Present: Sacra Nicholas, Stacy Reeder, Tim Laubach, John Covaleskie, Donna Abraham, Cheryl Walker-Ebaugh, Joyce Brandes, Carol Morris, Michael Angelotti, Kendra Williams-Diehm, Neil Houser, Teresa Bell, Ji Hong, William Frick, Lindsey Ryan, Charlene Dell, Terri DeBacker and Jamie Aldridge.

Approval of the Minutes – The minutes are distributed electronically. There were no suggested revisions. Minutes considered approved.

Information Items

1) SPA Data Missing from College Database – Terri DeBacker explained to members that we are trying to get our database up-to-date. Certification chairs received a printout of the data that we have on their students. She asked Certification Chairs to look over their printout and submit all missing assessment data to Katy.

2) Please send one best portfolio from your Certification Area (2006-2009 if possible) – Terri DeBacker requested members to send her their one best student portfolio for the Oklahoma Commission for Teacher Preparation (OCTP) to review while they are here. She informed members that she already has a portfolio from Science, Reading Specialist and Library Media. She also shared a portfolio will be retrieved from the Music portfolio system, but all other certification areas need submit a portfolio for the State to review. She told members the State will be reviewing two portfolios from each program. One that each program area will select to share and one that the State chooses to review. Terri received an e-mail from Angie Bookout at OCTP the list of names of the student portfolios the State has selected to review. They are:

- Early Childhood – Aleta Alterkawi
- Foreign Languages – Amanda Flanagan
- Math – Jordan Stanfill
- Science – Lacey Schat
- Special Education – Cassandra Minton
- Library Media – Morris Maple
- Elementary – Ryan Muralt
- Language Arts – Britney Hennigh
- Music – Kristin Robertson
- Social Studies – William Barnard
- Educational Administration – Jill Hendricks
- Reading – Marissa Tencate

Terri instructed members to have the portfolios to her before spring break.

3) OU’s Participation in TPA–
Terri DeBacker provided members with a table of students participating in the piloting of the Teacher Performance Assessment (TPA).

<table>
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<tr>
<th>LAST</th>
<th>FIRST</th>
<th>SUPERVISOR</th>
<th>TPA AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trail</td>
<td>Caitlin</td>
<td>Goolsby</td>
<td>Elem-Math</td>
</tr>
<tr>
<td>Stefanick</td>
<td>Steven</td>
<td>Levi Patrick</td>
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<td>Fryatt</td>
<td>Marcus</td>
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<td>Schroepfer</td>
<td>Claire</td>
<td>Angelotti</td>
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<td>Vance</td>
<td>Cory</td>
<td>Stacy Oliver</td>
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<td>Gnew</td>
<td>Jacob</td>
<td>Goolsby</td>
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She reported that cooperating teachers and supervisors have been made aware of the student’s participation and all have received their handbooks. The Pearson system will be available to post data on March 8. Terri shared with members to contact her if they would like to see a PDF copy of the TPA handbook she would be happy to e-mail them a copy as long as it is treated confidentially. She explained that the handbooks are not being made public at this time, but since we are a participating institution we have access. Terri shared the handbook describes the whole teacher performance assessment and has rubrics that students use to submit their materials.

Terri DeBacker announced the background certification document will be discussed with public school personal at the EPD Advisory meeting on March 8th.

4) Information for NCATE – Terri DeBacker asked members to provide her with information that she needs to submit to NCATE. The following are topics that Terri asked for assistance with:

i. NCATE Accreditation Information Systems (AIMS) - Terri provided members with a handout from NCATE Accreditation Information Management System (AIMS) that needs to be updated. The handout was a table of the Colleges certification programs that reveal areas that have or have not submitted their SPA reports. She told members there were clearly some duplications and errors that need to be corrected. She asked members to review the handout for their particular program area and make sure everything was correct.
ii. **Qualifications of Cooperating Teachers** - Members received a handout of a table that describes criteria/qualifications each certification area uses for selecting cooperating teachers for practica and internship. Terri DeBacker asked member to review the information on the handout for their certification area and let her know if there were any discrepancies. Teresa Bell told Terri DeBacker that she will e-mail her criteria for the Foreign Language programs. Other certification chairs present agreed with qualification information for their specific area.

iii. **Qualifications of Clinical Faculty** - Members also received a handout of a table that describes the criteria/qualifications each certification area uses for selecting clinical faculty. They were asked again to review the information on the handout for their certification area on any discrepancies. Teresa Bell again responded that she will e-mail the information to Terri DeBacker with other certification chairs present agreed with qualification information for their specific certification area.

iv. **How is level 3 field experience monitored?** - Conversation revealed monitoring for the level 3 field experience are accomplished by communicating with the cooperating teachers, periodic visits by OU faculty, time logs kept by students and regular visits by supervisors on site by most programs. Terri DeBacker suggested contacting cooperating teachers by random e-mails throughout the semester as done with the EIPT 3483. Terri informed members she has had a great response of appreciation from cooperating teachers for the EIPT 3483 field experience. Members agreed it would be a good idea to have that connection with the teachers.

v. **Where in our program do we teach substance abuse symptoms identification and prevention?** Discussions disclosed the topic is taught in several classes throughout a student’s program. Tim Laubach told members in accordance with the NSDA policy they teach substance abuse as well as alcohol and tobacco abuse. Some of the other mentioned classes teaching substance abuse are “Healthy Lifestyles” and “Educational Psychology of Childhood and Adolescence”. Joyce Brandes didn’t identify specific courses where the topic was taught, but informed members discussed in several Special Education courses.

vi. **Where do we address mental illness symptoms identification and mental health?** The topic was identified and being taught in the Special Education classes.

vii. **Where is classroom management addressed?** It was noted that classroom management is being taught in EIPT 3483 - “Cognition, Motivation, & Classroom Management for Teachers” as well as throughout the Methods Classes. Neil Houser informed members management is also being taught in EDSS 4323 and 4553.

viii. **Where is classroom safety addressed?** The obvious of the topic being taught through science was discussed. John Covalaskie shared classroom safety has also been taught in EDS 4003 - “Schools in American Cultures” and Tim Laubach also identified the topic being addressed in Elementary’s science methods class. Tim Laubach also distinguished EDSC 4193 as also teaching classroom management.

ix. **Are teacher candidates provided information on latest supply and demand information concerning teacher employment, state salary structure and teaching shortage areas?** Members voiced these topics are discussed a lot, but mostly during methods classes and internship. Jamie Aldridge told members that Claudia Schaff in Career Services forwards e-mails job opportunities for our students as she receives them.

**Business Items**

1. **Revised Assessment Handbook** – Terri DeBacker told members this copy of the Assessment Manual has been slightly revised from the one that was e-mailed to them last week. She directed the member’s attention to several areas in order to make them aware of specific items in the manual and to tell her they approve. Areas that Terri directed members attention to were:
   - **Level 1 Field Experience** - How is the Evaluation of the Field Experience Done? (Page 5)
   - **Level 2 Field Experience** - How is the Evaluation of the Field Experience Done? (Page 6)
   - **Level 3 Field Experience** - Terri DeBacker explained that at Level 3 the field experience starts to get so unique she doesn’t feel we can be inclusive. She asked members to read the general description of Level 3 field experience (beginning on bottom of page 6) and let her know if the information covers each program area.

2. **Comments/concerns about assessment items** – Discussions ensued regarding assessments for the Level 3 field experience. Program areas will be responsible for the administering the assessments and will work together and share ideas.

3. **Supervised Practicum** – Terri DeBacker announced EPD Executive will be using the internship handbook as a model to create a proposed supervised practicum handbook.

4. **VOTE: Policy regarding late requests for certification (below)** – Terri DeBacker asked members for a vote on the proposed policy regarding late requests for certification listed below.

**Late Certification Requests**

For persons seeking state teacher certification who (a) graduated more than 5 years ago, but (b) did not complete their internship (student teaching), recommendation for certification will require:
• passing State of Oklahoma certification exams (e.g., OGET, OPTE, OSAT)
• meeting all State Regents-mandated requirements currently associated with the certification program (e.g., the language requirement, the “4X12”)
• completing the internship
• meeting other requirements as determined by certification area faculty on a case by case basis
• For French, German, and Spanish Ed majors: pass oral proficiency exam

PROCEDURES
1. Pass State of Oklahoma certification exams (e.g., OGET, OPTE, OSAT)
2. Meet with certification area faculty to discuss additional requirements
   a. State Regents-mandated requirements
   b. Other requirements as determined by certification area faculty
3. File Plan for Certification with Student Services Office
4. Complete Plan requirements

For persons seeking state certification who (a) graduated more than 5 years ago, (b) completed the internship (student teaching), but (c) did not complete the process for becoming State certified, recommendation for certification will require:
• passing State of Oklahoma certification exams addressing pedagogy (e.g., OPTE) and subject knowledge (e.g., OSAT)
• meeting other requirements as determined by certification area faculty on a case by case basis.

PROCEDURES
1. Pass required State of Oklahoma certification exams (e.g., OPTE, OSAT)
2. Meet with certification area faculty to discuss additional requirements
3. File Plan for Certification with Student Services Office
4. Complete Plan requirements

Donna Abraham made a motion to accept the proposed policy as presented to EPD. Kendra Williams-Diehm seconded the motion with a unanimous vote in favor of the policy.

Reports
1. Student Advising – No report.
2. Certification/residency/field experiences – Jamie Aldridge reported she is currently working on the Federal Title II report and is receiving internship requests for fall. She also asked certification chairs to e-mail any minutes from their certification meeting they have not already submitted.
3. OCTP Meeting – Terri DeBacker announced that the INTASC standards have been revised and the OCTP is pushing for Oklahoma to adopt the new standards. She told members she will e-mail the new standards to members along with the meeting minutes. Terri also reported there has been a Bill proposed by Clark Jolley to consolidate OCTP with the Office of Accountability. In early drafts of that Bill that office was no longer an independent standards board. She also told members in the initial versions of the bill there were no educators on the panel, but that Gregg Garn, as well as other educators from Colleges of Education around the state is making significant progress to change that.
   Terri informed members the OCTP’s 4 major legislative initiatives are:
   i. Push the state to adopt the TPA as our teacher education tests;
   ii. Push for an alliance for a clinically based teacher preparation;
   iii. Push to adopt the new INTASC standards;
   iv. Push to be allowed to conduct a survey of first year teachers.

Other Business - None

The meeting adjourned at 10:00 a.m.