EPD Council Summary
November 20, 2013
8:30am – 10:00am
ECH Room 250

Present: Charlene Dell, Kyungwon Koh, Maggie Ryan, Cecelia Brown, Ed Marek, Stacy Reeder, Jim Gardner, Jiening Ruan, Sally Beach, John Covaleskie, Joyce Brandes, Cheryl Walker-Esbaugh, Ruth Ann Carr, Tim Laubach, William Frick, Ji Hong, Aiyana Henry, Terri DeBacker and Jamie Aldridge.

Approval of the Minutes: Minutes are distributed electronically.

Information Items:
1. Sooner Saturday Meet and Greet – faculty needed. Nov 23, 8:30-10:30 am in Memorial Union (Crossroads area) – Terri DeBacker told members Sooner Saturday, which is a recruiting event that is being expanded to a central event prior to students going out to visit the individual colleges is being held this Saturday. Faculty are being asked to come to a meet and greet in Memorial Union between 8:30 a.m. to 10:30 a.m. in the Crossroads area of the Union.
2. OCTP has purchased 25 individual accounts on PD360 for OU faculty. Training will be held in January – Terri DeBacker told members the OCTP has purchased 25 individual accounts on PD360 for OU faculty that will become live in January. She told members if the 25 accounts were not enough it will need to be determined how the accounts can be shared and what faculty will be interested. Terri asked members to e-mail her the names of people in their units that want access by finals week.
3. OCTP will require 60 hours of observation/field experience prior to internship beginning Sept 2015 – Terri DeBacker told members that OCTP will require our students to complete a minimum of 60 hours of observation/field experience prior to internship beginning Sept 2015. Discussion among members was that our students are already complete well over the minimum and this will not be an issue.
4. OCTP has proposed a rule change that will require specific evidence of progress in addressing AFIs in State report, in EACH annual report – Terri DeBacker informed members the difference in the rule change is that previously programs could merely report that they were working on the AFIs, but the new rule will require Colleges to give specific evidence.
5. Teacher Certification Program Conduct Policy – Terri DeBacker reported there have been a couple of conduct issues where students have been put on behavioral contracts for conduct or disposition concerns with a period of reform and given sanctions indicating dismissal from the program. It has come to the attention of OU Legal that the College does not have a written policy on our website that students might be dismissed. Terri told members a policy has been drafted and is in the hands of Greg Heiser. Terri informed members once the policy has been approved by OU Legal it will be posted on the College website.

Business Items:
1. Vote on acceptance of five new science ed programs – Tim Laubach provided handouts of proposed changes to the Science program that lead to specific certification for Biology, Physics, Physical Science, Earth Science and Chemistry. Tim explained that on the left column of the handouts represents the current degree programs and the column on the right of each handout represents the proposed certificate program. Proposed changes were highlighted. He shared the only differences in the general education courses are specific math sequence for each tract, more targeted humanities courses and an environmental conservation course that is felt to be necessary regardless of content area. A new capstone course is being provided with a co-requisite course with student teaching. The current graduate certification component (EDSC 5514) will be moved to the professional education courses and coupled with student teaching and will have more meaningful experiences because will be conducting research during their student teaching and developing curriculum based on their research. John Covaleskie made a motion to accept the proposed changes to the science education program with a second from Sally Beach. Members voted unanimously in favor.
2. Vote on new delegate to EPD Executive Committee – Terri DeBacker announced Aiyana Henry was nominated to replace Tim Laubach’s 3-year term on the EPD Executive Committee. John Covaleskie made a motion to accept the proposed changes to the science education program with a second from Sally Beach. Members voted unanimously in favor.
3. Conversation with Kerri White, Assistant State Superintendent, Office of Educational Support, OK State Dept of Education – Kerri White, Assistant State Superintendent, was in attendance to visit with faculty. She told members she has been visiting Oklahoma colleges with teacher preparation program to see how the State Department of Education can support them. Three questions Kerri asked members to share with her were:
   a) What are you doing really well that you are proud of?
   b) What are you doing that you would like to improve or what changes are you currently making?
   c) What can the State Department of Education do to help you?

Cecelia Brown expressed that Library and Informational Studies program is very proud of their graduates. Their graduates had been hired all over the State of Oklahoma and surrounding states. She told Kerri they are currently working to align their program with the State test and would like to have some help from the State department on how to do that. Other areas where Cecelia would like to have assistance from the State department would be with what to do with portfolios, recognition in the schools that librarians are part of the teaching process and being an integral to the pedagogy whether it is in science,
math or literacy. She also requested to names of their direct contacts at the State department. Sally Beach shared that one thing the College does well is to provide a great numbers hours in field experiences. Using the Elementary program as an example, she shared that before a students’ senior year they complete approximately 90 hours in their professional sequence classes and specialized education classes. In their senior year they do their pre-intership practicum where students spend two full days a week for the full semester in the same classroom. By the time they start their internship, students have a full understanding of the classroom, children, the teaching profession. Comments received from cooperating teachers tell faculty that our students are well prepared by the time they get to their internship.

Terri DeBacker interjected and asked faculty members share their thoughts on comments made recently by Superintendent Janet Barresi specifically regarding the way the OU teaches literacy and math. Sally Beach, along with Jiening Ruan shared on behalf of the literacy program in their classes the most up-to-date research based strategies for teaching reading across the board in not only the 5 essential elements of reading, but also in the important aspects of writing, student engagement, motivation and how to support children learning in a literate environment. Sally reported the program is proud of the fact that on the state mandated reading test of the 5 essential elements they have a 98% pass rate on a students’ first attempt of taking the exam, which includes the teaching of phonics. Sally stressed students told they need to know how to decode and students learn that by teaching phonics in variety of ways. She shared that research shows reading is more accurately learned when it is taught in different ways, but also in terms of understanding how to look at text, how to analyze text, how understand and interpret text, how to be critical and creative thinkers around multiple types of text, which include digital texts. Jiening Ruan interjected the Sooner Reads tutoring program started this year where the first year professional study students go into the Norman schools and tutor students. The feedback from principals and literacy interventionist has been very positive. Sally Beach reported the students are not taught a reading program because they go all over Oklahoma and the surrounding states. They want their students to be teachers who know how to find out what students know and what they need to know and then be professional decision makers in terms of choosing appropriate teaching strategies, methods, materials that will address the needs of the children whether they are ahead of others in the class or behind and struggling. Stacy Reeder began by touching on the need for help at the secondary math level as far funding and recruiting not only at OU, but across the state and in also in areas of science, foreign languages and special education. She then shared that in the elementary math program there are two courses in the program in which one course focuses on grades PK through 3rd and the other focuses on math grades 4th through 8th in addition to the 4x12. Stacy explained in the courses they look deep into the NCTM mathematical strands, which are pretty much the same as the Common Core strands, and look specifically at each grade level and how to develop number sense. It is definitely a problem solving approach and process approach across the two classes and really making sense of what it means to know and construct ten that can lead to facts proficiency. Students are talked to about a facts based approach only leads to some short term results, but they know there is tremendous data and research to show over decades those are just short term results. The focus is how to get to proficiency and efficiency in mathematics, which is what really matters. Stacy shared that the program does have a strand of integration that supports literacy by pulling in a lot of children’s literature to engage children in mathematics. Kerri White asked Stacy “If you could identify one thing that you think that really helps with math phobia of your candidates what would be the best thing that you have done for them?” Stacy told her the students have really responded well with to the integration of children’s literature. It seems to be a place where they can step into comfortably. She shared that for the last several years the program has people teaching with and for faculty that are really strong, experienced elementary mathematics teachers.

Terri DeBacker shared another thing the College is very proud of responding to needs in the State and being a good partner with OCTP and the OSDE. She noted most recently the College’s Special Education faculty heeding the call for a Boot Camp. Terri praised the great lengths the faculty went to in developing a really good boot camp. She asked Joyce Brandes and Jim Gardner to share development of the program. Joyce began by sharing that as one of the stewards in the State and as one leaders in the State for teacher preparation programs, faculty knew they needed to be active and supportive with an expectation that that would be reciprocated. She communicated that the faculty worked really hard and put together a great program and had a great response and then they began to experience inconsistencies in some of the information they were given, which made it difficult to continue to grow the program. Jim Gardner added that OU has a very vigorous Special Education program where students complete over 240 hours spent in observation and field experiences prior to doing their internship. Joyce Brandes added by the time one of the Special Education teacher candidate completes their internship they have more mentoring hours in a classroom that a first year teacher. Jim Gardner stated faculty really worked very strongly to try create a hybrid combination of an online boot camp to extend throughout the state. They partnered in the early task force development by sponsoring a meeting of all the Special Education programs at colleges of education in Oklahoma. Jim shared with Kerri that faculty worked really hard at being an active member of the task force and are feeling a little disengaged from the task force after investing a large amount of time in creating the boot camp. The faculty is still open to continue collaborating and would like to have a seat at the table of the ongoing boot camp issues in the State without any of the IHE input anymore. He communicated there is a SDE boot camp that is scheduled for spring in Norman, in which none of the OU Special Education faculty have been included in the preparation. Jim said in the early conversations with the task for faculty were led to believe that in geographic locations of IHE’s that they would be the prime delivery mechanisms for the boot camps. Faculty are not sure where to go from here and are feeling they are in direct competition with the SDE and would much rather be in a partnership. Terri DeBacker brought up another issue of confusion with the boot camp, stating many of the students doing the SDE boot camps think they are accruing credits that will transfer to OU, when in fact they do not accrue transferable credits when doing the SDE boot camp because the SDE is not a credit generating institution. Joyce Brandes shared she felt the greatest concern among everyone is about serving the students that are not being served in the schools. She shared quality teachers are needed to go into the classroom, but that you can only zip through so much information that a
person can know what to do. Joyce that faculty have always been aware of the shortage of special education teachers just as the SDE has been and where both entities seem to be aware of the goal to serve the students with special needs, but seem to be not working well collaboratively. She went on to say it is difficult to establish consistent communication and it seems finding out some of the things that are being done through an e-mail is not as collaborative as they were under the impression that it was going to be. For example, during most of the last year the teleconferences that were every week were great. Everyone could have a direct conversion with the SDE and other IHE’s. Now those teleconferences are not available or if they are they are a prescribed agenda or announcements.

Stacy Reeder wanted to share with Kerri that the Math Education faculty have spent a lot of time recruiting Elementary Math Specialists they want to continue to plug whatever can be done at the State level to support it. She really feels like the College has laid out a lot of support. They have been able to teach an entire a complete program with fewer students in the classroom that is normally allowed as well as the Dean’s Office finding support for those students. Stacy continued by saying the Elementary Math Specialist program is the first opportunity ever in the state for elementary teachers to further their content and pedagogy knowledge about teaching mathematics at the elementary teachers.

Jim Gardner said for Special Education they work very hard at trying to identify ways to provide additional education training and support for areas in the field of special education that would benefit from something smaller that an entire master’s degree, but robust enough so that a person exits with some strong knowledge and skills. He reported in the last year they have put together a certificate for transitional specialist that was led by Jim Martin at the Zarrow Center. He also reported the Zarrow Center has been awarded a leadership grant and they have been preparing ten a year funding the entire master’s degree support for transition specialists and out that came a certificate program. They also recently initiated, through collaboration with OUHSC, a certificate program to help certify Applied Behavioral Analyst, which is one of the central areas that specialists working with autism. He spoke of discussions with their College colleagues in administration of possibly working on a hybrid/combination of special education focus studies for administrators who want some specialized special education. Jim told Kerri the faculty is open to hearing for the SDE other areas where they would like to see specialized training.

Reports:
1. Student Advising – No report
2. Certification/field experiences – No report
3. OECTE/OCTP/OSRHE – No report

Other Business:

Meeting adjourned at 10:20 a.m.