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

Information Items

1. **Connecting Across Cultures** – Terri DeBacker reminded members last month discussions included conversation about a one day conference hosted by the Oklahoma City University called “Connecting Across Cultures”. At last month’s meeting members discussed a process to determine what students would be involved. Terri shared that she met last week people at UCO about the Urban Teacher Preparation Academy (UTPA) and they informed Terri that they fill their openings with their UTPA interns. Terri told members the College has had 6 serious inquiries about the program and it makes sense to send these students to the conference. She asked members for permission to send the UTPA interns to the conference and then assign other students for vacant seats. Members were in favor of the recommendation.

Business Items

1. **MUED General Education Requirements for Full Admission** – Terri DeBacker reported the music education department is seeking changes for full admission for their students into the College of Education. Full admission into TE-Plus requires students to have completed 24 hours of general education coursework from the JRCoE approved list with a grade of C or better. This is difficult for Music Ed students because they are required to take many music classes as Freshmen, which prevents them from getting started on gen ed those semesters. The result is that Music Ed students begin taking their professional sequence courses far later than other TE-PLUS students, which can cause bottlenecks of pre-requisites and delay their completion of the program. The Music Education program’s proposed change for full admission would allow their students to choose the required 24 hours of gen ed classes from a broader list of choices than that approved by JRCoE. The expanded list meets the State Regent’s requirement for gen ed. Donna Abraham made a motion to accept Music Education’s proposed revisions for full admission for their students into the College of Education. John Covaleskie seconded the motion with a unanimous vote from members in favor.

2. **Results of Field Experience, Intern, and Beginning Year Teacher Evaluations** – Terri DeBacker provided a handout to members of the data for students in field placements in Fall 2011 and Spring 2012. She explained that the document does not read like a unified document because she cut information out of the Provost Outcomes Report. The four tables represent:

   - Table 1 – Cooperating Teachers ideas about our interns;
   - Table 2 – Principal ideas on our graduates in their first year of teaching;
   - Table 3 – Interns ideas on themselves regarding the six roles and goals;
   - Table 4 – Confidence of our graduates (first-year teachers) regarding the six roles and goals.

Each table is followed by comments from each assessment.

To help in understanding the tables, members were also provided a handout entitled “Survey Items: Field Experience Level 1, 3, 4” with the questions asked on each assessment. Overall, Terri’s impression was that it is a positive report although there are some comments the College will need to take note of.

Terri DeBacker asked members to look at the “Survey Items” for the next meeting. She indicated that the assessment questions have not been changed for a long time. She requested members to look at the questions to determine “Do we want to keep all of the questions?”, “Do we want to eliminate some of questions?” or “Do we want to add questions because there are more things we should know about?” Terri informed members that in addition to the handouts certification chairs will be receiving an e-mail containing program specific data from the intern exit surveys. The data will include comments about every professional sequence class, their methods class, their cooperating teacher, their intern supervisor and general information general suggestions about their program. She also told members she will also e-mail the electronic version of the handout and the entire outcomes report.

3. **Internship – End prior to Convocation?** – Terri DeBacker addressed members concerning previous conversations of changing the student’s internship from a 16-week internship to a 15-week internship. In prior conversations the 16-week internship had students in the classroom all the way up to the day of convocation or the day after. Shortening the internship to 15-weeks was felt to be better for the students. Some felt students have a lot of things to do on the day of convocation. Issues that were discussed in favor of shortening the internship:

   - a) A lot of students have to be out of there housing by the time OU classes end;
   - b) Calls from schools toward the end of the semester is desperate need of substitutes;
Members discussed not shortening the internship, but have the students start a week earlier. Although, there were concerns that legally student could not be required to begin before classes at OU begin. Most certification area indicated they encourage their students to contact their cooperating teachers and begin before the public schools begin classes, especially in the fall. Some members felt it would not be feasible to mandate student begin their internship the week before OU classes begin and noted that it would only benefit the internships in the fall. A suggestion was made to encourage students participating in their level 3 field experiences in the fall to start that field experience early since they will miss out on all the beginning of the year preparations because of interning in the spring. Terri DeBacker reminded members that previously discussions were to see if there was a way to build a video library or have some kind of workshop that would address the first day or the first week of classes. Members were able to make a decision at this point on whether to shorten the internship. Terri suggested the spring semester program areas individually exercise judgment about completing the internship prior to the full 16 weeks. Additional discussion and an actual vote will be taken after winter break on whether we will officially shorten the internship to 15 weeks for fall 2013.

4. **Co-teaching Model for Student Teaching – Feedback from Certification Areas** – Terri DeBacker asked certification areas to report on their discussions with the committees regarding the co-teaching model for student teaching. Neil Houser reported the Social Studies certification committee felt co-teaching would not be an issue as long as it was optional and not required. Stacy Reeder expressed for Math it would be dependent on whether they could get Math teacher to go to the training. She shared she felt Algebra teachers would be more comfortable with the co-teaching model because they are not comfortable leaving their classroom for training due to testing pressure. Therefore, Stacy told members she would be fine with the co-teaching as long we didn’t enforce that teacher could not have an intern unless they did the training. Terri shared she felt the State’s push is a nice opportunity to consider the idea, get some people trained to see what they think about the mode and find some school partners. She also shared that we would not have to be locked in precisely with the trained model. Terri told members she would like to use it as an opportunity to do something new and innovative with student teaching, but she doesn’t mean to imply that we need to join in the model the State has picked out. Terri told members OCTP is in the process of setting up spring training dates in early March and that the College will pursue the idea of a co-teaching module.

Reports from Task Forces

1. **Assessing Dispositions** – Terri DeBacker revealed the committee did not have a report for the meeting. She told members her Graduate Assistant is currently compiling disposition assessment info from each certification areas SPA reports. She will be putting them on one jump drive in folders so they can easily be viewed by the committee and decisions can be made about whit, if any, changes are needed to adequately assessment dispositions.

2. **Portfolios** – On hold pending possible chances in state policy.

3. **Review of issues that we say are streamed throughout TE-Plus** – Ji Hong reported the committee collected syllabi for each course in the TE-Plus program and have gone through each one to identify the five areas of poverty classroom management. They have constructed a table to identify where in the syllabi poverty classroom management is addressed. She told members sometimes it is addressed in the objectives and sometimes it is part of the class activities or part of the lecture, but she explained only the instructor teaches these components. The plan is to send out the excel file to each instructor so they can add information about how they teach the targeted topics.

4. **NCTQ investigation of criteria for clinical faculty CT and University supervisors** – Terri DeBacker provided members with handouts on the information that was provided to NCATE regarding qualifications for Clinical faculty and University supervisors. She asked members to read over the handouts and verify that the information is accurate. There is concern what NCTQ has in store for colleges of education next. Once program areas have verified the information is accurate Terri will attempt to synthesize it into general TE-PLUS-wide minimum criteria for clinical faculty and university supervisors. Terri stressed that certification areas can have higher expectations, but the goal is to have a coherent statement of what is true for all programs so NCTQ cannot find to be inaccurate.

5. **Urban Institute** – Terri DeBacker reported that six students have asked for UTPA applications, but none of them have been returned. She also informed members a meeting will be held on December 12th at Oklahoma City Public Schools to lobby for an assigned UTPA coordinator within the district to assure the students participating in the internship get a high quality placement. The program is set up now that the school has to have the funds to pay the intern for the second half of the internship to be able to have an intern. The discussions with Karl Springer will be about having the money following the candidate and not being contingent on the building budget.

6. **Instructional Rounds** – Bill Frick informed members he took the idea of instructional rounds and placed it in a proposal for funding to OCTP to supplement some of the administrative internship processes that occur in buildings based upon where they might be placed. The proposal to OCTP was submitted at the beginning of the year on the information that they had money that was to be dispersed. He told members he does not know where the proposal is in the process. Bill reported he had a narrative description of what instructional rounds process might entail and offered to read it to members.

- Instructional rounds are based upon the medical rounds model utilized with medical interns during residency. Instructional rounds are not the same as the popularized notion of “walkthroughs”, but rather involves administrator aspirants meeting on alternate occasions at a school site where they conduct structured classroom observations and then off-site where they conduct structured analyses and discussion that leads to a set of recommended administrative and teaching actions. Specific protocols and explicit norms drive both individual data collection and group processes. Each instructional round cycle is preceded by a statement of a problem of instructional practice or student learning present in the school and classrooms that will be observed that is also related to a broader strategic issue of instructional improvement and student performance in the district. The object of the process is to clearly identify, with support of observable evidence and descriptive documentation, “what is the next level of work?” in the school and/or district as it pertains to the problem being studied. As a result of engaging in instructional rounds
within a mentoring context, aspirants become a “professional network” engaged in a targeted common enterprise of developing their knowledge and practice through a systematic, sustained approach focused on specific problems of instructional quality and student learning.

According to Richard Elmore (2006), “In my view, what we have done is to create a setting in which individuals work together to take control of the terms and conditions of their knowledge and practice, to work actively against the primordialist view of education as an inherently nonprofessional field, and to begin to develop a body of knowledge that connects the design of the institutions by which we deliver education to the core technology of that institution”

Reports

1. Student Advising – Sherry Cox reported the Advising Office is have some wait lists and are working on getting students into classes. She also informed members if they have students approaching them to get into their classes to refer them to the Advising office and they will work the students on their enrollment issues. Neil Houser asked if in the near future discussions could be had regarding full admissions. He told members in the past the full admission process seemed to only happen once a semester, but is now happening more often and has become hard to manage. Discussions on how to manage multiple admissions periods or the possibilities of going back to one admission period per semester. Terri DeBacker agreed to put the full admission process on the January agenda for discussion.

2. Certification/residency/field experiences – Jamie Aldridge corrected information that was reported last month on the Internship Closure meeting. She told members the meeting will be on Monday, December 10th at the Sam Noble Museum beginning at 1:00 p.m. instead of 9:00 a.m. She also told members the Internship Orientation for spring will be on Monday, January 14th at the Sam Noble Museum beginning at 9:00 a.m.

3. OECTE/OCTP/OSRHE – No report.

Other Business

1. Nominations of for Opening for Outside EPD Executive Committee Member – Terri DeBacker reported that Charlene Dell’s appointment on the Executive committee expires this semester and a new outside member will need to be nominated and voted on for the spring. Terri told members she will send an e-mail in January requesting nominations for the open seat. Once nominations have been received she will send another e-mail asking for votes.

2. OPTE Review – Joyce Brandes shared that she and Terri Cullen will be offering an OPTE Review session for College of Education students on Sunday, February 17. It will be a 4-hour session in the same format as used last year. Terri DeBacker told members she will have Tammy Miller e-mail the information to all College of Education teachers.

Meeting adjourned at 9:50 a.m.