, and no learning takes place |
|   | Does not respond to inappropriate student behavior when a response is necessary |
|   | Does not engage in reflection concerning classroom management practices |
|   | Responds personally to student behavior issues |

3 = Exemplary   2 = Meets Standard   1 = Developing   0 = Unacceptable

To meet the standard, the candidate must earn a score of “2” or higher in each dimension of the scoring guide.
Oregon Paraeducator Certificate

Outcome 4: Practice ethical and legal standards of conduct.

November, 2007

<table>
<thead>
<tr>
<th>The candidate demonstrates basic knowledge of:</th>
<th>Completed?</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local school district code of conduct</td>
<td></td>
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<tr>
<td>Oregon statutes and rules addressing educator ethics</td>
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<td></td>
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<tr>
<td>Mandatory abuse reporting law</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidentiality and sharing of student information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision requirements in public school settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limits to personal expression in work environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scope of practice for paraeducator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allowable uses of school equipment and technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To meet the standard, the candidate must demonstrate awareness of all areas listed above.
# Outcome 5: Apply technology to support teaching, learning and communication

**November, 2007**

<table>
<thead>
<tr>
<th>Skills and Proficiencies</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the candidate have technological skills appropriate to school contexts?</td>
<td>Does the candidate use technology to support teaching, learning, and communication?</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>• Demonstrates a working knowledge of communication, word processing, database, and presentation/publishing programs as appropriate to school contexts</td>
</tr>
<tr>
<td></td>
<td>• Makes extensive and appropriate use of technology with little or no assistance to support communication, teaching, and learning</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>• Demonstrates a basic knowledge of communication, word processing, database, and presentation/publishing programs as appropriate to school contexts</td>
</tr>
<tr>
<td></td>
<td>• Makes adequate and appropriate use of technology with some assistance to support communication, teaching, and learning</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>• Demonstrates little or no knowledge of communication, word processing, database, and presentation/publishing programs as appropriate to school contexts</td>
</tr>
<tr>
<td></td>
<td>• Makes limited use of technology/requires major assistance in use of technology to support communication, teaching and learning</td>
</tr>
</tbody>
</table>
| **0** | • Avoids technology  
| | • Unable to use technology |
| | • Unwilling to support teaching, learning and communication with technology  
| | • Uses technology inappropriately |

3 = Exemplary    2 = Meets Standard    1 = Developing    0 = Unacceptable

To meet the standard, the candidate must earn a score of “2” or higher in each dimension of the scoring guide.
Oregon Paraeducator Certificate

Outcome 6: Meet NCLB academic standards for paraeducators.

November, 2007

- Demonstrate reading and writing competency at college level (passed or tested out of RD 115 and WR 115)
- Demonstrate math competency at introductory algebra level (passed or tested out of MTH 60)
# Appendix C

## Education Department

## Core Outcomes Mapping Matrix

<table>
<thead>
<tr>
<th>Mapping Level Indicators:</th>
<th>Core Outcomes (CO):</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1. Communication.</td>
</tr>
<tr>
<td>1</td>
<td>2. Community and Environmental Responsibility.</td>
</tr>
<tr>
<td>2</td>
<td>3. Critical thinking and Problem Solving</td>
</tr>
<tr>
<td>3</td>
<td>4. Cultural Awareness</td>
</tr>
<tr>
<td>4</td>
<td>5. Professional Competence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>CO1</th>
<th>CO2</th>
<th>CO3</th>
<th>CO4</th>
<th>CO5</th>
<th>CO6</th>
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<td>ED100</td>
<td>Introduction to Education for Paraeducators</td>
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<td>ED102</td>
<td>Displays &amp; Graphics for Educators</td>
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<td>ED112</td>
<td>Introduction to Children’s Literature</td>
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<td>2</td>
<td>3</td>
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<td>ED113</td>
<td>Introduction to Library &amp; Information Services</td>
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<td>2</td>
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<td>Reference Services</td>
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<td>3</td>
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<td>ED115</td>
<td>Storytelling &amp; Literature Promotion</td>
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<td>2</td>
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<td>ED116</td>
<td>Literature for Adolescents and Young Adults</td>
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<td>ED118</td>
<td>Customer Service &amp; Communication in Libraries</td>
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<td>2</td>
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<td>Access Services</td>
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<td>ED122</td>
<td>Technical Services</td>
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<td>ED123</td>
<td>Instructional Strategies: Reading</td>
<td>4</td>
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<tr>
<td>ED124</td>
<td>Instructional Strategies: Mathematics/Science</td>
<td>3</td>
<td>2</td>
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<td>2</td>
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<td>ED131</td>
<td>Applied Learning Theory</td>
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<td>Library Technology I</td>
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<td>Learning with Technology</td>
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<td>Cataloging &amp; Classification</td>
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<td>Classroom Management</td>
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<td>ED224</td>
<td>Foundations of Education</td>
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<td>ED230</td>
<td>Preservation of Library Materials</td>
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<td>Library Outreach to Diverse Communities</td>
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</tr>
</tbody>
</table>
Appendix D

Education Department

Annual Report for Assessment of Outcomes

Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: Education: Paraeducator
Contact person: Tanya Mead
For LDC/DE: Core outcome(s) assessed: ____________
For CTE: Degree or certificate* assessed: AAS in Paraeducation
*please attach a table showing the alignment of the degree or certificate outcomes with the College Core Outcomes

Please address the questions below and send to learningassessment@pcc.edu by June 21, 2013 with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C Program Review Outline.

1. Describe changes that have been implemented towards improving students’ attainment of outcomes that resulted from recent outcome assessments. These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to describe the connection between the assessment results and the changes made.

   1. The main change that was implemented since our last program assessment was a change to the paper on the role of advocacy for educators in ED 100. ED 100 is a gateway class offered every term and taken by over one hundred students each year. Many of these students are not enrolled in our degree or certificate programs but are taking it as an elective out of interest. Advocacy is one of the state standards for paraeducators, and one of our program outcomes. Last year’s SAC reviewed 76 papers using a trend analysis, and determined that “the quality of response varied a great deal and that the assignment could be improved in terms of soliciting more depth of understanding”. The assignment was changed to a letter format where the students were required to write a letter on behalf of an actual or hypothetical person. A sample “authentic” letter written by a former student inspired the assignment and was used as the model. The letter was chosen because it accomplished greater depth. The committee felt that writing an actual letter would help students to take on the role of advocacy instead of just writing about it as they had in the prior assignment.

   2. The portfolio remains a more comprehensive and significant assessment tool of our program, and this advocacy piece is one of fifteen different areas which are assessed as part of six
outcomes. The portfolio, while providing more depth, is only required for certificate and degree completers each year (approximately 6-10). One of our prior goals was to get students to complete electronic portfolios and this was the first year we accomplished this. Five of the seven students completed an electronic portfolio using the Desire to Learn portfolio. Two of the students completed a hard-copy only while four students completed both hard copy and electronic versions.

For each outcome assessed this year:
2. Describe the assessment design (tool and processes) used. Include relevant information about:
   - The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student’s perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).
   - The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?
   - Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report – OK to include in appendix). Where appropriate, identify benchmarks.
   - How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another.

1. The seven member SAC reviewed sixty-three ED 100 papers on advocacy as a SAC, performing once again a trend analysis to see what topics were covered, as well as to assess whether the change to the assignment delivered what we had hoped in terms of our outcomes rubric (see attached rubric- outcome 2C). Reviewing the 63 papers from Fall and Winter terms provides us with a larger sample of student work, than is offered by the portfolio which is completed by 6-10 students each year. To ensure intergroup reliability on the rubric scoring scale, the group reviewed several papers as a large group to determine how to rate the papers using a 1-2-3 system that matches the rubric used by our program in the area of advocacy (see outcome 2C). Levels 2 and 3 are passing while level 1 is not.

2. Seven students completed the portfolio this year and the portfolios were reviewed by four faculty members of the Education SAC. Most portfolios were reviewed by at least three faculty members. Only one student initially passed out of the seven students. The rest were provided with feedback as to how to meet the outcome(s) sufficiently. Because the students have already made the changes in the electronic format, I am unable to show you what the portfolio looked like (that did not pass) but I can describe the specifics why particular students did not pass. Many of the students did not pass regarding outcome 4: “practice ethical and legal standards of conduct”; this section includes eight different items such as “mandatory
abuse reporting law” for example. The students need to provide a school district handbook and indicate the location of the item in the handbook. The non-passing students provided the artifact in the form of a school district handout but neglected to indicate where to find the specific item. Another student did not pass Outcome 1A: “Using research based instruction to provide instructional support to diverse student populations”. She was the only student this year who got confused about research-based instruction and wrote about a lesson where students had to do research as part of their learning. While an interesting lesson, this is not the intent of this outcome. The outcomes asks that paraeducator students are aware of proven “research-based” models of instruction such as scaffolding, modeling, ways of doing small group work, etc. The Portfolio instructor communicated with the paraeducator students and allowed them to make changes in order to pass this high-stakes portfolio; passing the portfolio earns the students the Paraeducator program certificate or degree.

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?
   - If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.
   - Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.

1. Advocacy papers: The majority of students 59/63 did not achieve a 2 or pass in terms of our rubric (see outcome 2C). The results proved beyond a doubt that our assignment change had not accomplished what it needed to. In fact, our assignment should have been based more precisely on the rubric upon which we are assessing students! (Mea culpa!) The results also showed the topics students are focused on are still all over the map and cover issues such as physical, abuse, substance abuse, disability, sexual orientation, mental health, self-esteem, cultural issues, domestic issues, poverty, and academic issues. The SAC agreed that the variety of topic is not the problem or source of concern. The problem is clearly that we have not designed an assignment that gives students a chance to achieve the knowledge and skills pertaining to advocacy that is suggested by our rubric. The main areas where students are not achieving the kind of advocacy they are supposed to is in terms of (1) “knowledge of federal, state and district policies and procedures” and (2) “accessing support programs to meet student needs”. Otherwise, they meet in terms of “explaining the value of serving all children and youth in supportive, inclusive learning environments” and “protecting health, safety and well-being of all learners”.

2. In terms of the portfolio, students are generally meeting the advocacy standard because they use the program rubric (see rubric, outcome 2C) to select their evidence and write their reflections. They are able to understand exactly what is needed in terms of advocacy because they are using the rubric to construct the portfolio in a 2-credit portfolio class. One the other
hand, they also demonstrated they did not fully understand what was expected of them in terms of outcome 4: “practice ethical and legal standards of conduct”.

4. Identify any changes that should, as a result of this assessment, be implemented to help improve students’ attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

1. The assignment of advocacy for ED 100 has to be redesigned once again. The committee and instructors agree that the content in the ED 100 needs to be updated and improved with a strong focus on federal, state and district policies as well as support programs to meet student need so that students are better able to meet the expectations of outcome 2C: Advocacy. The assignment needs to specifically address that students respond to these above underlined issues which are measured by the rubric. The current assignment does not offer the students a chance to meet this outcome satisfactorily. The SAC agreed that a case-study might work better to focus the students, and one that asks them to reflect on laws, ethical behavior and support services. Faculty agreed to spend some time ensuring this assignment allows students to successfully meet a level 2 or 3 on the rubric. This assignment will be offered starting in Fall 2013 and the SAC will assess these papers during the Spring SAC.

2. Outcome four needs to be better explained next year so that students better understand what is expected of them. They need to review the school district booklet on codes of behavior and respond to the eight issues mentioned under outcome 4 (see rubric).

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

1. I think this process proved the usefulness of the assessment protocol. We thought we had redesigned the ED 100 advocacy paper appropriately and this process proved us wrong. “Depth” was not what the rubric required (and depth is frankly challenging to measure well- nor did we have a rubric to spell out this “depth”). We have to once again go back to the drawing board, look more closely at our rubric and expectations, and design the assignment accordingly. This truly proves the validity of having an assessment process, of making ourselves reflect on our outcomes and ensuring that we prepare students to meet the program outcomes. We will measure ED 100 papers again next year to ensure that in fact we have created an effective assignment and one that allows students to demonstrate competency in this area, per the expectations of the rubric (in particular “knowledge of federal, state and district policies and procedures” and “accessing support programs to meet student needs”).

2. The portfolio (while smaller in quantity) will continue to provide a holistic assessment of the program, both for the students and the faculty delivering the program. The portfolio
instructor is aware of which areas need more clarification and instruction for next year’s spring term course on creating the portfolio. Finally, the portfolio offers the Education faculty an opportunity to understand the fuller program beyond the one or two courses that they teach. During the Fall and Spring SAC meetings, they have a chance to dialogue about the program outcomes and how they can help students meet these outcomes. In this way, the rubric outlining the outcomes and the student portfolios serve as a guiding documents for assignments, content and instruction within the paraeducator certificate and degree coursework.

Annual Report for Assessment of Outcomes 2011-12

6. Describe changes that have been implemented towards improving students’ attainment of outcomes that resulted from outcome assessments carried out in 2010-2011. These may include but are not limited to changes to content, materials, instruction, pedagogy etc.

We added more content related to defining research-based instruction and advocacy in our courses so that our students would be better able to articulate these concepts. Additional information was offered in ED 251, ED 131, and ED 100. Both of these concepts are part of the Oregon Paraeducator certificate which guides our coursework and assessment process. We discussed this as a SAC and directed faculty to emphasize and define both concepts more clearly.

For each outcome assessed this year:

7. Describe the assessment design (tool and processes) used. Include relevant information about:

- The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesess evidence mastery of outcomes) or indirect (student’s perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).
- The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?
- Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report). Where appropriate, identify benchmarks.
- How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another.

Students who wish to obtain an AAS or a one-year certificate in Paraeducation must complete a portfolio to demonstrate that they have successfully met all program outcomes. They take a culminating course (ED 263) to compile all their work, choose appropriate artifacts, write reflective
statements describing the artifacts and how they demonstrate competence, and receive support in doing so. Portfolios are reviewed by a team of faculty according to a statewide rubric (since PCC offers the statewide certificate). Reliability is ensured by having the team review the portfolios together and coming to consensus on each rating on the rubric. This year the team paid special attention to how well the students demonstrated understanding of the term “research-based instruction” since students had needed extra support in last year. The education faculty reviewed a sample of five students who completed portfolios. It was a small sample, but it did represent 100% of students completing portfolios this year.

At the suggestion of last year’s assessment feedback, the SAC sought a larger sample to measure student comprehension of advocacy. The SAC looked at a broader sample of papers written for ED 100: Introduction to Education which is offered online to hundreds of students every year (many are students who are not completing our certificate or degree). The seven members of the Education SAC used a trend analysis in reviewing the 76 papers addressing advocacy during fall and winter terms. The prompt provided to students: “Write a one-page paper describing two different situations in which advocacy would be part of an educator’s job”. In the same module, students have had a chance to review a power point regarding advocacy and ethics in schools and respond to an ethical scenario in a discussion with fellow students. We wanted to see in these advocacy papers what students were talking about and whether they had a good understanding of this concept.

8. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?

- If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.
- Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.

The evidence in the portfolio clearly showed that all five students successfully demonstrated a solid understanding of research-based instruction, and met all the outcomes of the program successfully.

The evidence provided by the ED 100 papers on the topic of advocacy varied a great deal in terms of types of advocacy and included the following reasons for advocacy: mentoring, disability, English Language Learners, New teachers, students success, criticism of teachers, student government, bullying, abuse, program cuts, reading difficulties, sexual harassment, college advising, parents, school funding, low self-esteem, adjusting instruction, interpretation, discrimination, professional development, taking to principal or counselor, low-income, teaching about self-advocacy. The areas which were most prominent included fifty-seven percent discussing disability (43/76) and forty-one percent discussing English Language Learners (31/76). This makes sense as each remain a strong focus of this program. The SAC agreed that the quality of response varied a great deal and that the assignment could be improved in terms of soliciting more depth of understanding.
9. Identify any changes that should, as a result of this assessment, be implemented to help improve students’ attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

   While the SAC felt that measures taken to more explicitly instruct about research-based instruction were sufficient, the advocacy papers proved that this area could use some improvement. While reviewing the portfolios, the committee discovered a powerful letter of advocacy written by a student in the program. The letter so well demonstrated the student’s understanding of advocacy for educators that they recommend the assignment change from the advocacy paper to an advocacy letter in written for a realistic scenario such as the one by the student (see attached).

10. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

   The use of the more in-depth portfolio and the broader (larger in number) trend analysis of one assignment provided two different perspectives on different issues in the program, and each seemed to shed some light on student comprehension of the issues we were assessing. The SAC intends to continue using both for assessment purposes, looking at different issues each year as needed. Next year’s assessment will again focus on advocacy with a trend-analysis using the new assignment to see if students demonstrate a better understanding of advocacy.

   The Education department piloted the e-portfolio and students used it in the portfolio class to show each other their artifacts and reflections. While no one elected to use it for their final portfolio product, two out of the five students used the tool to organize all of their artifacts and reflections. In the next academic year, all education students will have access to the e-portfolio and be guided by their instructors to save artifacts in every course. All online courses will have modules with explicit e-portfolio instruction and Education instructors will be trained to guide students appropriately.

   Tanya Mead
   Education SAC Chair
   June 21, 2012
Appendix E

Education Department

Professional Development

Adams, Laraine
Over the last five years I have attended hundreds of hours of professional development including six hours of graduate level course work from the University of Alaska.

Some examples of training include:

Yearly attending and presenting at the Alaska State SPED Conference over the last three years = 152 hours (includes pre and post conferences)
National LRP SPED Law Conference (two years) = 48 hours
Attending and presenting at the Alaska Multicultural Education Conference = 24 Hours
Attending the Alaska School Wellness Conference (three years) = 72 Hours
ELL Training (two years) = 48 Hours
Safe and Civil Schools Training (two years) = 40 Hours
Alternative Assessment Training = 24 Hours
Alaska State SPED Directors Training (three years) = 48 Hours
Alaska State Response to Intervention Training (three years) = 72 Hours
Suicide Prevention Training = 24 Hours

Gregorio, Paul
During the past five years, I have continued my professional developmental activities in three areas: Librarianship, Education and Literature & Literacy.

Librarianship:
I am a member of the American Library Association (ALA) and have attended their annual conferences. I belong to and participate in three associations: American Association of School Libraries, (AALSL), Young Adult Library Services Association (YALSA), and the Educators of Library Media Specialists. I participated in a session on the nature and organization of Early Readers and Transitional Books in libraries and have incorporated this into a unit in the ED 112, Introduction to Children’s Literature course. I served on a joint committee of the AASL And the Small and Medium Sized Library Committee of the Public Library Association on The Best of the University Presses, a collection development resource incorporating University Press publications in Public and School Libraries. I have included this in ED 216, Adolescent and Young Adult Literature and made it available to students.

Education:
I am a member of the National Council of Teachers of English (NCTE) and the statewide affiliate and attend their annual conferences. Two years ago, I attended a tract on “Using Picture
I have incorporated books on “Teach Social Justice” issues and have incorporated this into a unit in ED 260, Multicultural Literature for Children & Young Adults. I am part of a national group of higher education faculty who teach children’s literature, Masters Class in Children’s Literature. A current focus is incorporating children’s literature with the Common Core.

**Literature and Literacy:**
The NCTE Regional conference is in Portland in May 2014. I am co-presenter in a one-day Institute on linking new technologies and emerging literacies in K-12 classrooms. I am working on a unit incorporating apps for digital promotion of literature as well as digital storytelling. This will be included in ED 115, Storytelling/Literature Promotion beginning in the Spring 2014 term. I offer workshops with the statewide affiliate. In the past five years, I have presented sessions in Oregon on: “Update on Children’s and Young Literature”, “Reading Visual Literature: An Introduction to Wordless Narratives”, and “Re-Imagined Literature and Fan Fiction”. One session, “Using Text-Sets with International Picture Books” along with an article I wrote “Global Literature K-8: a Developmental Approach”, English Journal, Spring 2012, formed the basis for a new course in Fall 2013, ED 299H, Global Literature K-12.

I am a member of the International Board of Books for Youth, US and attend the biannual meetings. Resources and free journals and books are distributed to students in the PCC literature courses. I am a member of the Children’s Literature Association and attended the 2012 conference which focused on literary slipstream in literature and I am developing an activity on that for the ED 116 Literature for Adolescents & Young Adults course.

I am part of a listserv, Middle East Outreach Council. This network of Higher Ed instructors is focusing on positive portrayals of youth from the Middle East. I share bibliographies and videos in the ED 260, Multicultural Literature for Children & Young Adults and ED 299H, Global Literature K-12 courses.

My professional development activities serve as a link between research in the field, best practices in education and librarianship, and emerging approaches and resources which are incorporated in the courses I teach.

**Hunter-Bernstein, Gabe**
One Day Classes for Faculty:
- Designing Instruction for Adult Learners, Fall 2011
- Applying Research to Instruction: What Am I Asking Them to Do and How Am I Asking Them to Do It?, Fall 2012
- Matching Philosophy and Practice, Walking the Talk, Winter 2013, Fall 2013
- Designing Effective Assessments: Do They Really Know It? Can They Really Do It?, Spring 2012
- Inclusive Environments to Address Learning Differences, Spring 2013
Full Term Classes for Faculty:
Assessing Core Outcomes at PCC, Fall 2010, Winter 2010, Spring 2010, Fall 2011, Winter 2013

Other Faculty Presentations:
Portfolio Assessment, PAVTEC, Winter 2010
Portfolio Assessment, Assessment Circus, Spring 2010
Integrating Multicultural Content into Courses, Anderson Conference 2012
Connecting Student Engagement and Assessment in Health Classes I and II, Winter/Spring 2013
Purposeful Dialogues about Race, 2013-14

Conference Presentations:
PCC-PPS-SEI Middle College Partnership, Oregon Community College Association, Fall 2011
Three-Way Partnership Transforms Failing High School into Pre-College Focus School, COMBASE, Fall 2012
PCC-PPS-SEI Middle College Partnership, Oregon Campus Compact, Spring 2013

Conferences, Inservices, Trainings Attended:
Anderson Conference: Assessment, Winter 2011
Northwest Commission on Colleges and Universities Conference, Winter 2011
Summer Institute for Intercultural Communication, Summer 2011
Anderson Conference, Winter 2012
Courageous Conversations, Winter 2012
Association for the Assessment of Learning in Higher Education, Spring 2012
Degree Qualifications Profile Conference, Fall 2012
SPARC: Building Sustainability into Courses, Spring 2013
Taking It Up: Race, Spring 2013
PDAR Facilitator Training, Summer 2013

**Hunter-Bernstein, Michael**

Attended:
Oregon Adult Basic Skills Standards Orientation (3 day training on all subject area standards)
Oregon adult Basic skills Math Standards Institute (6 day math training)
SIIC 3 day workshop on White Privilege

Conducted:
Series of workshops for ABE Math Faculty on Student-centered, hands-on instruction

**Margolis, Jennifer**
Early Childhood Symposium, PCC; January 2012 – Leticia Nieto, speaker (specializes in cross-cultural communication, motivation, and creativity)
Cross-Cultural Workshop, PCC; Fall 2013

Mead, Tanya

Faculty Presentations:
New Faculty Institute (2012, 2013) Intercultural Communication in the classroom
Part time Faculty Inservice (2012, 2013) Intercultural Communication in the classroom
Purposeful Dialogues about Race (2013-2014) Inservice and monthly meetings

Training attended:
July 2009: Attended SIIC- 5 day workshop (40 hours) in Portland, Oregon
   Teaching Intercultural Communication Online with Judith Martin and Mary Meares
July 2010: Attended SIIC- 5 day workshop (40 hours) in Portland, Oregon
   Teaching about Diversity in the College Classroom: Design for Development with Mark Harden
February 2011: 3 day “Making Waves at the CC” conference with NAACTEP
   Conference (National Association of Community College Teacher Education Programs) in San Diego, CA.
July 2011: Attended SIIC- 5 day workshop (40 hours) in Portland, Oregon
   Experiential learning with Sivasailam “Thiagi” Thiagarajan
February 2012- Attended Anderson Conference at PCC
July 2012: Attended SIIC- 3 day workshop (24 hours) in Portland, Oregon
   Defining, Developing and Diffusing difficult dialogues with Anita Rowe and Donna Stringer
February 2013- Attended 1 day Anderson Conference (diversity) at PCC
February 2013: 1 day seminar: Love and Logic for Educators (8 hours) Portland, Oregon
April 2013: Attend 1 day QM regional conference – April 2012
   Quality Matters Conference in Vancouver, WA
April 2013: Take Sloan workshop to improve online instruction- April 2012
   (30 hours)
July 2013: Attended SIIC- 5 day workshop (40 hours) in Portland, Oregon
   Linking Social Justice and Intercultural Communication in a Global Context with Kathryn Sorrels and Amer Ahmed
February 2013- Attended 1 day Anderson Conference (wellness) at PCC

Rafia, Homa
   July 2013 SIIC- Facilitating Intercultural Discovery (40 hours)

Sellers, Pam
Professional Development 2009 – 2013
QUALITY MATTERS PEER REVIEWER CERTIFICATION TRACK
I recently completed Quality Matters certification courses to become an online course peer reviewer. This program is a faculty-centered, peer review process designed to certify the quality of the design of online and blended courses. I completed the following training sequence:

March 2012 STD8: Addressing Accessibility
February 2012 STD2/3: Investigate Learning Objectives and Assessments
February 2012 STD1: Design That Welcomes Your Students
January 2012 STD4/5: Link Instructional Materials and Learner Engagement
November 2011 Improve Your Online Course
October 2011 Peer Reviewer Course
August 2011 QM Rubric Update
July 2011 Applying the QM Rubric
June 2011 Choose and Use Media Effectively

How training helped me to improve curriculum: I made improvements on course delivery which in turn, allowed students to better locate and retain new information and allowed for increased personalized learning to occur.

ACCESSIBILITY TRAINING WITH KAREN SORENSON AND SECOND LIFE WITH MONICA MARTINEZ GALLAGHER
Portland Community College Distance Learning Training: Making Documents Accessible,
Video Captioning and Second Life.

CONFERENCES Recent Conferences Attended:

How training helped me to improve curriculum: I made improvements on course delivery which in turn, allowed students to better locate and retain new information and allowed for increased personalized learning to occur. I shared educational uses for mobile and other new technologies with students in ED 136.

TRAINING OFFERED VIA REYNOLDS SCHOOL DISTRICT
Additional Content Update Training:
PBIS training (Positive Behavioral Interventions and Supports),
RTI (Response to Intervention),
SIOP training (Sheltered Instruction Observation Protocol),
Legal Issues in SPED, Diagnosing Special Education for ELL students.
Wamsley, Lori
Professional Development, Presentations, and Publications

2014  Oregon Council for Teachers of English, Regional Conference, Co-Presenter
  Topic: “The CoILed Classroom” (CoIL = Collaborative Information Literacy)
Oregon Library Association, Annual Conference, Co-Presenter (accepted)
  Topic: “Horner Exchange 2013”
Portland Community College, Distance Learning Advisory Board, Member
Anderson Conference, Portland Community College, Portland, Oregon

2013  Horner Exchange (China/Oregon Librarian Exchange), Presenter
  Topic: “Library Marketing through Social Media”
  Topic: “Academic Library Design”
Oregon Association of School Librarians, Higher-Education Representative
Oregon Library Association, International Relations Round Table,
  Secretary/President-Elect
Emporia State University, School of Library and Information Management, Advisory Board, Member
Portland Community College, Library Advisory Board, Member
American Association of Women in Community Colleges, Summer Conference,
  Silverton, Oregon
Anderson Conference, Portland Community College, Portland, Oregon
Online NW, Corvallis, Oregon
Oregon Library Association, Annual Conference, Vancouver, Washington
Summer Institute for Intercultural Communication, Reed College, Portland, Oregon

2012  Publication: "A Comparison of Assessment Methods Used by Community College Faculty in Face-to-Face and Online Courses", Doctoral Dissertation, OSU Scholars Archive, December 2012
Oregon Library Association, International Relations Round Table, Secretary
Clark College, Faculty Lead, Program Assessment
American Association of Women in Community Colleges, Summer Conference,
  Silverton, Oregon

2011  NW e-Learn Fall Conference, Co-Presenter
  Topic: "Building Community in the Online Classroom"
Association of College and Research Libraries NW Conference, Presenter
  Topic: "30 Clicks: Technology Tools at your Fingertips"
Washington State Community and Technical Colleges, LSTA Grant, ACRL Dip Into Immersion Workshop, Eatonville, Washington
Washington State Board of Community and Technical Colleges, Assessment, Teaching, and Learning Conference, Spokane, Washington
Online NW, Corvallis, Oregon

2010  NW e-Learn Fall Conference, Co-Presenter
      Topic: "Mindmapping in the Web 2.0 Classroom"
Clark College, College Council (term expired 2012)
Clark College, Outcomes Assessment Committee (term expired 2012)
Washington State Community and Technical Colleges LSTA Grant,
      Fall Assessment Workshop, Des Moines, Washington
Northwest e-Learn Conference, Vancouver, Washington
American Association of Community Colleges Annual Convention, Seattle, Washington
Orbis Cascade Collection Development Annual Meeting, Portland, Oregon

Pacific Northwest Library Association, Annual Conference, Presenter
      Topic: "Controlling Project Chaos: Project Management for Library Staff"
L-Net Advisory Board Member (term expired 2011)
Oregon Library Association Annual Conference, Salem, Oregon
Association of College and Research Libraries Annual Conference, Seattle, Washington
Online NW, Corvallis, Oregon
January 10, 2014

Tanya Mead
Portland Community College
PO Box 19000
Portland, OR 97280-0990

Dear Tanya:

House Bill 3254, passed during the 2013 legislative session, charges the Oregon Education Investment Board (OEIB) with developing model career pathways for educational assistants, as defined in ORS 342.120, to become licensed teachers. This work is particularly critical for Oregon as one way of increasing the number of culturally and linguistically diverse teachers and administrators in our schools. Overall, 91.6% of Oregon’s teaching force is White compared to only 65.35% of students, with the most notable disparity in the Hispanic student population where 21% of students are Hispanic compared to only 3.6% of teachers.

As such, the Oregon Education Investment Board and the Oregon Department of Education are partnering to establish a Steering Group to help guide this important work. The Steering Committee will help:

a) Examine models of career pathways for instructional assistants and identify practices that should be incorporate into proposed models;
b) Identify issues facing instructional assistants pursuing teacher licensure with an eye to solutions;
c) Review issues facing districts and preparation programs seeking to support career pathways for instructional assistants pursuing teacher licensure with an eye to solutions;
d) Identify policies and resources needed to implement successful career pathways for educational assistants seeking to pursue teacher licensure;
e) Develop at least two possible models of career pathways for educational assistants seeking to pursue teacher licensure that reduce challenges and help diversify Oregon’s education workforce.
In addition to ODE and OEIB staff, our goal is to identify individuals who represent perspectives from relevant stakeholders, including:

- Currently employed instructional assistants;
- Community colleges preparing instructional assistants;
- Educator preparation programs preparing teachers;
  - School districts (one large, one medium) with interest and experience in helping instructional assistants become teachers;
- Community organizations representing local communities of color;
- Educator licensing agency;
- District human resource personnel.

You have been recommended as a nominee for the Steering Committee based on your advocacy and professional contributions in this important work. The Steering Committee meeting will combine two face-to-face meetings with phone and video conferencing with some participation anticipated by email between meetings. The first meeting is scheduled for February 3rd, 2014 and will be held at Oregon Department of Education.

Please advise us of your availability and interest by Friday, January 24, 2014. Please respond by email to Sherrie Moine at Sherrie.Moine@ode.state.or.us.

Sincerely,

Hilda Rosselli

Hilda Rosselli

College and Career Readiness

Oregon Education Investment Board

James Carlile

Assistant Superintendent

Oregon Department of Education
CHAPTER 1

AN ACT

Relating to teacher licensing; creating new provisions; and amending ORS 336.635, 342.125, 342.136, 342.138 and 681.360 and section 10, chapter 519, Oregon Laws 2011. Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 342.125 is amended to read:

342.125. (1) Teaching licenses shall be issued and renewed by the Teacher Standards and Practices Commission by the authority of the State of Oregon, subject to ORS 342.120 to 342.430 and the rules of the commission. (2) Subject to subsection (4) of this section, teaching licenses shall be of the following types: (a) Basic teaching license. (b) Standard teaching license. (c) Administrative license. (d) Restricted teaching license. (3) Subject to ORS 342.130 and to subsection (4) of this section and in addition to the teaching licenses described in subsection (2) of this section, licenses shall be of the following types: (a) Initial teaching license. (b) Continuing teaching license. (c) Teacher leader license. (d) Initial personnel service license. (e) Continuing personnel service license. (f) Initial administrative license. (g) Continuing administrative license. (4) The Teacher Standards and Practices Commission may establish other types of teaching licenses as it considers necessary for operation of the public schools of the state and may prescribe the qualifications for the licenses. However, no license established under the authority of this subsection is required for a regular classroom teaching position in the public schools. (5) (a) The Teacher Standards and Practices Commission shall establish a public charter school teacher and administrator registry. The commission shall require the applicant and the public charter school to jointly submit an application requesting registration as a public charter school teacher or administrator. The application shall include: Enrolled House Bill 3254 (HB 3254-B) Page 1 (A) A description of the specific teaching or administrator position the applicant will fill; (B) A description of the background of the applicant that is relevant to the teaching or administrator position, including any post-secondary education or other experience; and (C) Documentation as required by the commission for the purposes of conducting a criminal records check as provided in ORS 181.534 and a background check through an interstate clearinghouse of revoked and suspended licenses. (b) Subject to the results of the criminal records check and background check and to
information received under ORS 342.143 (2), the commission shall approve the application for registration. The commission may deny a request for registration only on the basis of the criminal records check, the background check through an interstate clearinghouse of revoked and suspended licenses or the information received under ORS 342.143 (2). The registration is valid for three years and may be renewed upon joint application from the teacher or administrator and the public charter school. (c) A registration as a public charter school teacher qualifies its holder to accept the teaching position described in the application in the public charter school that submitted the application with the holder of the registration. (d) A registration as a public charter school administrator qualifies its holder to accept the administrator position described in the application in the public charter school that submitted the application with the holder of the registration. (6) The Teacher Standards and Practices Commission shall adopt an expedited process for the issuance of any license established pursuant to this section. The process may require a school district superintendent or school district board and the applicant to jointly submit an application requesting an emergency license. Within two working days after receiving a completed application the commission shall issue the emergency license. However, the commission may limit the number of applications for expedited service from a school district or education service district to not more than 100 applications in a period of two working days. For purposes of this subsection, the commission may not distinguish between a school district or education service district involved in a labor dispute and any other school district or education service district. SECTION 2. { + (1) The Oregon Education Investment Board shall develop model career pathways for educational assistants, as defined in ORS 342.120, to become licensed teachers. The model career pathways must take into consideration the skills and experience attained by an educational assistant. (2) The model career pathways must identify: (a) The minimum requirements for an educational assistant to participate in a career pathway, including the requirement that the educational assistant have attained at least an associate degree and be currently employed by a school district or an education service district. (b) Guidelines for school districts, education service districts and institutions of higher education to collaborate to assist an educational assistant who is participating in a career pathway. + } SECTION 3. { + The Oregon Education Investment Board shall ensure that the model career pathways are developed no later than July 1, 2014. + } SECTION 4. Section 2 of this 2013 Act is amended to read: Enrolled House Bill 3254 (HB 3254-B)
attained by an educational assistant. (2) The model career pathways must identify: (a) The minimum requirements for an educational assistant to participate in a career pathway, including the requirement that the educational assistant have attained at least an associate degree and be currently employed by a school district or an education service district. (b) Guidelines for school districts, education service districts and institutions of higher education to collaborate to assist an educational assistant who is participating in a career pathway. SECTION 5. Section 10, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 37, Oregon Laws 2012, is amended to read: { + Sec. 10. + } { + (1) + } Sections 1, 2, 3, 5, 6 and 7, chapter 519, Oregon Laws 2011, are repealed on March 15, 2016. { + (2) The amendments to section 2 of this 2013 Act by section 4 of this 2013 Act become operative on March 15, 2016. + } SECTION 6. { + Section 7 of this 2013 Act is added to and made a part of ORS chapter 342. + } SECTION 7. { + (1) A teacher leader license shall designate that its holder is qualified to provide leadership that may include mentoring, curriculum development support, teacher preparation support and other educational leadership. (2) A teacher leader license shall be issued on application to an otherwise qualified person who: (a) Has a valid professional teaching license; and (b) Has been deemed to be effective to highly effective in teaching, as shown by evaluations conducted in compliance with ORS 342.856 or as shown by other evidence identified by the Teacher Standards and Practices Commission by rule. (3) A teacher leader license may be renewed if the applicant meets the requirements established by the Teacher Standards and Practices Commission by rule. (4) The Teacher Standards and Practices Commission shall develop a process by which a teacher holding a teacher leader license is automatically issued a professional teaching license upon nonrenewal of a teacher leader license if the teacher meets the requirements for a professional teaching license. + } SECTION 8. ORS 342.136 is amended to read: 342.136. (1) An initial teaching, personnel service or administrative license shall qualify its holder to accept any assignment from preprimary through grade 12 for which the holder has completed the requirements established by the rules of the Teacher Standards and Practices Commission. (2) An initial license shall be issued on application to an otherwise qualified person who has completed an approved professional education program and meets such other requirements as the commission may consider necessary to maintain and improve the quality of instruction in the public schools of the state. (3) An initial license may be renewed if the applicant meets the requirements established by the commission by rule { + and may be renewed every three years up to three times. Enrolled House Bill 3254 (HB 3254-B) Page 3 (4) The commission shall develop a process that allows a teacher holding an initial teaching license to renew the initial teaching license after the time limit imposed by subsection (3) of this section if the
teacher does not qualify for a professional teaching license due to lack of employment + ). SECTION 9. + The amendments to ORS 342.136 by section 8 of this 2013 Act apply to initial teaching license renewals made on or after the effective date of this 2013 Act. Renewals made prior to the effective date of this 2013 Act shall not be considered for the purposes of determining the number of times that an initial teaching license has been renewed. + ) SECTION 10. ORS 342.138 is amended to read: 342.138. (1) A + professional + ) teaching + a continuing + )personnel service + license + ) or + a continuing + ) administrative license shall qualify the holder to accept any assignments for preprimary through grade 12 for which the holder has completed the advanced requirements established by the rules of the Teacher Standards and Practices Commission. (2) A + professional teaching + license + a continuing personnel service license or a continuing administrative license + ) shall be issued on application for five years to an otherwise qualified person who has: (a) Completed an advanced professional education program approved by the commission; (b) Been employed for a minimum period of time to be determined by the commission in: (A) An Oregon public school; (B) An Oregon private school that meets the standards adopted by the commission by rule; or (C) Another educational setting approved by the commission; and (c) Demonstrated minimum competencies, knowledge and skills required for the + professional teaching + license + a continuing personnel service license or continuing administrative license + ) through an approved teacher education institution, school district, professional organization identified in ORS 342.121, or professional assessment approved by the commission. (3) The holder of a + professional teaching + license + a continuing personnel service license or continuing administrative license + ) may renew the + license + ) in accordance with the rules of the commission. (4) A professional teaching license shall indicate that the holder has taught for more than three and one-half years and is ready to take on advanced roles and responsibilities as a teacher, including mentoring, curriculum development support, teacher preparation support and other educational leadership. + ) SECTION 11. + Nothing in the amendments to ORS 342.138 by section 10 of this 2013 Act affects the status of a continuing teaching license issued before the effective date of this 2013 Act. + ) SECTION 12. ORS 336.635 is amended to read: 336.635. (1) The parent or guardian of a student may enroll the student in one of the proposed public alternative education programs or private alternative education programs of instruction or instruction combined with counseling if: (a) The enrollment is necessary to meet the student's educational needs and interests. (b) The program is appropriate and accessible to the student. (c)
For a program in a school district in which the student is a resident, the resident school district approves the enrollment. (d) For a program in a school district in which the student is not a resident, the resident school district and the attending school district approve the enrollment. (e) For a private alternative education program, the program is registered with the Department of Education. (2) If the student is eligible for special education under ORS 343.221 to 343.236 and 343.261 to 343.295, the program must be approved by the Department of Education prior to the placement of the student in the program.

(3) A student enrolled pursuant to this section is considered enrolled in the schools of the district offering the program for purposes of the distribution of the State School Fund. (4) An alternative education program that is offered to a student who is not a resident of the school district may bill tuition to the school district where the student is a resident. The billing may be made annually or at the end of each term or semester of the alternative education program. For each full-time equivalent student enrolled in the alternative education program, the resident school district shall pay the actual cost of the program or an amount at least equivalent to 80 percent of the district's estimated current year's average per student net operating expenditure, whichever is less, in accordance with rules adopted by the State Board of Education. The alternative education program is accountable for the expenditures of all State School Fund moneys and other local school support moneys and shall provide the resident school district with an annual statement of the expenditures.

(5) A private alternative education program that is registered with the department is not required to employ only licensed teachers or administrators. Teachers and administrators in private programs are not considered employees of any school district for purposes of ORS 342.173. (6) A school district is not required to provide a public alternative education program if the student can be referred to public or approved private alternative education programs that are appropriate for and accessible to the student. (7) Any basic, standard, initial or professional or teacher leader license issued by the Teacher Standards and Practices Commission is valid for teaching all subjects and grade levels in an alternative education program operated by a school district or education service district.

SECTION 13. ORS 681.360 is amended to read: 681.360. (1) A person may not perform the duties of a speech-language pathology assistant or use the title speech-language pathology assistant without a certificate to do so issued under this section. (2) To obtain a certificate to perform the duties of a speech-language pathology assistant, a person shall: (a) Submit an application in the form prescribed by the State Board of Examiners for Speech-Language Pathology and Audiology; (b) Pay the certificate fee established by the board; (c) Demonstrate that the person meets the qualifications for certification established by the board; and (d) Comply with all other requirements for certification.
established by the board. Enrolled House Bill 3254 (HB 3254-B)
Page 5 (3) A certificate issued under this section expires every
two years. To renew a certificate to perform the duties of a speech-
language pathology assistant, a person shall: (a) Submit the renewal
application in the form prescribed by the board; (b) Pay the renewal
fee established by the board; and (c) Comply with all other
requirements for certificate renewal established by the board,
including but not limited to submission of evidence of participation
in professional development activities. (4) A person may not employ
or otherwise use the services of a speech-language pathology assistant
unless the speech-language pathology assistant is certified under this
section. (5) The board may establish by rule qualifications and
conditions under which a person not licensed under this chapter who
holds a basic or standard teaching license in speech impaired or an
initial or { - continuing - } { + professional + } teaching
license { + or teacher leader license + } in communication disorders
issued by the Teacher Standards and Practices Commission may supervise
a speech-language pathology assistant working in a school. (6) The
board may refuse to issue a certificate, or may suspend or revoke the
certificate, of any certified speech-language pathology assistant
pursuant to the provisions of ORS 681.350. SECTION 14. { + The
Teacher Standards and Practices Commission shall ensure that teacher
leader licenses may be first issued no later than July 1, 2014. + }
--------- Passed by House April 23, 2013 Repassed by House May 28, 2013
Ramona J. Line, Chief Clerk of House
Tina Kotek, Speaker of House Passed by Senate May 22, 2013
Peter Courtney, President of Senate Enrolled House Bill 3254 (HB
3254-B) Page 6 Received by Governor:
......M.,............., 2013 Approved: ......M.,............., 2013
John Kitzhaber, Governor Filed in Office of Secretary of State:
......M.,............., 2013
Kate Brown, Secretary of State Enrolled House Bill 3254 (HB 3254-B)
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Appendix G

Education Department
Advisory Board Minutes

PCC Library Media Advisory Meeting Minutes

Friday, January 10, 2014 9:30 am - 11:30 am

PCC Cascade Campus, TEB 224

1. Attendees: Donna Reed, PCC; Emily Carlson, Beaverton School District; Jenny Takeda, Beaverton School District; Pam North, OLA PLD and Sherwood Public Library; Linda Osuna, Hillsboro Main Library; Pierina Parise, ESU SLIM; Penny Hummel, OLA; Gabe Hunter-Bernstein, PCC; Tanya Mead, PCC; Eva Calcagno, WCCCLS; Darci Hanning, Oregon State Library; Susan Stone, PPS; Joann Klassen, PCC; Zita Podany, PCC; Lori Wamsley, PCC

2. Overview and Update of Library Assistant Program
   Lori provided an overview of the program and current student enrollment situation. A summary of that overview:

   The program has undergone a major curriculum revision to align our program outcomes with the ALA’s LSSC competencies and the program can now be completed 100% online. It’s important that we get the word out about these changes to attract students to the program.

   Enrollment overall at PCC has faced a drop in enrollment, which has caused administration to review course enrollment numbers carefully. At PCC, classes need to have a minimum of 17 students enrolled in a course in order to be offered. For the last two terms, we’ve had to lobby hard to our Dean to continue offering the Library Assistant courses, even though they have been underenrolled, by arguing that we need some time to allow for prospective students to become aware of the changes. Despite our efforts, we’ve had to cancel 2-3 courses in the Fall and Winter terms, due to low enrollment. We currently have 35 students in the program and 10-12 of those students are expected to complete the certificate in Spring/Summer 2014.

   Marketing efforts that have been taken include:

   Library Conferences (OLA, OASL, SSD)

   Presentations/Discussions with:

   MaryKay Dahlgreen, State Librarian

   OLA groups (PLD, SSD, OASL)

   WCCLS Director’s group

   Libs-OR e-mail listserv announcements

   ...
3. Questions/Discussion/Brainstorming
Through questions and discussion the following groups were identified as our “target” audiences:

Target students:
- PCC students
- Library staff at small/rural libraries, urban libraries, school libraries
- High school students
- University students (or their advisors) - history, literature, education, liberal arts

Target employers:
- K-12 Schools (HR departments, classified unions, OR school personnel, COSA)
- Public Libraries: Counties, Directors of systems/libraries (e.g. FVRL, Eugene, Deschutes)
- University Libraries: Library Directors/Deans
- Large Systems: PPS, MCL, PCC

The following ideas were discussed for generating student enrollment:

- Community Education classes to draw people in who are looking for a career change, or retirees or stay-at-home parents who want part-time work:
  - Library 101: What does it mean to work in a library?
  - So You Want to Be a Librarian/Work in a Library
  - Other topics that would be useful to libraries as single workshops
- Discounted tuition for library staff within library systems
- Create career pathway - certificate to AA to BA to MLS
- Interdisciplinary approach - align/merge with CIS/CAS on technology courses
- Marketing in PCC Communities magazine
- Talk to PCC Career and Advising staff about program changes
- Include anecdotal evidence in marketing materials
- Placing in ad in the OLA conference program
- Contact volunteer coordinators at libraries to give a presentation or have students talk to fellow volunteers about the program
- Promotion on ALA LSSC website
- Create job description for practicum experience
- Create Facebook page

4. Action Items
Lori will take ideas and target audiences, prioritize, and create a plan for implementing them. We'll meet again in June for an update on progress made.

5. Program Review Information
The Education Department has a program review scheduled with the PCC Administration on Friday, March 7 from 9:00 - 11:00 on the PCC Cascade Campus, in Terrell Hall 122. We are asking members of the Advisory Board to attend the meeting in support of the Library Assistant program and individuals can make a brief statement about the value of the Library Assistant program to libraries in Oregon. Please contact Lori (lori.wamsley@pcc.edu) if you are able to attend and would like to speak. Further details (agenda) about the meeting will be provided as we get closer to the date.

6. Wrap Up/Next Meeting
Next meeting will be in mid-June 2014 and we'll try to meet at the new SE Campus Library.

PCC Library Media Advisory Meeting Minutes
Thursday, June 13, 2013 11:30 am - 1:30 pm
PCC Cascade Campus, TEB 218

1. Introductions
   a. Attendees: Eva Calcagno, WCCLS; Paul Gregorio, PCC; Joann Klassen, PCC, Kim Read, Clark College; Ruth Murray, PSU; Tanya Mead, PCC; Gabe Hunter-Bernstein, PCC; Zita Podany, PCC; Patricia Welch, Multnomah County Library; Perri Parise, ESU; Michele Burke, Chemeketa Community College/OLA; Susan Stone, Portland Public Schools/OASL; Erin Fitzpartrick Bjorn, Gresham-Barlow Schools; Torie Scott, PCC

2. Role of the Advisory Board
   a. The Library Assistant (LA) Advisory Board meets once a year (usually in June). If needed, a second meeting may be called during the year. The Board provides feedback to the LA faculty about the LA program and current workplace conditions and needs. The Board also helps with promotion and support of the LA program within the library community.

3. Overview and Update of Library Assistant (LA) Certificate Program @ PCC
   a. Historically, the LA program has focused on providing the technical skills and knowledge for students to be prepared to work in K-12 school libraries as a library media assistant. The LA program has undergone a major curriculum revision this past year to expand course offerings for students who are interested in working in a variety of libraries (K-12 school, public, academic/college, or special), as well as to align the program with the American Library Association’s Library Support Staff Certification (ALA LSSC) competencies. As part of the curriculum revision, students will be able to complete the LA certificate online. The revised curriculum is still a 44-credit certificate, with 32 core credits and 12 elective credits. See attachment for list of core courses and electives to be offered.
   b. This past May 2013, 11 new courses and 6 revised courses were approved by
PCC’s Curriculum committee and in June, PCC’s Degrees and Certificates committee approved the newly revised certificate. New online courses will be offered beginning Fall 2013 (as experimental courses). New online courses will be offered beginning Fall 2013 (as experimental courses). Final approval from the PCC’s administration and the statewide Community College Workforce Development office should occur by Winter 2014.

c. Future of LA program includes: 1) Integrating service learning opportunities into coursework, to provide students with incentive to volunteer in their local libraries and communities. 2) Exploring internationalization issues and opportunities within coursework to help expand student diversity perspectives and the impact of our global society. 3) The Education department at PCC will undergo a Program Review in March 2014. This is an opportunity for the Education department faculty to highlight our programs to the PCC Administration.

4. Promotion/Support of Library Assistant Program
   a. Existing efforts: Updated program brochure for prospective students (please contact Lori if you would like her to send you some); attended the OASL conference, had a booth at the OLA/WLA conference, and will have attend the OLA SSD conference; attended a WCCLS library directors meeting to promote the program; will promote LA classes on LIBS-OR listserv.
   b. Suggestions for promotion: Attend the MCL Supervisors meeting to give an update on LA program; Send course information to Ruth Murray for inclusion in OASL newsletter; Post courses to NW Central; Update the PCC website to reflect revised curriculum; Contact HR departments for library systems; Outreach to high schools.
   c. Practicums: what’s the best way to integrate students into a library for a practicum experience? Suggestions: For second practicum, students may want to have a project in mind to propose to a library; first practicum should be a broad experience to allow student to gain library skills.
   d. Job Announcements: Please send job announcements to Lori, when possible, she will forward to students through library listserv.
   e. Other suggestions: Offer a library job orientation that allows students opportunity to learn about how to apply/get library jobs (consider possibility of doing this online?); Create facebook page; think about a celebration when newly revised program is approved in January 2014.

5. Wrap Up & Next Meeting
   a. Next meeting - June 2014.
   b.

PCC Library/Media Assistant Advisory Meeting 2012
Library Media Advisory Annual Meeting
Tuesday, June 19, 2012 1:00 pm – 3:00 pm
Cascade Campus in TEB 222

Handouts:
• Agenda
• Current Library/Media Assistant Program brochure published by PCC
• 2012 – 2013 Education Department / Library media Coursework by Term
• Proposed Library Certificates
Attendees: Tanya Mead, Chairperson, Department of Education; Heidi Cadmus, note-taker, PCC Instructor; Zita Podany, PCC Instructor; JoAnn Klassen, PCC Instructor; Lori Wamsley (new full-time Instructor for Library Media in Fall 2012); Donna, Reed, PCC Library Director; Allie Flanary, PCC Library; Torie Scott, PCC Library; Ruth Murray (retired PSU); Lisa Stringfellow (USDA, former PCC student and working LM para); Patricia Welsh, Multnomah County Library Director; Michele Caldwell, Technical Services Manager, Beaverton Public Library; Victoria Campbell, Youth Services Manager, Beaverton Public Library; Linda Fallon, Adult services Manager, Beaverton Public Library; Linda Osuna, Circulation Manager, Hillsboro Public Library; Susan Stone, Head of Portland Public Schools Library Services & President of OASL

1) Tanya call to order at 1:00 pm
   a. Introductions of meeting participants
   b. Tanya introduced Library Media Assistant Program as it is, currently serving students who wish to work in school, public or academic libraries.
   c. Updates to program, which are in the planning stages, include changing time frame for obtaining certificates.

PCC Library/Media Assistant Advisory Meeting 2012

2) Discussion groups formed based on number cards handed out by Tanya
   a. Focus: What kind of technology skills are needed in the library?
   b. Groups elected spokesperson to share ideas with meeting
      i. Computer skills (Word, Excel, PPT)
      ii. Circulation, Databases, Laminating, display skills and more

3) PowerPoint presentation at - 1:50 pm
   a. Tanya talked about who we are. Discussed the current program (did not read the
   b. Clarification the The Plan – “embed portfolio” for Patricia. Tanya described
   c. (portfolios). Ruth shared that at PSU students’ uploaded projects, culminating in
   d. Analysed foundational courses and CCOGs
   e. Talked about the proposed changes for Academic Year 2012-2013 – new course
   f. End of PPT –
   g. question period
   h. Brief overview of ALA requirements regarding courses, ALA fee, certification

4) Proposed Library Certificate (handout sheet)
   a. Tanya described the proposed changes, which include Core Required Courses quotes). Current program takes about 2 years, paraeducators artifacts what we do, and the final assignment. development, 2013 -2014 – PCC and state approvals process
   b. One of the biggest changes will be in Tech courses. Currently students take CAS
   c. Question / comments from attendees for the initial basic certification – ED 109, EDxxx Communications, EDxxx Technology and courses need to be specific to libraries. 133. Briefly discussed issues with overlapping courses with other departments (ex.
Communications).

i. Tanya clarified that other issues need to be considered, such as financial aid and PCC issues

ii. Regarding Core + Strand:
1. Issues with literature strand
2. Considering technology strand, approval, # of students
3. Bundled for critical mass
4. Susan Stone commented that for literature strand, need YA course. Both K – 8 and 8 – 12.
5. Lisa indicated that we are missing Publishing, Multimedia Desktop, Displays and Graphics
6. Zita commented on Digital tools vs technology (not clear notes here)

iii. Tanya spoke about issues with scheduling classes to prevent

iv. Lori would like to have an adhoc committee online

v. Other comments:
7. Lori commented that there are 2 strong school strands, need public libraries
8. Susan– can we give up a core course to add a literature class?
9. Additional comment: Cataloging class
10. Patricia – technology gives you more options in career
11. Ruth – tech course could allow diverse interests
12. Allie – generalist, yes to strands & trundle forward
13. Tory – Cataloging cancellations due to low enrollment
14. Donna M. asked how Highline is balancing it. Advertise to rural libraries for enrollment.
15. Lori – need to be brave regarding dropped enrollment, and create new courses to meet demands
16. Tanya: this is a first draft. We are presenting ideas of a work in progress. Would like feedback.
17. Allie – suggested a second look with an adhoc committee
18. Lisa – suggested meeting group go online and look at courses and send an email with what courses you need
19. Volunteers: Susan Stone, Heidi, Zita, Linda (Hillsboro), Lisa (USDA)
20. Victoria talked about need to develop skills to improve literacy, storytimes, read-a-louds Heidi mentioned that aside from lit courses, we also have Storytelling course

5) New Portfolio class – did not have any notes on this – talked about portfolios earlier, and time pressure

6) Name Change
   a. Titles, Suggestions include:
      i. Library Services
      ii. Library Assistant

7) Development of a DL-LM certificate – discussed earlier in meeting

Meeting adjourned at 2:50 pm.
Paraeducator Advisory
April 18, 2013

1. Welcome Introductions

2. Paraeducator Program update - power point
   - Recent history: REAP and PPOP programs
   - Current faculty
   - Coursework, degrees and certificate - handouts and power point
   - Mostly online coursework these days
   - Teacher pathway as well/ our new Center for Careers in Education (2014)
   - Collaboration with Portland Teacher Pathway
   - Your feedback and questions

3. Practicum
   - What it is
   - How we set them up
   - How can we improve this process with your district
   - Is there anyone specifically from your district with whom we should be working

4. What is an advisory
   We meet once a year, what we need from you

5. School district hiring needs
   - In these times of budget cuts, describe the outlook in your district for paraeducators
   - Is there a time of year when most hiring occurs and what is the best way for our graduates to get hired?
   - Is there anyone specifically from your district with whom we should be working

6. Professional development needs of working paraeducators in your districts
   - What do you think your paraeducators need?
   - Other ways we might better serve your districts

7. Conclusions
   Thanks for taking the time for this meeting!

Paraeducator Advisory
April 19, 2012

1. Introductions
2. Paraeducator Program update- power point
   - Recent history: REAP and PPOP programs
   - Current faculty
   - Coursework, degrees and certificate- handouts and power point
   - Mostly online coursework these days
   - Teacher pathway as well/ our new Center for Careers in Education (2014)
   - Collaboration with Portland Teacher Pathway
   - Your feedback and questions

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   - Is there anyone specifically from your district with whom we should be working

6. Professional development needs of working paraeducators in your districts
   - What do you think your paraeducators need?
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7. Conclusions
   Thanks for taking the time for this meeting!

Appendix H
The National Association of Community College Teacher Education Programs (NACCTEP) Statistics

"There can be no greater national priority than excellence in the preparation of our teachers. By serving as a learning community for community college teacher education programs, NACCTEP provides invaluable leadership to help achieve that priority."

Walter G. Bumphus, President and CEO, American Association of Community Colleges

The Crucial Role of Community Colleges in Teacher Preparation and Professional Development

Community colleges play an essential and growing role in the preparation and professional development of teachers. Accessible and affordable, with diverse student bodies that represent local populations, and established relationships with school districts and universities, community colleges are uniquely positioned to attract, prepare, and support early childhood (birth to age eight) and K-12 teacher candidates. Community colleges address teacher education needs in the following ways.

Fast Facts:

• Forty-eight percent of community colleges have teacher education programs; 54 percent offer early childhood/family studies programs (AACC, 2010).

• Over 40 percent of students enrolled in community colleges are from a racial/ethnic minority group (Coulter and Vandal, 2007).

• The average age of a community college student is 29 (Coulter and Vandal, 2007).

• Four out of ten teachers completed at least some of their math and science courses at community colleges (Shkodriani, 2004).

• Community college undergraduate students pay an average of 61 percent less in tuition and fees than those at a public four-year institution (College Board, 2006).

• Post-baccalaureate programs are appealing to working adults and career changers, and responding to the nation’s critical need for teachers, particularly in the science, technology, engineering, and mathematics (STEM) content areas (Patton, 2008).

Community colleges meet the needs of the teaching profession with:

• Two year and/or associate degree programs in elementary, secondary, early childhood, and special education

• Transfer degrees to four-year colleges and universities
• Alternative routes to certification, including post-baccalaureate certification programs

• Traditional onsite, hybrid, and online coursework

• Professional development for early childhood and K-12 educators

• Partnerships with four-year colleges and universities to offer bachelors and/or masters degrees on community college campuses

• Community college conferred baccalaureate degrees

References


The National Association of Community College Teacher Education Programs (NACCTEP) is an organization that promotes the community college role in the recruitment, preparation, retention, and renewal of diverse early childhood and K-12 teachers. NACCTEP supports institutions and individuals and serves as a voice for community colleges in national discussions about teacher education. It works to enhance current community college teacher education programs and serves as a resource for those looking to develop new programs. The organization was conceived in partnership between the Maricopa Community Colleges, the League for Innovation in the Community College, and the American Association of Community Colleges.

9/2012