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

Approval of the Minutes - Minutes are distributed electronically. Failure to reply with suggested revisions will constitute approval of the Minutes.

Information Items

1) Background Check - On Hold - Terri DeBacker reported to members that the background system is currently on hold. She shared that after a meeting with OU Legal to make them aware of our plans to use Certified Background Check to run background checks on students before admission into the College. Kurt Ockershauser, from OU Legal, suggested creating a legal document for students to sign and have it notarized. Terri told members that Gregg Garn is in the process of visiting with superintendents that he had already talked to about background checks and discussing the legal document option to get their reaction.

2) WANTED: 1,200 Educators to Score Teacher Performance Assessment – Terri DeBacker shared with members that the Pearson company, along with Stanford University and AACTE are recruiting 1,200 educators to score the new Teacher Performance Assessment (TPA), a nationally available, performance-based assessment instrument for measuring the effectiveness of teacher candidates seeking initial licenses. Scorers must have a background in working with student or beginning teachers and are matched to candidate TPAs by grade-level and subject-specific teaching and supervisions experience. Each scorer must participate in a screening process that includes an analysis of application data and a process to verify credentials and eligibility. Visit http://www.scoretpa.pearson.com for details.

Business Items

1) Field Experience Overload - progress check - Terri DeBacker asked each individual program area where they stand on addressing the field experience overload. See responses below:
   a. Early Childhood: no report
   b. Elementary Education: in progress
   c. Language Arts: no report
   d. Math: in progress as part of program transition
   e. Science: OK
   f. Social Studies: no report
   g. Special Education: OK
   h. French, German, Latin, Spanish: OK

2) Policy statements re: late certification requests - Terri DeBacker provided members a handout of the proposed policy discussed at last month’s meeting. Further discussion ensued resulting in additional revisions. The revised policy, with associated procedures, is below. This will be voted on at the next meeting.

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

3) Report from NCATE off-site visit - Terri DeBacker provided members with a handout of the responses from the NCATE Board of Examiners (BOE) Off-Site Report. She informed members the deadline to respond back to the BOE is early February. She noted that on the handout in red print was her best guess to who would be best equipped to answer the BOE questions. Terri informed members that she was not assigning work to the parties listed, but asking for help identifying the correct parties who can provide her with the information requested. Members went through the list discussing and identifying where responses to the BOE could be found. A lot of the responses needed were determined had already been reported in the SPA reports. Terri DeBacker asked faculty to send her any written qualifications for field-based clinical faculty and university supervisors.

4) TE-PLUS Assessment system – Terri DeBacker shared with members that she wanted to look at the assessment system for the College’s sake and not just for NCATE. One of the things the EPD Executive Committee shared that they wanted to look at this year was the assessment system. Terri shared that in the Executive Committee meeting last week it was discussed that to begin these conversations it might be good to start with review of curriculum, especially how Professional Sequence fits with certification area requirements. She communicated that it would be a good idea to review the course descriptions of the Professional Sequence and make sure that there is not unplanned redundency between major courses and Professional Sequence and make sure we have the right developmental progression. Terri indicated that before the Professional Sequence changed the portfolio was introduced to student at the first field experience (EDS 4003). Terri DeBacker asked members if they wanted an introduction to the portfolio and/or profession or if it was already covered somewhere in the program. Some members indicated it was covered at admission and some indicated it was discussed in their methods course. Sherry Cox informed members that she has been working with Dr. Lanning in the University College to come up with an entry course to be offered every fall for those interested in becoming a teacher. Terri DeBacker told members an idea was discussed at Sooner Saturday to possibly have a weekend welcome for each incoming class, which could serve as a mini-entry course for students. It was also discussed to possibly get SOEA as a co-sponsor for the event.

Terri DeBacker provided member with a handout of field experience required by programs entitled “Curriculum Summary – TE-Plus Programs”. The first part of the handout listed and gave a course description for the Professional Sequence courses. The second part listed additional courses that some program areas listed as professional education courses specific to their program. The third section is rough summary of the Specialized Education courses by majors. Terri announced that she hopes the information will be helpful, but that she is also hoping it would set us up to thinking about what if anything needs to be done to our assessment system. One thing she pointed out that she feels is important is to make sure we are assessing our students’ student’s work. She asked members to talk to their certification areas how they feel about their internal assessments and how do they feel about assessments for field placements. She told members that she will send copies of the field placement assessments when the meeting minutes are sent out.

Another thing Terri shared that members need to brainstorm is a way to track our graduates. Since the Resident Teacher Program has been on hiatus and may never come back we do not have a way to track them. Even though the ease of tracking our graduates through the Resident Teacher Program is not available, Terri is relatively sure NCATE will want us to continue tracking. She asked members to give thought to a new way to track our graduates.

Reports
1. Student Advising – Sherry Cox reported Undergraduate Advising Office is working on waiting lists right now. She also informed member that they are working with Elementary Education students that have 25 to 30 hours and are trying to get into the PIP in the fall, which means those students are going to have heavy spring and summer semesters. Sherry asked John Covaleskie to provide her with a list of the students enrolled in EDS 4003 including the school and principal’s name so that the placement information can be added to the database for tracking purposes.

2. Certification/residency/field experiences - Jamie Aldridge reported internship requests have been submitted to the schools. She also reminded member that the Internship Closure meeting will be Monday, December 12th beginning at 1:00 p.m. at the Sam Noble Museum.

3. OACTE/OCTP/OSRHE – Terri DeBacker informed members that OACTE and the OCTP has not met since the last meeting, therefore no report was given.

Other Business - None

The meeting adjourned at 10:00 a.m.