EPD Council Summary  
Wednesday, March 28, 2012  
8:30 a.m.  
ECH 223

Present: Sacra Nicholas, Stacy Reeder, Mona Ryan, John Covalskie, Donna Abraham, Cheryl Walker-Ebaugh, Joyce Brandes, Carol Morris, Michael Angelotti, Kathy Latrobe, Sherry Cox, 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.

Dean Gregg Garn stepped in just before the meeting started to thank all EPD members and faculty for all their hard work in preparing for the NCATE review and onsite visit. He asked the certification chairs to pass on to their committee members his gratitude for all their help. Gregg reported the exit interview with the Board of Examiners was yesterday afternoon.

Before moving on to the agenda, Terri DeBacker briefly shared with members the outcome of the NCATE report. She told members the feedback from the Board of Examiners was very positive. On the NCATE level the College met all six of the standards. Terri did informed members that the College did have three Areas for Improvement (AFI) in the report. They are:

1) Standard 2 - Assessment System  
2) Standard 2 - They were not happy that the Educational Leadership programs were not in the database  
3) Standard 4 - Diversity - Not keeping demographic data

On the State’s 10 standards, Terri shared the College passed all Standards, but did receive one AFI. The state requires the College to systematically track the fact that every professor that directly teaches in the TE-Plus programs spends a minimum of 10 hours per year.

Business Items

1) Oklahoma Elementary Mathematics Specialist Certification – Stacy Reeder provided members with a handout seeking approval for proposed graduate courses for an advanced Oklahoma Elementary Mathematics Specialist (EMS) Certification. Stacy explained to members the Oklahoma Mathematics Education community has been working on an Elementary Mathematics Specialist certification for approximately the last 3 years. The EMS has been proposed to enhance the teaching, learning and assessing of mathematics to improve student achievement, and further advocate that every elementary school has access to an EMS in PK-6 schools. The OEMS certification program has been proposed to address this need. Program preparation will include both coursework and a certification exam. The Mathematics Education Faculty proposed the following 6 courses to meet the 18 hour coursework requirement set forth by the OCTP/State Regents to meet the standards for the OEMS certification. The courses are as follows:

- EDMA XXXX: Algebra and mathematical Tasks at the Elementary Level (PK-6)  
- EDMA XXXX: Geometry, Spatial Visualization, and Learning Trajectories at the Elementary Level (PK-6)  
- EDMA XXXX: Teaching Measurement and Data at the Elementary Level (PK-6)  
- EDMA XXXX: Rational Number Concepts, Proportional Reasoning, and Classroom Interactions at the Elementary Level (PK-6)  
- EDMA XXXX: Number Concepts and Assessment at the Elementary Level (PK-6)  
- EDMA XXXX: Mathematics Leadership and Coaching (includes a minimum of 20 hours of field experience)

Mike Angelotti made a motion to accept the proposed EMS Certification program. The motion was seconded by Donna Abraham with members voting unanimously to accept.

2) Certification Eligibility – Terri DeBacker asked members to look at their handout concerning Certification of Eligibility for University Sponsored K-12 Programs. She told members discussions have been going on all year about what the College wants to do regarding background checks for our students going out into the schools for field experiences. She shared with members that Gregg Garn has shown the document to a couple of groups, but most importantly EPD Advisory whose membership consists of public school administrators and staff. Terri informed members that everyone has responded they would be comfortable with the document. She informed members there are two questions to be addressed regarding the use of the form. First would be acceptance of the document as the background check for admission into the College. Second, Terri asked members how often students should sign the document. She told members at a minimum, students would be required to sign the document at the time of admission. Joyce Brandes had a question in the 3rd paragraph of the document. It states “Any future legal actions pending against you that may result in a change of your certification status must be reported to your immediate supervisor within one business day from occurrence of the legal action.” Joyce’s question was if students know who their immediate supervisor is. After discussions it was suggested to change immediate supervisor to Associate Dean for Professional Education. Donna Abraham made a motion to accept the Certification Eligibility document as the background check for admission into the College to include change of wording from immediate supervisor to Associate Dean for Professional Education. The motion was seconded by Joyce Brandes with members unanimously voting in favor.

Member
agreed students will sign the form once at time of admission. Another suggestion was to keep the original copy and make a copy for the students. Lindsey Ryan added to have the students put their copy in their portfolio.

3) Supervised Practicum Handbook Draft- Terri DeBacker told members the EPD Executive Committee has had a couple of conversations working on a handbook for the supervised practicum, which is when a student is interning in their own school or classroom. Terri informed members we have been doing these practicums on rare occasions. The Executive Committee discussed formalizing the process. Terri explained the biggest problem she has run into is identifying an equivalent to the cooperating teacher. She explained that role of the cooperating teacher is to be in the classroom observing and supervising the intern in a normal situation, but with a student interning in their own classroom would take that teacher out of her own classroom causing them to have to find someone to cover their class. Terri asked faculty to share how they have handled this situation in the past. She also questioned faculty about the requirement that students visit other teacher’s classrooms and how this could be handled. Some suggestions were:

- The building principal cover classes
- At a minimum use planning times, but make sure you have a mentor teacher that does not have the same planning time.
- Use special teachers (music, PE, etc.) to fill in.
- Teachers across the hall could periodically drop in when their students are working in small groups.

Terri agreed these were good ideas, but she is looking for fully documented minimums of time when someone is observing the OU student and time the OU student spends observing others.

Stacy Reeder suggested have some of the hours spent in reflection since these are students already teaching. Also having the OU students set goals and create a plan improvement for themselves.

Terri told members that she will put some of the new possibilities in the manual and send the draft out with the Minutes. She asked members to share the draft with their certification committees. At next month’s meeting certification chairs will report if their committees agree with the draft or they have small changes everyone can agree. Then perhaps vote could then be taken to accept the handbook as is or accept it as a working draft for one year.

4) Requirement of OGET for Full Admission – Terri DeBacker explained to members that at this time there are several pathways to be fully admitted into the College. One way that students can be fully admitted is by passing the OGET. One problem is that students don’t always take the test right away and the students have to be tracked until they take it. Another problem is that occasionally students complete the program and can’t pass the OGET. Terri suggested a way to simplify these problems would be to make a requirement that students must pass the OGET to be fully admitted. A lot of concerns and issues came up with adding the requirement. Terri asked member to think about the discussion and it can be revisited at the next meeting.

5) TE-PLUS Reunion – Terri DeBacker shared an idea with members, which started when we lost the Resident Teacher program which also caused us to lose our follow-up information on our students. She told members she came up with an idea to have a TE-PLUS Reunion. An effort is being made to locate our students that completed the program within the last 3 years and host a reunion. She explained that it would be too late at this time, but in the future have the current interns host the reunion. Terri told members the interns would not be hosting this year because plans for the even just started a few weeks ago. The date for the reunion will be Sunday, May 6, 2012.

Reports

1. Student Advising – Sherry Cox informed members the Teacher Job Fair will be at the Student Union on the 3rd floor in the Ballroom. The date for the job fair is Tuesday, April 3 at 9:30 a.m. to 11:30 a.m. She asked members encourage students to attend. Some of the schools will be interviewing in the afternoon.

2. Certification/residency/field experiences – Jamie Aldridge announced that internship requests and essays are due this coming Friday, March 30th.

3. OACTE - No Report

Other Business - None

The meeting adjourned at 9:55 a.m.