EPD Council Summary
Wednesday, January 25, 2012
8:30 a.m.
ECH 237

Present: Sacra Nicholas, Stacy Reeder, Jiening Ruan, Tim Laubach, John Covaleskie, Donna Abraham, Cheryl Walker-Esbaugh, Joyce Brandes, Carol Morris, Michael Angelotti, Kendra Williams-Diehm, Neil Houser, Kathy Latrobe, Teresa Bell, Sherry Cox, Charlene Dell, Terri DeBacker and Jamie Aldridge.

Approval of the Minutes - Upon a motion made by John Covaleskie and seconded by Donna Abraham the minutes of the previous meeting were unanimously approved to reflect change request by Sherry Cox.

Information Items

1) Report from NCATE Pre-visit – Terri DeBacker informed members that the College’s pre-NCATE visit was Friday, January 20th. She reported that she and Gregg Garn met with the Board of Examiners Chair. Terri disclosed that NCATE committee has visited our website as it is now where it mentions the possibility of a Master’s level certification and inquired why that information had not been sent to them. She explained to the Chair that they were too new and will be seen next time. Terri questioned members if anyone knew if a report had been submitted to NCATE for the Ed.D., superintendent certification. Sherry Cox told members she understood that Katherine Gutierrez was working on collecting the data for NCATE.

Terri told members the schedule for the NCATE visit is still in development, but asked members save Sunday, March 25th on their calendar for a reception from 5:00 p.m. to 7:00 p.m. During the reception the NCATE team will be simultaneously interviewing individual groups at the reception such as faculty, EPD Advisory, Faculty, Adjunct Faculty, Arts and Science Faculty associated with the College, etc. She noted that the date is the final weekend of spring break, but encouraged everyone to make an appearance.

Terri shared with members that she still needs information for the addendum. She has e-mailed the Certification Chairs requesting them to identify where information can be found in their SPA assessments. She reported that she has heard from Elementary and Reading, but asked the other programs to let her know as soon as possible.

2) Plan for monitoring 3483 field experience – Terri DeBacker shared with members that recently monitoring of the 3483 field experience has fallen through the cracks. A new system has been put in place for this semester. Terri reported that instructors for EIPT 3483 will be requiring students have a log sheet for time they spend in their field experience classroom. Every time they go to the school they write on their log sheet the date, number of hours they were in the classroom and have their teacher sign. Terri informed members that approximately the 5th week she will be periodically e-mailing the cooperating teachers thanking them for mentoring our students, making them aware of the log sheet and just checking up on student progress.

3) SPA data missing from College database – Terri DeBacker informed members that she is going through the database to make sure all the SPA information has been entered. It has been discovered there is some information missing from the 2008 and 2009 time period for Social Studies, Language Arts and Principal Certification. She reported she will be contacting people in those areas to see if they have the information available to be entered into the database.

4) Please send on best complete portfolio from you certification area (2006-2009 if possible) – Terri DeBacker asked members for their assistance. She informed members that the State will be randomly choosing one portfolio from each certification area. She reported they will intentionally pick some complete ones and some incomplete ones. Terri also told members that the College also gets to choose one portfolio from each area. Her request for faculty from each certification to pick out one portfolio to showcase for the review. She asked members to select one between 2006 and 2009 if at all possible.

5) OU’s participation in TPA – Terri DeBacker informed members the Teacher Performance Assessment Consortium (TPAC) is a group of states that are working on pilot testing a teacher performance assessment system that was developed by Linda Darling Hammond and a team at Stanford University. Oklahoma as a State through the Oklahoma Commission for Teacher Preparation (OCTP) has joined the TPAC. The OCTP is looking for institutions in state to have interns voluntarily submit TPA requirements this spring. They need portfolios for training purposes. Terri informed members that neither students nor institutions will be assessed. She reported that she has 10 volunteers to submit portfolios for the training. Terri will be meeting with the volunteers next week to give them their handouts and talking to them in more detail.

Business Items

1. TE-PLUS Assessment System Review –
   a) Current Assessments - Terri DeBacker provided members with a handout to update them on what the College sends out on their assessments for EIPT 3483, Level 3 field experience, Intern Exit Survey, Intern Cooperating Teacher survey, Beginning Teacher: Self-assessment, Beginning Teacher: Administrator’s Assessment. She also stressed to members her concern that the assessments do not do a good job of measuring dispositions. On the handout Terri
4) Alternative Certification are: 

- Submit fingerprints for FBI/OSBI clearance
- Pass the Oklahoma Professional Exams (OGET & OSAT)
- Register with the Oklahoma State Department of Education
- Create a new course entitled: Supervised Practicum (Internship Alternative)

5) Alternative Certification Policy/Procedures – Terri DeBacker provided members with a handout of the updated procedures for Alternative Certification. Sherry Cox informed members a step has been added to the procedures. The steps for Alternative Certification are:

1) Register with the Oklahoma State Department of Education,
2) Pass the Oklahoma Professional Exams (OGET & OSAT),
3) Submit fingerprints for FBI/OSBI clearance,

b) How do we use data? – Terri DeBacker asked members when the assessment data are collected where do the data go. She responded that previously when she was the assessment coordinator she would attend EDP once a semester or year to talk about the data and would provide data from specific assessments to associated faculty. Terri stressed the supervised practicum would be exactly like the internship, but would be in their school. She also noted that what happens now for those students is they have to quit their jobs for their internship so that they can work at a different setting, which is not always good for the student or the school. The suggested proposal is particularly directed toward students doing a Master’s degree with certification, but might be true of other students also. We currently have students who are seeking certification and therefore need to do their internship, but are already teaching. What happens now for those students is they have to quit their jobs for their internship so that they can intern at a different setting, which is not always good for the student or the school. The suggested proposal is to:

- Create a new course entitled: Supervised Practicum. This course would be identical to the Internship, except that it could occur at the students’ place of employment under the following circumstances:
  - The student is employed at the site full time
  - The site has been accredited by the relevant professional organization
  - (Other requirements individual program areas may want to insert…)
  - Permission of the faculty advisor
- Submit a program modification request to officially list Internship OR Supervised Practicum as the culminating experience for certification.

Terri stressed the supervised practicum would be exactly like the internship, but would be in their school. She also emphasized that faculty could or could not approve the supervised practicum.

Terri asked members to take the information back to their certification areas for feedback to revisit at the February meeting.
4) After receiving letter for admission into the alternative certification program, passing tests and meeting with the Teacher Competency Review Panel (TCRP) they are ready to begin the following application steps,
5) Admission into the Graduate College and the Jeannine Rainbolt College of Education,
6) Complete full admission application process,
7) Meet with the associate Dean for Professional Education and/or program coordinators to develop a plan of study.
8) Upon successful completion of their plan of study and passing the OPTE the College will notify the OSDE students completion of their Professional Education Component.

Neil Houser made a motion to adopt the updated alternative certification procedures. The motion was seconded by Donna Abraham and passed unanimously.

6) VOTE – Policy re: Late Requests for Certification – Due to time constraints was tabled for the February meeting.

Terri DeBacker provided members with a handout from Accreditation Information Management Systems (AIMS). She informed members the AIMS system within NCATE is self-populated with our programs. She asked members to look over the handout to make sure their certification area is listed or listed correctly. If there are any discrepancies let her know and she will get them corrected.

Reports
1. Student Advising – Sherry Cox reported they are getting ready for group advising and they will begin individual advising in mid-February. She also noted they have a few students they have found that did not enroll correctly and contacting faculty to get it corrected.
2. Certification/residency/field experiences – Jamie Aldridge reported that all requests for the EIPT 3483 field experience have been sent to schools. She also reported that Fall 2012 internship paperwork has been submitted to advisors.
3. OACTE/OCTP/OSRHE –

Other Business - None

The meeting adjourned at 9:50 a.m.