1) Access a huge video library. The LiveText version our students purchase includes the Learn 360 Video Library, an interactive media-on-demand service featuring streaming video, audio and accompanying support materials correlated to state standards, provincial standards and 21st century learning initiatives. A search engine feature allows teachers to search over 8,900 digital video titles, and 27,000 video clips as well as a comprehensive set of speeches, images, songs, research articles and activities from top educational publishers such as A&E, History, Bio, Encyclopaedia Britannica, PBS, National Geographic & Sunburst Visual Media. Teachers can search by subject area, grade level, media format, and state standards.

Your students can embed these videos and activities in a LiveText document, and access anywhere anytime. To access Learn 360, log in to your LiveText account at livetext.com, click on “My Account” and then click on “Go” next to “Learn 360 Video Library.” If you are a faculty member or instructor without access to LiveText, please contact Jon Thomas.

2) Create templates to have students complete an assignment according to a specified design. For example, one program might want to have a common lesson plan template to have all their candidates use across courses. PASS skills can be automatically added using a checklist.

3) Create custom rubrics to collect assessment data that can be aggregated and disaggregated. One particularly helpful thing I have experienced is to be able to see student performance at the rubric item level with a hyperlink to student work in each rubric category at each assessed level by multiple assessors.

4) Make use of unlimited online storage. Tired of carrying a flash drive around? Just upload files to LiveText, and you’ll be able to access them anywhere you can get to the WWW.
WHO: PEU faculty members paired with OSU-prepared first-year teachers statewide and OSU-prepared first- and second-year teachers in Tulsa Public Schools.

WHAT: The TEN online community provides content presentations and activities in the domains of classroom management, instructional effectiveness, professional growth and continuous improvement, interpersonal skills, and leadership. Discussion forums and blogs will serve communication needs between new teachers and their assigned faculty member and among new teachers and their colleagues in the same content area/grade level. TEN also provides desktop cameras for new teachers to conference with OSU faculty using ONENET’s system and MOVI desktop client software. The new teacher and faculty member will select aspects of the Teacher Effectiveness Initiative Evaluation Form to guide classroom observations via videoconferencing.

WHEN: February – May TEN teams complete three observations and four meetings

HOW: New teachers will meet via videoconferencing with their OSU faculty support member to discuss the Teacher Effectiveness Initiative Evaluation form and particular areas they may be struggling with (identified by self, mentor, or principal). Content in the TEN Online Community will provide activities and information to assist the new teacher. The OSU faculty support member will observe the new teacher via videoconferencing to provide direction and support.

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Professional Education Unit

Staff Updates

Field Experience & Clinical Practice (Harley Justus)
Thank you faculty and staff for your assistance with the Spring 2011 placements. With your help, we successfully confirmed over two hundred placements for the semester.

Due to weather, placements for Fall 2011 are getting off to a slow start. The Intent to Student Teach meeting has been rescheduled for February 16, 2011, from 5:30-6:30pm in 010 Willard and February 17, 2011, from 5:00-6:00pm at OSU-Tulsa. Candidates will be notified about their placements prior to Summer Break. We will continue to notify students once placements are confirmed via email.

Admissions (Kathy Boyer)
The Annual PEDS Report has been completed. Admission Survey Report to the OSRHE has been completed and Title II report is accepted and nearing the finalization point. Fingerprinting has been completed for this semester and we printed approximately 220 students. This background check only clears the students for certification – not employment. The new law is requiring schools to have background checks on file for ALL employees. This is requiring our students to complete a second check, sometimes within just a few months of the previous one, for the purpose of substituting or accepting employment. See the process revision information below.

Since September 1, 2011, 149 candidates have been fully admitted to Professional Education. The Application for Admission to Professional Education is now on-line and fully integrated into our assessment database.

Certification (Nancy Recker)
Certification paperwork has been processed for 49 December 2010 graduates.

Portfolios (Jon Thomas)
Key deadline dates for portfolios:
Submission I Deadline Dates: February 17, Elementary and Secondary
Submission II Deadline Dates: April 15, Elementary
Submission III Deadline Dates: April 15 Secondary April 22 Elementary

Assessment (Brent Hill)
Maintaining program data is always important! Please keep Brent posted on your needs.

Process Revision:
OSHA training and background checks will be triggered in the following courses:
AGED 3101 (Agriculture)
CIED 3622 (Elementary)
CIED 3712 (Secondary)
HDFS 3201 (Early Childhood)
HHF 3431 (Health & PE)
MUSI 1723 (Music)
CPSY 5683 (Educational Psychology)
Candidates will not need to redo for four years.
The Partnership for the Assessment of Readiness for College and Careers (PARCC) is a group of 25 states (including Oklahoma) committed to building a next-generation assessment system for grades three through high school based upon the Common Core State Standards (CCSS). This assessment system will culminate in assessments that indicate whether students are prepared for entry-level, credit-bearing college courses. Faculty from mathematics, English, composition and other relevant disciplines will join their K-12 colleagues to design and develop PARCC’s high school assessments. They will review the CCSS to determine what it means to be ready for entry-level courses in their institutions; help develop and review assessment items that measure those standards; participate in scoring pilot items and field tests, developing scoring rubrics and choosing anchor papers; and participate in a robust, research-based process to set the college-ready achievement levels. The new assessments will be ready for field-testing in 2012-2013 and for full statewide administration by the 2014-2015 school year. See http://corestandards.org for more information.

The Oklahoma Legislature is focusing on education. Keep an eye on these bills:

HB1268 (Coody, R-Lawton) requires students entering the ninth grade in the 2011-12 academic year to complete four units of math prior to graduation instead of three.

HB1269 (Coody, R-Lawton) requires all public school reading teachers (K-3) to incorporate into instruction the five elements of reading instruction (phonemic awareness, phonics, reading fluency, vocabulary and comprehension).

HB1274 (Virgin, D-Norman) allows any special education teacher who has been certified through an accredited teacher preparation program to test into early childhood or elementary education.

HB1582 (Martin, R-Norman) reverses legislation passed last year to create the add-on certifications for elementary, early childhood, and special education.

HB1854 (Shumate, D-Tulsa) OSRHE adopt a policy for teacher ed programs to require equal access for statewide professional educators’ associations to enrolled students.

HB1919 (Coody, R-Lawton) and HB2165 (Hickman, R-Dacoma) extends the days/hours of classroom instruction in public schools.

HB2005 (Pittman, D-OKC) requires teacher preparation institutions to teach and assess understanding of the state’s vision laws.

SB0001 (Ford, R-Bartlesville) removes pre-termination hearings for career teachers.

SB0109 (Stanislawski, R-Tulsa) creates a nine-member P-20 Council Task Force

SB0599 (Paddack, D-Ada) requires the State Board of Ed to establish and administer the school administrator professional development pilot program.

SB0718 (Bingman, R-Sapulpa) control of the State Dept of Education is to be vested in the state superintendent rather than in the State Board of Education

Who “rules our schools?” Check out the article Got Dough? How Billionaires Run our Schools at http://www.dissentmagazine.org/article/?article=3781

The book Teaching 2030: What We Must Do for Our Students and Our Public Schools . . . Now and In the Future was recently released. Here is a link to a visual introduction to the book: http://www.youtube.com/watch?v=vk-auiXHymQ. You may also be interested in their website http://teaching2030.org.
Dr. Robert Davis, Interim College of Education Dean and Director of Professional Education

Dr. C. Robert Davis began serving as interim dean of the Oklahoma State University College of Education in January 2011. Davis has been the College of Education’s Associate Dean for Undergraduate Studies and Assessment. A member of the OSU faculty since 1978, he holds three degrees, including a Ph.D., in special education. Davis has served the College of Education in other administrative capacities, including as academic area program coordinator and coordinating the college’s activities in the University Center at Tulsa (now OSU-Tulsa) as director of external teaching centers. He has also consulted for the OSU Athletics Department. He was the recipient of the Teacher of the Year Award from the College of Education in 1982, was named the Outstanding Faculty Associate at OSU in 2000 and the OSU Faculty Associate of the Year in 2002, and in 2005 was named the recipient of the Golden Torch Faculty Award from Mortar Board.

Dr. Julia Haley, Associate Professor of Music Education

Dr. Haley was recently inducted into the Oklahoma Music Educators Hall of Fame, an honor for experienced music educators who have distinguished themselves as teachers, officers in OMEA and/or MENC, researchers in music education and those members who have shown active political support of music education in the state and nation. Dr. Haley specializes in elementary music methods and has played many roles within the Professional Education Unit, serving as Program Coordinator, a member of the Field Experiences Committee, and a leader in the effort to design a common online assessment for field experiences across the unit. She has co-written a book with Betty Woodward titled Using Kodaly and Orff in the Church, and she writes children’s choir curricula for LifeWay Christian Resources. She holds a Bachelor’s of Music Education degree from Oklahoma Baptist University and a Master’s of Music Education degree and a doctorate with Kodaly emphasis from the University of Oklahoma.