Present: Mona Ryan, Libby Ethridge, Maggie Ryan, Cecilia Brown, Sherry Cox, Neil Houser, Lisa Monroe, Rhonda Goolsby, Cheryl Walker-Esbaugh, John Covaleskie, Stacy Reeder, Joyce Brandes, Michael Angelotti, Bill Frick, Kansas Conrady, Tim Laubach, Jiening Ruan, Charlene Dell, Ashley Johnson, 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. **Interning in Department of Defense Schools – follow up** – Terri DeBacker reminded members that a follow up e-mail was sent by Jennifer Robinson after the last meeting regarding facilities available to students interning in a DoDDs school. She reiterated from the e-mail that student interns would not have access to medical facilities, but would have access to BX and PX. With this e- information available, Terri asked members to decide if the College could be supportive of students wanting to intern in a DoDDs school. Members agreed to look at students wanting to intern overseas on a case by case basis, but not to promote as a study abroad opportunity.

2. **Newly admitted Students must sign legal forms as part of full admit process** – Terri DeBacker reminded members that sign the following three forms upon admission into the College.
   a) **Background Certification** – New document that replaced the old sex offender document.
   b) **Memorandum of Understanding**
   c) **Talent Release** – Enables to the College to use pictures of students for any publications.

Terri informed members in Fall 2013 all the forms will be available online using electronic signatures, but until that time she stressed that faculty need to be diligent in having the paper forms signed during the interview process. Forms should be sent back to Student Advising with the admission packet.

3. **OGET as a Requirement for Full Admission goes into effect Fall 2013, but “Strongly Encouraged” NOW** – Terri DeBacker reminded members last year EPD voted to start requiring the OGET for full admission into the College beginning Fall 2013. She informed members at the last OCTP meeting she was told they are introducing a rule change for the State of Oklahoma that will require the OGET for full admission. Terri noted the OCTP is just now announcing the rule change, but told members she did not know when the rule change will go into effect. She noted that even though she does not know when the new rule will go into effect the College will still follow last year’s vote to start the OGET admission requirement Fall 2013.

4. **Comparison Chart of TLE Models in Oklahoma** – Terri DeBacker provided members with a handout of a side by side comparison of the three modules of the TLE. She stressed it is extremely important the students in the College, especially those close to graduation and looking for jobs, know something about these modules because if they are teaching in Oklahoma schools they will be hit immediately with either the Marzano or Tulsa evaluation models. Terri told members it is important that our graduates are familiar with the process and what is going on with both models.

5. **OU EIT Policy** – Terri DeBacker apprised members the Oklahoma Electronic & Information Technology Accessibility Policy (EIT) is being enforced by the University, which has to do with accessibility to all digital teaching materials for all learners. The policy requires that these materials be arranged and accessible for students with hearing, visual disabilities, and etc. Terri informed members she will e-mail an electronic copy of the policy out with the meeting minutes.

6. **Teaching 2030** – Terri DeBacker told members OCTP is excited about a book “Teaching 2030” and is will be offering a workshop on Wednesday, November 28, 2012. The workshop will be held at the Reed Center, 5800 Will Rogers, Midwest City and will be from 10:00 a.m. to 4:00 p.m. In the book, Barnett Berry and 12 accomplished teachers present a practical vision for innovative, research-based strategies to transform teaching and learning in America. Terri informed members there is no charge for the workshop, but the OCTP needs everyone attending to register. Those wanting to attend can register on the OCTP website at [www.octp.org](http://www.octp.org) or contact Terri and she will compile a list and inform OCTP.

7. **OACTE Fall 2012 Meeting** – Terri DeBacker announced the Fall 2012 OACTE meeting will be November 15-16, 2012 in Broken Arrow. She told members on the 15th they will be holding sessions on issues of interest to Colleges of Education. The 16th they will hold all the SPA meetings.

8. **Support of the AACTE “Educate the Educators” Initiative** – Terri DeBacker reminded it was decided as a group at the September meeting to support the AACTE “Educate the Educators” initiative, which is to try to build into our program awareness and sensitivity about military families. (NOTE: A handout of the obligation requirements was supposed to be provided at the meeting, but was not provided. The handout will be attached in the e-mail with the minutes.)
1. **Results of FE, Intern, and Beginning Year Teacher Evaluations** – Terri DeBacker shared with members preparing the results from the field experience, intern and beginning year teacher evaluations and will report on the information at the November meeting.

2. **Co-teaching Model for Student Teaching** – Kansas Conrady reported to members on information from an OCTP meeting that she and Terri DeBacker attended regarding co-teaching. The OCTP brought in a couple of researchers that got a Teacher Quality Enhancement Grant, in which they developed and tested a model of co-teaching for student teaching. Members were provided with a handout outlining steps in the process as well as examples and strategies. Terri DeBacker instructed members, as listening to Kansas’ report, to consider using the model as either individual program areas or as a group. Kansas told members the reason the model was brought about was because they noticed student teaching practices have not significantly changed since the 1920’s. She explained prior to the model they were having difficulty finding placements for students because principals and teachers did not want to turn over their classrooms to novices. The model defines co-teaching as two teachers working together with groups of students and sharing the planning, organization, delivery and discussion of instruction and physical space. The student teacher is seen as a teacher, not as a student and they work together collaboratively, plan together, design together and reflect together versus just turning their classrooms over and watching. Emphasis is on sharing the classroom with the student teacher and teacher always both thinking and teaching. The cooperating teacher and student teacher are both trained on the strategies so that they have the same language and ideas. Some of the positives out of the program are:
   - Student teachers were able to receive higher quality placements;
   - Increase in academic achievement in the classroom due to having two teachers working together;
   - Enhanced their partnerships with local school districts;
   - Provided a more in-depth knowledge of the curriculum teacher decision making and reflection between the cooperating teacher and the student teacher;
   - A lot of the area schools were then requesting only student teachers that had the co-teaching experience;
   - When the student teachers had graduated and moved into the schools they were ready to work collaboratively within the schools.

Terri DeBacker added to the discussion that from the student teachers point of view it gave them higher quality engagement in the opportunity because of the all the co-planning and the co-presenting and it involved them in the classroom 100% from the very beginning. From the cooperating teacher’s point of view, it is a benefit during high stakes testing periods because they understand that they have two teachers for the whole year and it translates into higher achievement. Terri said she would e-mail with the minutes an article that came from the grant, which reviews four years data of student achievement data. The link to the co-teaching website is www.stcloudstate.edu/soe/coteaching. Terri shared that OCTP is very excited about this and have invited back the two women to conduct train the trainer sessions in the spring. She told members she has a book and video received at the OCTP presentation that will be available in her office for anyone interested to look at either. Terri said she would make her best effort to try post the video. She also asked members to share the co-teaching model with their program areas and report feedback at the next meeting. *(Terri is not able to post the video due to copyright issues.)*

3. **Request to Substitute EDEC3413 for EIPT3473** – Lisa Monroe reported to members at the September meeting she addressed the committee about substituting their child development class EDEC 3413 for EIPT 3473 as a step to move Early Childhood to a 4-year program. She provided members with a handout of the crosswalk of the two courses to show the compatibility between them. Neil Houser made a motion to accept the substitution of EIPT 3473 to EDEC 3413 for the Norman Early Childhood program. The motion was seconded by Jienn Ruan. Members approved the motion unanimously.

4. **Connecting Across Cultures 2.0 at OCU, Feb 8, 2013** – Terri DeBacker reported Oklahoma City University will be hosting their 2nd Annual “Connecting Across Cultures” one day workshop on February 8th. She told members the College has been invited to nominate 5 top teacher candidates in their junior and senior year and one alternate to attend workshop. The delegate’s names must be submitted to them by January 25th. Terri asked members their ideas on a fair way to nominate candidates to attend the workshop. Terri DeBacker will e-mail the opportunity to students to get an idea of their interest. Students interested will be instructed to e-mail Terri DeBacker. If more than six students show interest and essay will be required with John Covaleskie and Sherry Cox reading to determine the 6 candidates.

5. **Policy Proposal: Early Enrollment to accommodate Study Abroad** – Sherry Cox reminded members of conversations at the last meeting of the College trying to get more students interested in a study abroad experience. She noted that Summer 2013 Terri DeBacker and Barbara Greene will be teaching EIPT 3473 and EIPT 3483 in Amiens, France. Sherry told members the College is collectively trying to get a lot of students to take the opportunity to experience the summer study abroad experience. Although, this could be a potential problem for students going through full admission in late spring or early August. Members were provided with a handout of the proposed “Early Enrollment Policy” for students to requesting to study abroad prior to full admission. According to the policy students must meet the following criteria:
   - **Students must have a declared major in Education.**
   - **Students must have a 3.0 or higher Combined Retention Grade Point Average.**
   - **Students must have a 2.75 or higher OU Retention Grade Point Average.**
   - **Students must have completed, or be concurrently enrolled in, the 24 hours of specified courses required for full admission to the College of Education. For summer study abroad experiences, students may meet the concurrent enrollment requirement by taking a class in any of the available summer blocks, even those subsequent to the study abroad course.**

**Note.** Approval for early enrollment in education courses is considered on an individual basis and may depend on the courses being offered abroad. Students who are accepted for early enrollment for study abroad must still complete the full admission process, including the admission interview, before they will be allowed to enroll in additional Education courses.
Students will be required to read and sign the policy agreement. She explained to members the reasoning behind the early enrollment policy is because students hoping to study abroad may hold off on taking targeted courses in order to study abroad and because of the professional sequence would keep them from completing their program in a timely manner. Michael Angelotti made a motion to accept the Early Enrollment Policy For Study Abroad. John Covaleskie seconded the motion and members voting unanimously in favor of the policy.

6. **Measuring dispositions** - Joyce Brandes shared with members while working on a disposition assessment process for the College she learned NCATE requires us to assess our candidates’ professional dispositions, as well as their levels of knowledge and skills in order to determine if they are prepared to help all students learn. She provided members with a handout, which was described as a springboard that describes the proposed assessment process, to share with their program areas to have something to work with. She expressed hope that information would be helpful since at this time there is no assessment instrument at this time. Terri DeBacker input that her concern about dispositions is last minute anxiety provoking situations where we have a student that slipped through the cracks and everyone who knows the student does not feel they should be in a classroom, but because they have received good grades we have no basis for not recommending them. Lisa Monroe shared she felt as we begin to develop the student to become teachers that we help them understand teaching involves a lot more than what is measured in written paper.

  a. **Feedback from certification areas** - Neil Houser shared feedback from the Social Studies certification committee. He began by saying he felt dispositions were important. A question asked during discussions with the committee was “What disposition issues or concerns is the program seeing?” He told members also agreed with Lisa Monroe in that students should be made aware early in the program that measuring their dispositions is a part of the program. He shared the committee felt that the instrument right now could potentially unnecessarily be very labor intensive. He expressed there was some concern amongst the committee that although dispositions are important the program is already addressing dispositions early on and throughout the program. He shared he agreed with one of his colleagues that it makes sense to present it to everyone and monitor it, but then instead of having an instrument for everyone have it available to whoever as needed. Neil shared he would be in favor of addressing dispositions, but addressing program to program based on needs. Joyce Brandes expressed her feeling of the importance of documenting disposition problem issues in a central depository and not only for problems, but also for students that have great dispositions and excel. Libby Ethridge shared OU/Tulsa’s Early Childhood program has adopted a rubric to score students on their disposition. She explained the only time they would fill one out is if there is a concern or at mid-term when faculty meet with all students and one is filled out for all students. Michael Angelotti told members of English education committee agreed with points brought forth by Neil Houser. Stacy Reeder expressed confusion because each program area addresses dispositions in their SPAs where most programs passed, then why does NCATE feels the College is not addressing dispositions just because it is not kept some sort of central way. Terri DeBacker acknowledged she made an assumption since she could not document anything uniform for NCATE that the College did not have anything uniform. Due to time constraints, Terri told members we will regroup to discuss what is being done and get a paper trail for students with disposition problems. Certification areas were instructed to e-mail Lisa Monroe what they are currently doing concerning dispositions.

- **Urban Teacher Prep Academy** - Due to time constraints, Terri quickly asked members to share interest from program areas in participating in the UTPA. Most program areas were supportive of joining UCO in the program. John Covaleskie shared that he has 3 students that have interest in the program. Terri advised members to have students contact her for interest in applying to the Academy. Concerns from faculty were about how much involvement would be required of them to join in with UCO. Terri explained if we join the program we will have to collaborate with UCO faculty, to facilitate the face to face monthly meetings and associated on-line discussions. This means faculty may be asked to facilitate a meeting on the topic in which they are an expert with the academy students (OU and UCO), then follow up with an online discussion for the following month.

**Reports**

1. **Student Advising** - Sherry Cox asked members to send international students back to her office if they are requesting to get enrolled in one of their classes. She also reported that full admission is currently in full swing.

2. **Certification/residency/field experiences** – Jamie Aldridge informed members there has been confusion on the date of the Fall 2012 Internship Closure meeting. The actual date for the Closure Meeting is Monday, December 10 at the Sam Noble Museum. Registration will begin at 12:30 p.m.

3. **OECT/OCTP/OSRHE** – No report.

Meeting adjourned at 10:35 a.m.