EPD Council Summary  
Wednesday, August 28, 2013  
8:30 a.m.  
ECH 223

Present: Cecelia Brown, Sherry Cox, Neil Houser, Lisa Monroe, Cheryl Walker-Esbaugh, Joyce Brandes, Aiyana Henry, Sally Beach, Jiening Ruan, Stacy Reeder, John Covalskie, Michael Haslip, Kendra Williams-Diehm, Mona Ryan, Libby Ethridge, Mike Angelotti, William Frick, Tim Laubach, Ji Hong, Charlene Dell, Terri DeBacker and Jamie Aldridge.

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

Information Items:

1. Terri DeBacker reported there was an incident that happened to one of our international students that entered into the internship, but was forced to return to her home country because of misinterpretation of words in communicating with International Student Services (ISS). The ISS interpreted internship, tutoring and working with students as services rendering payment, which is illegal for international students to be paid. Terri asked members if they have any type of field experience associated with their classes, and they have an international student enrolled in the class to contact the ISS right away for special paperwork. She explained that failure to complete this paperwork prior to entering the field experience could be a violation of Federal standards for student visa holders.

2. Sherry Cox provided member with a handout of admission into the College’s Teacher Preparation programs to include a background check. She explained that those affected by the new requirements will be undergraduate students going through full admission into the teacher preparation program August 2013 or later as well as graduate students adding Teaching Certification to their degree. All students on the Norman Campus will complete the electronic application process which includes electronically signing the University Talent Release form, Memorandum of Understanding form, and the Certification of Eligibility for University Sponsored K-12 Programs form (Sex Offender Felony Statement). Students on the Tulsa Campus will sign the following paper form versions prior to attending courses: the University Talent Release form, Memorandum of Understanding form, and the Certification of Eligibility for University Sponsored K-12 Programs form (Sex Offender Felony Statement). Sherry informed member at point of full admission, students will fill out The University of Oklahoma Background Check Authorization JRCOE Version. The form for the Norman campus and Tulsa campus will be filled out in their respective Undergraduate Advising Office. The cost of Teacher Preparation Program Admission background checks for all students (JRCoE, Music Education and CAS TE PLUS) will be paid by JRCoE for the fall 2013 semester. Students applying for full admission after August 2013 will pay a $25 for the background check. Sherry told member in the background check, we are looking for the flags that are considered by the State of Oklahoma as restrictions for Teacher Certification or for employment on school premises. More specifically, Oklahoma law provides:

- **No person shall receive a certificate for instructional, supervisory or administrative position in an accredited school of this state who has been convicted of a felony, any crime involving moral turpitude or a felony violation of the narcotic laws of the United States or the State of Oklahoma, provided the conviction was entered within the preceding ten-year period. 70 O.S. § 3-104.1.**

- **It is unlawful for any person registered pursuant to the Oklahoma Sex Offenders Registration Act or the Mary Rippy Violent Crime Offenders Registration Act to work with or provide services to children or to work on school premises. 57 O.S. § 589.**

Sherry continued that if student’s record is clear, Adam Telfer will send an email to her indicating the record is clear. A copy of the email will be scanned into the student’s file. Tammy will update the data base to show that we have a background check on file. The student is now eligible for enrollment in courses with field experiences. Jamie will refer to the data base list before assigning student field placements. Sherry went on to say if the student’s record is not clear, Adam will send an email to both Teresa DeBacker and herself. The email will contain a description of the record. Teresa DeBacker, upon consultation with the Office of Legal Counsel, will determine if the record would deny the student admission into the program. Students will receive notification of the denial via email (memo draft in progress). Students deemed not admissible will have the chance to appeal the decision with a letter of explanation. If an appeal is made, a three person committee consisting of Dean(s) and Teacher Prep Faculty would vote on the appeal for admission into the Teacher Preparation Program. After the meeting Sherry Cox provided the following information concerning background checks from OU Legal:

- **In speaking with OU Legal on our ability to provide a copy of the signed Certificate of Eligibility (sex offender forms) to public schools. According to OU Legal we would need to get permission from the student to release the signed form. We could do this by an email (from their OU email account) agreeing to allow sharing. If we receive a lot of these requests this semester/year, OU Legal can add a statement at the bottom of the existing form indicating they are giving us permission to release a copy of the signed document to a school where they are completing a field experience/observation, practicum or internship.**

3. Ted Gillespie, who monitors the OK State Legislature for OACTE, provided a summary of 2013 legislation effecting teacher preparation programs last June. FYI – his report is attached with these Minutes.
Business Items:

1. **Data from 2012-2013 (3483 field experience, internship, beginning year teachers and their administrators)** – Terri DeBacker provided members with a handout of the overall 2012-13 TE-Plus Assessments. She briefly walked members through the data captured on the handout, which included:
   - Ratings from EIPT3483 field experience cooperating teachers;
   - Ratings from internship supervisors;
   - Intern self-reported confidence;
   - Intern ratings of:
     - professional sequence courses
     - counseling from advisor
     - assistance from office of field experiences;
   - Were these themes (classroom management, multiculturalism/diversity, parent/community involvement, research/scholarship) streamed throughout your program?
   - Program completers/beginning year teachers’ evaluation of TE-PLUS program
   - Administrators’ ratings of program completers/beginning year teachers.

Terri told members the assessments received were very positive. She will be e-mailing program areas, professional sequence instructor, advising and field experience office their individual assessments unless there were fewer than 6 students in a program for anonymity reasons.

2. **Task forces for 2013-2014**: Terri DeBacker reminded members last spring goals were set as well as suggestions from outside the council. She put a list together from goals and suggestions together for this academic year. She asked members for volunteers to serve on the task forces below:
   - **reviewing, strengthening, and promoting ELL preparation in College** – Purpose is to look at what the College is doing in regards to ELL, are we consistently doing it well and if not where do we need to improve. Additionally, Terri would like the task force to look at advantages to having the preparation a little more visible, such as offering undergraduate minor or graduate certificate. Volunteers were Terri DeBacker, Sherry Cox & Kendra Williams-Diehm
   - **reviewing TE-PLUS evaluation forms and procedures** – Purpose is make sure the programs areas are getting the information they want and need to build their programs. Volunteers were Lisa Monroe & Terri DeBacker
   - **gearing up for TLE** – Purpose to look at adequate preparation for both teacher and principal candidates to deal with teacher leader assessments. No volunteers.
   - **“paid internships”: include NPS AVID classes in TE-PLUS program in some formal way?** – Terri DeBacker stressed this is not an actual paid internship because that is illegal. She explained that Norman Public Schools started a program called AVID classes, which is a strenuous group of AP type classes. In order to have a broader range of successful students they are trying to hire a tutor corps to support kids in those classes. Purpose is to investigate the possibilities for JRCOE students in the official four field experiences or some of the students in more free range field experience to fulfill their class needs tutoring NPS students while earning a little money. Volunteers were Michael Angelotti & Stacy Reeder.
   - **iPads and intern: Looking for apps for intern observation, to promote reflection, etc.** – Purpose to look at Norman undergraduate faculty particularly interested in using the iPad in the intern setting. Volunteers were Tim Laubach, Stacy Reeder & Sally Beach
   - **Quality issues around intern mentor teachers** – Purpose to look at credibility and preparation of mentor teachers and how interns are assigned to them. Volunteers were Aiyana Henry, Sally Beach, Michael Angelotti and Lisa Monroe.

3. **Process for ILAC faculty to report time in public schools per state requirement** – Terri DeBacker reminded members that the State requires the Colleges teacher preparation program areas (ILAC & Special Education) to document the number of hours their faculty members spend in the public schools. She also added the State also wants to know what faculty are actually doing while in the public schools (supervising, research, etc.). Terri told members a regular process of submitting the information will be implemented to be turned in with the annual reports. She went on to say she wants to make the process easy. She questioned members if a Qualtrics form would be an easy solution to reporting estimated number of hours visiting the schools and reasons for the visit. Faculty liked the idea of the Qualtrics form. Kendra Williams-Diehm raised the question if the report just included visits to public schools or if visits to private schools should be included in the report. Terri was unsure of the question and told members she would check on the verbiage from the State Department. Mona Ryan questioned whether Speech Pathology would be included in the reporting as well noting that they do not always work with a full class of students, but could on occasion. Terri also agreed to check on reporting for the Speech Pathology involvement. **Follow-up language from OCTP:** “All full-time teacher education faculty members directly involved in the teacher education process, including all administrators of teacher education programs, are required to serve in a state accredited public school for at least ten (10) clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields.” This appears to (a) preclude private schools and (b) not apply to speech pathologists.

4. **Bring documents and processes in line with revised InTASC standards** - Terri DeBacker reported one of the things the College will be watching closely are the experiences our students have in their program will prepare them to pass new exams since the State has adopted the revised InTasc model for teacher standards. The implementation for the InTASC is as follows:
   - Oklahoma State Board of Education requests emergency rules to reflect the revised standards, spring 2013
   - OPTE Framework Review Conference, fall 2013
   - OPTE Item Review Conference, January/February 2014
   - Oklahoma State Department of Education requests permanent rules to reflect the revised standards, spring 2014
   - Field Testing of items for the redeveloped OPTEs, spring 2014 - fall 2014
   - First administration of redeveloped OPTEs, January 2015
5. **Model packet for intern supervision (Lisa Monroe)** – Lisa Monroe told members she has been reading a lot of literature on understanding and knowing your supervisors and mentor teachers. In order to better know the Early Childhood mentor teachers she emailed each teacher a Qualtrics survey asking:

   a) Certification area  
   b) Undergraduate Degree  
   c) If they have a Graduate Degree  
   d) National Board Certification  
   e) If they did a student internship in their preparation.  
   f) If they are alternatively certified

Lisa reported she also put together a folder for each mentor teacher, in which she included an introductory letter, a summary of the internship handbook that touches on the roles of the mentor teacher, supervisor and intern, as well as contact information for herself and the student’s supervisor. Lisa told members while she was working with her interns they talked about different experiences they had with their supervisors with some being more positive than others so she got with her supervisors and created triplicate observation template. The template will provide a common vocabulary for talking about internship experience. Lisa also asked the mentor teachers to fill out the form twice during the semester just to get a different perspective on the student’s progress. The final two forms Lisa shared were for intern supervisors. The first form was similar to the survey given to the mentor teachers and the final form was for supervisors to record how much time they were spending supervising and recording discussion and feedback on their visit. Lisa offered to share any of the forms members would like to use and tweak to use for their program areas.

6. **MET tagging project** – Terri DeBacker reminded members of an invitation to be a partner school in the Measures of Effective Teaching (MET) tagging project. The tagging project, managed by Westat, consists of individual faculty have their class view and tag clips of teaching, which would presumably be integrated into their classes and also benefit the development of a large library teaching clips in urban classrooms. Terri reported to members that Westat wants to take the library and get it all tagged so it ends up being a large searchable repository of teaching examples with the clips will be tagged as whole group, small groups, teacher directed or student directed, etc. The content of the lessons are either Math or English. Grades being tagged are 4th grade through 9th grade. Terri shared that MET will get free taggers out of the project because you would have your students tag the video clips as part of your class. Then participating Colleges would have free access to all of those videos to use in their class for a year and after the first year would be offered a lower subscription rate for use to the library. Students will have to participate in an hour long training module where they will be taught about tagging and how to tag. Students will have the experience of closely watching examples of actual teaching at their choice of either the lower or higher grades. Terri told members because of the interest last spring, so over the summer she got the MoU in place for the institution. Anyone interested in participating should let Terri know. Terri did inform members after free access to the library the first year she could not guarantee the College would subscribe to the library, but asked Tim Laubach to share a resource he uses in his classes as a shared experience for observation. The website Tim shared with member is called [https://www.teachingchannel.org](https://www.teachingchannel.org) and is a searchable database of teacher submitted videos of real practice. He explained videos can be sorted by your own specifications such as discipline or grade level. The website then provides you a list of categories you can further search such as common core, parent teacher, or classroom management. He went on to say they have free registration where you can submit your preferences and they will e-mail you weekly with updates. Another website resource members shared was [www.teachertube.com](http://www.teachertube.com).

7. **Study Abroad: Brink’s ideas about study abroad and on-line professional education courses** - Tabled
8. **How can we use more of our own recent grads for field experience and internship cooperating teachers?** - Tabled
9. **KIPP in OKC would like to host OU interns** - Tabled
10. **Erin’s Law** - Tabled

Reports:

1. **Student Advising** – Sherry Cox reported admission numbers are down across all program areas right now, but she will let everyone know if those numbers increase for October full admission or in the spring.
2. **Certification/field experiences** – Jamie Aldridge reported she is working on getting students enrolled in the EIPT3483 field experience placed and will begin soon on the Title II report.
3. **OECTE/OCTP/OSRHE** – Terri DeBacker reported she will be sending Ted Gillespie’s legislative summary.

**Other Business:**

Tim Laubach had a question about an e-mail he received on August 26th from the Oklahoma State Department of Education, which he thought at first was advertising of something upcoming. It was titled “Oklahoma Education Work for a Shortage Taskforce” and it was a meeting set for 4:30 p.m. on the same day of the e-mail. He read the e-mail and it stated that higher education was involved. He question was whether JRCOE was represented at the meeting. Terri DeBacker shared that she did not know about the meeting ahead of time, but that Gregg Garn may have been present, but was not for sure.

Michael Angelotti made a motion to adjourn the meeting. The motion was seconded by Sally Beach.

Meeting adjourned at 9:50 a.m.