

**INSTITUTIONAL REPORT:
CONTINUOUS IMPROVEMENT OPTION**

**Southwestern OK State University
Onsite Visit: March 10-12, 2013**

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INSTITUTIONAL REPORT: CONTINUOUS IMPROVEMENT OPTION

For Continuing Accreditation Visits in Fall 2012 and Beyond

Updated February 2011

Guidelines for Institutional Report and Exhibits

The **Institutional Report (IR)** and **Exhibits** outlined below should be used for the professional education unit seeking **Continuing Accreditation** with an onsite visit scheduled for fall 2012 and beyond.

- The unit must address in its IR and Exhibits all programs in the institution for the initial and advanced preparation of teachers, and for preparation of other professionals to work in P-12 schools.
- The unit is required to demonstrate movement toward and performance at the target level for one or more standards. When addressing standard(s) on which the unit is moving toward or performing at the target level, please use “target” level rubrics under each standard as the guide for preparation of the IR and Exhibits.

1. Institutional Report

Units may submit their IRs in one of the following three formats:

- The online template in NCATE’s Accreditation Information Management System (AIMS) with prompts and maximum character limitations for each of the responses.
- As a Word document which is uploaded in AIMS upon completion. There are no maximum character limitations for each response; however, the IR should be no longer than 41 pages if the unit is moving toward the target level on only one standard.
- As a Word document that is written holistically by standard without prompts, which is uploaded in AIMS upon completion. The IR should be no longer than 41 pages if the unit is moving toward the target level on only one standard. If this option is selected, please contact NCATE staff before submitting your IR.

2. Exhibits

Exhibits supporting the IR should be provided with direct URL links to each of the exhibits under the last prompt of the standards sections OR made available through the unit’s electronic exhibit room. The complete list of exhibits is available on NCATE website. It is critical that the exhibits are made available at the time of IR submission and prior to the **offsite review** for use by the offsite Board of Examiners (BOE) team.

3. Data Expectations

NCATE expects institutions to regularly and systematically collect, compile, aggregate, summarize, analyze, and use data throughout the full (five to seven years) accreditation cycle between onsite visits. For the purposes of unit accreditation, a limited number of years of data are required. Data reported on assessments in the IR for unit accreditation should be for the most recent 12-month period. When the BOE team conducts the onsite visit, it should find evidence that the institution has three years of data for continuing accreditation and two years of data for first accreditation. Institutions that do not meet this minimum requirement will have an area for improvement (AFI) cited under Standard 2, indicating that the unit is not regularly and/or systematically collecting and summarizing assessment data.

For programs that were nationally reviewed through Specialized Professional Associations (SPAs) or through a state process that required the review of assessments and data, units are required to report only assessments and data on (1) professional dispositions and (2) proficiencies identified in the unit’s conceptual framework. No additional assessment data for these programs are required for Standard 1. Assessments and data collected after the submission of programs for national or state review must be available at the time of the onsite visit. When the state review process does not require reporting of assessments, scoring guides, and data on candidate outcomes, the unit is required to provide information listed in the first paragraph under Data Expectations.

4. Glossary

For clarification of terms, please refer to NCATE glossary available in the *Professional Standards for the Accreditation of Teacher Preparation Institutions* book and on NCATE website.

*** PLEASE DELETE THE ABOVE GUIDELINES PRIOR TO THE SUBMISSION OF YOUR IR AND EXHIBITS. PLEASE DO NOT DELETE THE COVER PAGE.***

INSTITUTIONAL REPORT: CONTINUOUS IMPROVEMENT OPTION

I. Overview and Conceptual Framework

- I.1 What are the institution's historical context and unique characteristics (e.g., HBCU or religious)? [one paragraph]
- I.2 What is the institution's mission? [one paragraph]
- I.3 What is the professional education unit at your institution, what is its relationship to other units at the institution that are involved in the preparation of professional educators, and what are the significant changes since the last NCATE review? [2-4 paragraphs]
- I.4 Summarize basic tenets of the conceptual framework, institutional standards and candidate proficiencies related to expected knowledge, skills, and professional dispositions as well as significant changes made to the conceptual framework since the last NCATE review? [2-4 paragraphs]

(I.1) Southwestern Oklahoma State University was founded in 1901 by the Oklahoma Territorial Legislature and the first classes met in 1903. The institution was originally established as Southwestern Normal School and underwent numerous name changes through the years. In 1974 the name was changed to Southwestern Oklahoma State University. Southwestern is authorized to grant twelve Associate and Applied degrees (through the Sayre campus), ten bachelor degrees, three master's degrees and the Doctor of Pharmacy. SWOSU is one of six state supported regional universities governed by the Regional University System of Oklahoma. In 1987, Sayre Junior College merged with Southwestern Oklahoma State University adding a two-year branch campus. Southwestern is one of ten public, regional universities in Oklahoma which offers programs in teacher education. Although the majority of SWOSU students come from western Oklahoma, students from a majority of Oklahoma counties, 36 states and 29 countries are represented. In 2004, the University underwent a re-organization of the Schools and Departments. The University structure was divided into the College of Arts and Sciences, which includes the secondary disciplines and the College of Professional and Graduate Studies, which includes the Department of Education.

(I.2) The mission of Southwestern Oklahoma State University is to provide educational opportunities in higher education that meet the needs of the state and region; contribute to the educational, economic, and cultural environment; and support scholarly activity. Major areas of study on the Weatherford campus, associate degree programs on the Sayre campus, the general education curriculum, and participation in student activities/organizations provide opportunities for students to obtain skills, knowledge, and cultural appreciation that lead to productive lives and effective citizenship.

(I.3) The Department of Education serves as the professional education unit at SWOSU. The unit works in collaboration with faculty from the College of Arts and Sciences to provide advisement and instructional programs for initial teacher preparation and advanced level programs. Arts and Sciences faculty primarily teach educational psychology, content courses and Methods and Materials courses for candidates in Mathematics Education, Natural Science Education, History Education, etc. Dept. of Education faculty teach courses which comprise the

professional education component of our degree programs. The College of Arts and Sciences faculty are also responsible for NCATE and state program review in their respective disciplines. There have been no significant changes since the last NCATE review.

(I.4) The mission of the Professional Education Unit is to prepare and sustain exemplary teachers, administrators and other school professionals with an emphasis on scholarship, diverse clinical experiences, and effective classroom techniques. Upon graduation from the initial or advanced programs, these professionals will possess the content/pedagogical expertise, disposition to improve educational practices, and the social/psychological preparation needed to function effectively in a global environment. To accomplish this mission, the Unit must provide the necessary background in professional education for the development of competencies which will contribute to successful teaching, administration, and supervision in the common schools. The Unit offers students appropriate experiences in teaching, human growth and development, educational psychology, content, methods and materials, directed observation and field practicum. Initial candidates are required to participate in public school observation throughout the program and ultimately thirteen weeks of student teaching in cooperating public schools. All candidates seeking advanced certification are required to have two years successful teaching experience and complete a practicum/internship in a school setting.

Experience Based Teacher Education (EBTE), the conceptual framework for the professional education unit, is a program of study that incorporates relevant components of traditional, competency based and performance based teacher education programs. The acronym also represents an emphasis on: Exemplary university classroom experiences, Best practice field experiences, Teacher education cohort experiences and Education related service learning experiences. Major provisions of the EBTE program are: 1) practitioner oriented learning activities; 2) continuously changing and diverse learning environments; 3) selection and sequence of activities that promote knowledge, understanding, and application, and 4) continuous performance evaluation of candidates and curriculum.

Imbedded into the curriculum are the competencies developed by the Oklahoma Commission for Teacher Preparation (OCTP) which serves as the state's independent standards board for teacher education. These competencies mirror the Interstate New Teachers Assessment and Support Consortium (INTASC) performance standards for what all beginning teachers should know and be able to do in order to practice responsibly, regardless of the subject matter or grade level. The OCTP and EBTE competencies for beginning teachers are:

1. Understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. Understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.
3. Understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.
4. Understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.

5. Uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self motivation and active engagement in learning, thus, providing opportunities for success.
6. Develops knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.
8. Understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.
9. Evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.
10. Fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.
11. Have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.
12. Understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.
13. Understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.
14. Understands, and is able to develop instructional strategies/plans based on the Oklahoma Core curriculum.
15. Understands the State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies.

Advanced candidates must also meet OCTP or the NCATE recognized Specialized Professional Organization (SPA) standards. The Conceptual Framework was reviewed during faculty meetings in 2012 with the consensus that its basic tenets were still valid. With the 2012 adoption of the new InTASC standards by the OCTP and Common Core Curriculum by the Oklahoma Department of Education, some revisions in the future will likely be needed.

I.5 Exhibits

I.5.a	Links to unit catalogs and other printed documents describing general education, specialty/content studies, and professional studies
I.5.b	Syllabi for professional education courses
I.5.c	Conceptual framework(s)
I.5.d	Findings of other national accreditation associations related to the preparation of education professionals (e.g., ASHA, NASM, APA, CACREP)
I.5.e	Updated institutional, program, and faculty information under institutional work space in AIMS

II. Unit Standards

- 1 ***Standard 1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.***
 - 1.1 What do candidate assessment data tell the unit about candidates' meeting professional, state, and institutional standards and their impact on P-12 student learning? For programs not nationally/state reviewed, summarize data from key assessments and discuss these results. [maximum of three pages]
 - 1.2 Please respond to 1.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which you are moving to the target level, respond to 1.2.b.
 - 1.2.a Standard on which the unit is moving to the target level [maximum of five pages]
 - Describe areas of the standard at which the unit is currently performing at the target level.
 - Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
 - Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in unit Standard 1.
 - 1.2.b Continuous Improvement [maximum of three pages]
 - Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
 - Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 1.

(1.1) The Oklahoma Department of Education and the Oklahoma Commission for Teacher Preparation require candidates at the initial level to pass three exams to receive teacher certification. They are referred to as the Certification Exams for Oklahoma Educators (CEOE). The three exams are: the Oklahoma General Education Test (OGET), the Oklahoma Subject Area Test (OSAT) and the Oklahoma Professional Teaching Exam (OPTE). All exams are criterion referenced and competency based. The purpose of the OGET is to identify candidates who have demonstrated the level of general education, knowledge and skills required for entry level educators in Oklahoma. All initial candidates must pass the OGET before they are admitted to Teacher Education. Consequently, the pass rate for program completers is 100%.

The OSAT is designed to assess subject matter knowledge and skill in a specific content area. The aggregate pass rate for all SWOSU candidates taking the OGET during 2010-12 was over 80%. Initial candidates also recorded pass rates well over 80% on the OSAT for all accredited programs during 2010-11.

The OPTE is primarily a test of teaching pedagogy has two different forms for elementary (PK-8) and secondary (grades 6-12) candidates. The aggregate pass rate was over 90% for our initial candidates tested during 2010-11.

Candidates at the advanced level must have a teaching certificate which requires passing the three initial certification exams and then the OSAT for their content area in order to receive advanced certification. Reading Specialist candidates have a 100% pass rate for the last three years. School Psychometry candidates achieved a 100% pass rate during the 2011 – 2012 testing cycle. Students in Educational Administration achieved a 92% pass rate on the Principal Common Core OSAT which all candidates must take for advanced certification. Candidates

must also pass one of the Principal Specialty Exams. The aggregate pass rate for Elementary, Middle and Secondary Principal Exams during the same time was slightly over 80%. Candidates in School Counseling achieved a 63% pass rate during the 2011 – 2012 testing cycle. However, candidates had achieved a nearly 100% pass rate the previous two years. This is because the exam was redeveloped for the 2011 – 2012 testing cycle. The statewide pass rate for the School Counseling Exam published in the 2011 OCTP Annual Report was 74%.

Data from initial candidate portfolios provides valuable information on the knowledge, skills and dispositions of our candidates. Initial candidates begin work on their portfolio in Foundations of Education by completing their Level I portfolio. The Level II portfolio must be completed for admission to teacher education and Level III prior to the student teaching semester. Level IV must be successfully completed during the professional semester for program completion. A faculty member must complete a scoring rubric for each portfolio level with all scoring criteria graded “Target” or “Acceptable.” If not, the portfolio is returned to the candidate for correction. The completed portfolio must contain artifacts/reflections for all of the 15 competencies required by the Oklahoma Department of Education for teacher certification, enumerated in the Conceptual Framework.

Advanced candidates also use their portfolios to document meeting program standards for the Educational Leadership Constituent Council, International Reading Association, and the Oklahoma Commission for Teacher Preparation (state) standards for School Counseling and Psychometry. See Standard 2 narrative for a more complete description of portfolio components. Digital copies of portfolios from our candidates in different programs and Level IV portfolio score reports may be viewed in Exhibits.

Data from Culminating Performance Assessment is the primary method to measure our candidate’s impact on P-12 student learning. Students begin working on their CPA the first week of their professional semester by completing the Cooperating School Observation Report, Diversity Assignment and Classroom Management Plan for the school/class in which they will be student teaching. The CPA requires the candidate to plan and deliver a unit of instruction based on Oklahoma standards, assess student achievement and reflect upon his/her effectiveness in teaching the unit. An Assessment Table showing formative (formal/informal) and summative assessments must be included. Candidates also reflect upon their students’ achievement, reasons for poor achievement, modifications to improve future instruction and implications for their professional development. Student achievement is typically measured by using pre-and post tests. A detailed scoring rubric can be found in the Student Teacher Notebook. Scores for the last two semesters can be found in Exhibits as well as examples from candidate portfolios.

(1.2.b) In 2010, Interim Chair Ruth Boyd and Dr. Les Price (then Director of Distance Learning) began to pursue an articulation agreement with Redlands Community College in El Reno and Western Oklahoma State College in Altus. Survey data indicated transfer students in Elementary, Early Childhood and Special Education were experiencing difficulty in completing their general education and teacher education requirements in a timely manner. The agreement resulted in all general education courses, and additional lower-level courses to complete Oklahoma’s 4x12 requirement for candidates in these programs (12 hours each in math, science, language arts and social studies), becoming available at Redlands and WOSC. In addition, all professional education courses at SWOSU are now offered through Interactive TV. Candidates who attend community colleges, such as WOSC, that do not currently have enough math credits offered may take advantage of online mathematics courses from the SWOSU Sayre campus.

Now transfer candidates from Redlands, WOSC and Sayre may complete all degree requirements, prior to the student teaching semester, at their respective campuses. Feedback from these changes has been overwhelmingly positive.

The Special Education program of study was redesigned in 2010. Instead of a Bachelor of Science in Education degree in General Special Education, it is now a Bachelor of Science degree in Special Education Mild/Moderate. The OSAT pass rates for our candidates had shown some decline in recent years which prompted concern. After researching the programs throughout our state, it was apparent that smaller institutions did not have a sufficient number of students to offer a degree in both mild/moderate and severe/profound. The revamping of the program consists of adding two more reading classes, a course in language development, and a transition class. Courses were divided into procedures for teaching mild/moderate learning disabilities, intellectual disabilities, emotional/behavioral disorders, and autism. Hours for existing courses were adjusted to make room for the new courses. The degree is now 128 hours. Feedback from our special education students has been positive and the OSAT pass rate for Mild/Moderate Disabilities has shown improvement (a 91% pass rate for 2011-12).

The Physical Education program changed Exercise Physiology from a three to four credit hour course in 2010. This was done so a lab component could be added to the course. An analysis of assessment data indicated a need to strengthen the science related area in the Health and Physical Education program. Skill and fitness assessments have been added in three HPE courses in response to changes made to the SPA standards.

Performance of candidates on Oklahoma Subject Area Tests (OSAT) for school administrators is continually monitored even though candidates' pass rate on these exams has remained well over 80%. This is despite an 85% increase in numbers of exams completed (from 20 in 2002 to 132 in 2010). A specific example of changes in course content resulting from data analysis is the addition of case studies as assessments in several of our courses. The weakest performance areas for candidates on the OSATs are in the subareas that provide case studies as structured response items. In analysis of those data, it was clear that candidates lacked familiarity with and a process for reading, understanding, analyzing, and responding to information provided in a case study format. Thus, case studies were added to enhance content knowledge and to help prepare students for the OSATs in several of our courses.

As a result of consistent negative feedback on candidate evaluation of the required course, Advanced Psychology of Learning, program faculty closely examined content of this course and found it did not address any ELCC standards. As a result, this course was removed from Educational Administration and a new course, Educational Leadership Psychology, was developed to provide relevant and meaningful content knowledge for candidates and to specifically address elements of ELCC standards.

For the EDAD 5413 Educational Administration Internship, data provided by Interns through weekly contacts with faculty, interns' completion of course evaluations, and feedback provided by cooperating administrators, all supported the need for clearer organization of and directions for all Internship guidelines, requirements, forms, assessments and rubrics. During Fall 2011 an *Internship Handbook* was developed and was piloted in Spring 2012 with 83 Interns. Having a single document available in both print and electronic format available as a resource to interns, cooperating administrators, and faculty proved to be extremely valuable.

Feedback on the *Cooperating Administrator Evaluation* also indicated that completion of the evaluation in paper format was perceived by some respondents as time-consuming and laborious. As a result of this data, Internship faculty worked with the SWOSU Assessment Center to create

an online evaluation form which was implemented in Spring 2012. Not only was a much more time-friendly tool created for administrators to complete, moving to an online document allowed the Assessment Center to compile, analyze, report, and track all Internship evaluations.

Plans for sustaining and enhancing performance through continuous improvement will no doubt include utilization of the new statewide Student Longitudinal Data System (SLDS) being developed by the OK Department of Education (OSDE). The completion of the project will strengthen the OSDE's ability to link students with teachers, programs, interventions and outcomes and allow the OSDE to link P-12 data with education data from other agencies, in particular teacher education programs. This will allow all teacher education programs in the state, for the first time, to access data on the impact their graduates have on student achievement. Extensive professional development will be needed for faculty to make effective use of this new data source and to potentially identify areas of the curriculum that can be improved.

A new teacher assessment system is being piloted in Oklahoma schools during the 2012-13 school year which will eventually impact teacher preparation programs throughout the state. In 2011, the State Board of Education approved a Teacher/Leader Evaluation System required by state statute. The State Board named the Tulsa TLE Observation and Evaluation System as the presumptive default for teacher evaluations and the McREL Principal Evaluation System as the presumptive default for administrator evaluations.

During the pilot year of implementation, districts will be allowed to choose from three teacher evaluation frameworks (Tulsa's TLE Observation and Evaluation System, Marzano's Causal Teacher Evaluation Model, and Danielson's Framework for Teaching) and two leader evaluation frameworks (McREL's Principal Evaluation System, and Reeves's Leadership Performance Matrix).

Throughout the pilot year, districts will be asked to provide input and feedback regarding the frameworks, and the data provided by districts will be reported by OSDE to the TLE Commission and State Board of Education for consideration. At the end of the pilot year, the State Board of Education will adopt default frameworks.

The new teacher and administrator evaluation system will require all unit faculty to be systematically trained in its use. Faculty will need a thorough understanding of the model adopted since one of our teacher education competencies requires candidates to have a thorough understanding of the state's teacher evaluation process.

The Oklahoma Commission for Teacher Preparation adopted the revised InTASC (Interstate Teacher Assessment and Support Consortium) standards for teacher preparation in 2012. The revised InTASC Model Core Teaching Standards emphasize student achievement, critical thinking, diverse learners and literacy skills. The original 1987 standards have been the backbone of the Oklahoma Competencies for Teaching. An implementation timeline is being developed by OCTP and this will require faculty not only to be trained in the revised standards but also make modifications to their instruction, course requirements and assessments. The original standards, last revised in 1992, were originally written as minimum standards for beginning teachers. The new standards outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts.

1.3 Exhibits

1.3.a	State program review documents and state findings (Some of these documents may be available in AIMS.)
1.3.b	Title II reports submitted to the state for the previous three years

1.3.c	Key assessments and scoring guides used for assessing candidate learning against standards and proficiencies identified in the unit's conceptual framework (Some of this information may be accessible for nationally recognized programs in AIMS. Cross reference as appropriate.)
1.3.d	Data and summaries of results on key assessments, including proficiencies identified in the unit's conceptual framework (Data should be disaggregated by program, and for off-campus, distance learning, and alternative route programs.)
1.3.e	Key assessments and scoring guides used for assessing professional dispositions, including fairness and the belief that all students can learn
1.3.f	Data and summaries of results on key assessments of candidates' professional dispositions (Data should be disaggregated by program, and for off-campus, distance learning, and alternative route programs.)
1.3.g	Examples of candidates' assessment and analysis of P-12 student learning
1.3.h	Samples of candidates' work (e.g., portfolios at different proficiency levels) from programs across the unit
1.3.i	Follow-up studies of graduates and summaries of the results
1.3.j	Employer feedback on graduates and summaries of the results
1.3.k	Data collected by state and/or national agencies on performance of educator preparation programs and the effectiveness of their graduates in classrooms and schools, including student achievement data, when available

2. Standard 2. The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

- 2.1 How does the unit use its assessment system to improve candidate performance, program quality and unit operations? [maximum of three pages]
- 2.2 Please respond to 2.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which you are moving to the target level, respond to 2.2.b.
- 2.2.a Standard on which the unit is moving to the target level [maximum of five pages]
- Describe areas of the standard at which the unit is currently performing at the target level.
 - Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
 - Discuss plans and timelines for obtaining and/or sustaining target level performance as articulated in the rubrics of unit Standard 2.
- 2.2.b Continuous Improvement [maximum of three pages]
- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
 - Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 2.

(2.1) The Teacher Education Program at Southwestern Oklahoma State University (the Unit) has developed and continues to refine a comprehensive assessment system that links performance of its teacher candidates to national and state standards, including those of the Specialized Professional Associations in the content areas. Our goal is to prepare graduates that have the ability to make a positive impact on student learning. The assessment system was

developed through the collaborative efforts of teacher education faculty, public school educators and our candidates to assist us in accomplishing this goal. The Unit Assessment System is aligned with the conceptual framework (Experience Based Teacher Education) and uses assessments that are consistent with the demands for greater accountability and focus on our candidates' ability to impact student learning.

The Unit Assessment System utilized by the teacher education program has become more focused on candidate outcomes rather than program inputs such as course syllabi. This shift in focus has resulted in the development of and a greater emphasis on performance assessments to evaluate our candidates as they matriculate through the program. Efforts are ongoing to improve the fairness and reliability of our assessments through testing by internal evaluators as well as community representatives. Data on candidate performance from both internal and external assessment measures have been compiled and are used to evaluate and improve the Unit's effectiveness of as well as the program's final outcomes—its graduates.

The professional education faculty at SWOSU realize the candidates will acquire the competencies needed to become successful educators over time with varying degrees of proficiency. As a result, a system to monitor this progress is essential. The assessment system includes the evaluation of candidates at predetermined transition points from program admission to their initial years of professional practice. The use of multiple assessments at these transition points ensure that the unit: 1) admits to candidacy students who have demonstrated the potential to become effective educators, 2) monitors the progress of candidates during early field experiences and academic courses, 3) determines candidate readiness for clinical practice (student teaching), 4) recommends only qualified candidates for licensure, and 5) evaluates their effectiveness through surveys sent to the employers of recent graduates.

Transition Points and Assessments for Initial Candidates

The first transition point (program admission) requires candidates to complete 30 credit hours of general education coursework, including Foundations of Education. This course requires 30 hours of observation in three public schools of different size and demographics. The Level 1 portfolio is also a course requirement and includes: 1) the candidate's philosophy of education, 2) narrative response to 19 questions about his/her observation experience, 3) an evaluation of the candidate by one of the teachers whom he/she observed, 4) score sheets from admission interviews and 5) forms documenting community service, teaching styles observed and demographics of the classrooms observed. The instructor provides feedback on the portfolio contents.

The Level 2 portfolio builds upon the Level 1 requirements and is presented to the Department of Education chair for approval, typically the next semester. It includes a passing score on the Oklahoma General Education Test, transcript documenting minimum GPA and required courses, criminal history disclosure statement and plan of study with advisor's signature. Program admission allows candidates to enroll in courses that are restricted to fully admitted candidates.

The next transition point occurs when candidates apply for admission to the Student Teaching semester. At this time, candidates must complete the Level 3 Portfolio which meets the requirements of Level 2 and also contains a professional resume, updated documentation logs and artifacts/reflections for at least 10 of the 15 competencies required by the OK Department of Education for teacher licensure. Artifacts and documentation forms also must show evidence of: 1) principles and theories to actual practice, 2) field experience in a variety of settings, 3)

exposure to a variety of teaching styles, 4) parent and community involvement, 5) community service and 6) participation in professional activities. Artifacts/reflections must be scored as either Acceptable or Target by the instructor of the course in which it was completed.

Admission to student teaching also requires a minimum GPA of 2.5 and completion of at least 75% of major courses including the pre-professional sequence.

The third transition point occurs at the completion of student teaching. It requires completion of the prescribed curriculum (120 credit hours) and eligibility for a bachelor's degree. Successful completion of the candidate portfolio Level 4 including the Culminating Performance Assessment (teacher work sample) is necessary. Artifacts/reflections for all fifteen competencies must be present in the portfolio with a score of Acceptable or Target and show the candidates' transition from theory to practice. In addition, successful completion of student teaching is required with a grade of "C" or above on the summative evaluation collaboratively determined by the university supervisor, mentor teacher and building principal. Candidates must also complete an exit survey from Educational Benchmarking, Incorporated (EBI). Our candidates have participated in the Teacher Education Student Assessment Benchmarking Project since 1999.

The Director of Student Teaching, together with the Certification Officer, check for evidence of proficiency in a foreign language, a successfully completed portfolio, and passing scores on the Oklahoma Subject Area Test (OSAT) and Oklahoma Professional Teaching Exam (OPTE) results prior to recommending the candidate for a teaching certificate.

A final transition point had occurred when the candidate completed the program and was hired for his/her first year of teaching. However, the Resident-Year Teacher Program, which has been in effect since 1982, was suspended by the OK Department of Education in 2010 for two years. A Committee comprised of a school administrator, cooperating mentor teacher, and a university faculty member mentored the graduate in his/her transition from teacher candidate to first-year teacher. While the Resident-Year Teacher program has still not yet been reinstated, we remain optimistic that funding will become available in the near future. Reinstatement of the program will again allow us to collect more in-depth data from supervising teachers and administrators.

Transition Points and Assessments for Advanced Candidates

The first transition point for graduate admission requires candidates for advanced certification to have a bachelor's degree from an accredited institution and Oklahoma teaching license. The applicant must have an undergraduate GPA of 2.5 and minimum of 3.0 GPA after completing the first 6 to 9 hours of graduate course work. An undergraduate GPA of 2.0 or greater with a satisfactory minimum score combining the GPA and Graduate Record Exam score may also qualify. Two confidential professional recommendations by employers or university faculty are needed as well as an Entry Level Portfolio. Each of the programs in the areas of Educational Administration, Reading Specialist, School Counseling and School Psychometry has specific requirements. For example, Education Administration requires documentation of professional competence, typically done by the candidate providing a copy of his/her most recent teaching evaluation.

Admission to Candidacy is the next transition point and requires completion of 24-30 semester hours with a minimum 3.0 GPA after 12 semester hours. Candidates who fail to maintain minimum GPA are placed on academic probation and dismissed from the program after two semesters of probation if minimum GPA not achieved.

The final transition point for advanced candidates is program completion. Candidates in Educational Administration, School Counseling, Reading Specialist, School Psychometry and School Psychology must complete Culminating or Exit Portfolios the final semester of graduate school. These portfolios contain artifacts/reflections demonstrating mastery of all program specific competencies mandated by the Oklahoma Commission for Teacher Preparation. Competencies in Education Administration and Reading Specialist also reflect they're SPA standards. Successful completion of the capstone examination, (EDU 5950), a program specific evaluation is also required. Furthermore, candidates seeking advanced certification must pass the appropriate Oklahoma Subject Area Test. Master's of Education graduates are also surveyed as they near program completion asking them to self-assess their content knowledge, skills and dispositions.

Unit Evaluation

The Unit also collects a significant amount of data to evaluate faculty and program performance. Course/Instructor evaluations are completed by candidates in every course each semester. This data is collected and tabulated by the University Assessment Center and returned to Associate Deans and department chairs for dissemination to individual faculty. University policy requires annual evaluations for non-tenured faculty and periodic evaluation of tenured faculty. While evaluation results are confidential, they are intended to drive the faculty member's professional development plan.

The most compelling data on faculty, program and unit performance comes from the EBI Teacher Education Student Assessment Benchmarking Project. The Unit has several years of data from this project which provides a systematic, comprehensive, and confidential comparison of SWOSU students' perceptions and satisfaction to those of students at other participating schools. Southwestern is one of 50 institutions in the nation to participate. Fourteen (14) factors are evaluated by the survey which is comprised of 70 questions. Factor analysis is used to derive the factors or constructs. Cronbach's Alpha is then used to determine the reliability and internal consistency of each factor with an Alpha of 0.5 considered acceptable. Alpha's for these factors range from .74 to .94 which indicates very high reliability and consistency. The 14 factors analyzed by the EBI Assessment are:

1. Quality of Instruction
2. Learning Theories, Teaching Pedagogy/Techniques
3. Research Methods, Professional Development, Societal Implications
4. Aspects of Student Development (candidate ability to plan lessons, enhance student intellectual/social development, manage behavior, motivate and engage)
5. Classroom Equity and Diversity
6. Management of Education Constituencies (candidate ability to collaborate with parents/colleagues, deal with school politics)
7. Assessment of Student Learning
8. Satisfaction with Faculty and Courses
9. Administration Services (quality of advisement, course availability)
10. Support Services (availability of library and technology resources)
11. Fellow Students in Program
12. Student Teaching Experience
13. Career Services
14. Overall Program Effectiveness

(2.2b) A major source of assessment data that has been utilized to improve and shape several programs is the information provided through NCATE Program Review process in 2011. Programs that were required to submit a Response to Conditions were Educational Administration, Physical Education, English Education, Elementary Education and School Psychometry. Program modifications have been made in response to conditions noted in the Recognition Reports. As a result of this ongoing process and analysis of data from program assessments, candidate performance can be more accurately measured and reported in relation to program standards. Revisions of assessments, scoring guides, and data reporting were made in all of the programs submitting a Response to Conditions. These changes have strengthened the programs and led to improved candidate performance through increased clarity, clear definitions of levels of performance, and greater alignment with each program's standards.

In recent years EBI survey data indicated a significant number of students expressed dissatisfaction in the area of career services. In fact, career services was one of the consistently lowest ranking factors in the EBI survey. As a result, the Coordinator of Field Experiences and the SWOSU Office of Career Services organized a teacher career fair. Over 25 school districts from Oklahoma and surrounding states participate by sending representatives to network with and interview our candidates.

The Coordinator of Field Experiences has also placed a greater emphasis on career services during the initial candidates' professional semester. All student teachers are required to create an account with the Office of Career Services. A new section was added to the student teacher notebook on career services with specific information on developing a resume. A member of the Career Services staff now conducts a class each semester for student teachers on writing effective resumes, creating a career services account and using the job-search features on their web page. Mock interviews are also scheduled each semester using retired and active educators for all of our candidates during their clinical practice (student teaching). In the Spring semester 2012, 13 mock interviewers conducted interviews with all 57 student teachers. Then each participated in the Career Fair which was followed by a networking lunch with all student teachers, interviewers and Career Fair participants.

EBI and exit survey data from student teachers also indicated that a significant number of candidates wanted more preparation in classroom management. A one day seminar on classroom management is now offered to candidates each semester before they begin their daily student teaching assignments. The seminar uses experienced classroom teachers and a case study approach to enhance the classroom management skills of our candidates.

Each semester, analysis of data and feedback provided by teacher candidates in course/instructor evaluations allows for reflection and adjustment of content and instruction. One significant change made in the Contemporary Issues in Education course for student teachers based on this feedback is to incorporate more discussion regarding current issues in education. Much of the limited class time is spent reviewing assignment requirements, certification and issues regarding student teaching. Consequently, an online discussion forum over various current issues in education in Oklahoma and nationally was incorporated.

Each semester as part of the University supervision process, student teachers have been asked to email their supervisors at the end of each week of student teaching. This allowed for continual dialogue and communication throughout the entire 12 week process. However, the student teacher and the supervisor were the only two involved in this conversation. As a way to improve this dialogue and sharing of ideas, it was suggested that we incorporate a Student

Teacher Support Blog online and involve all student teachers and university supervisors in this blog. This would allow for sharing of ideas, feedback, suggestions, and problem solving as an entire group and create a true online Professional Learning Community. While not all student teachers and supervisors participate, most do and an incredible amount of learning and sharing has taken place. Also, part of this STS Blog asks for feedback on how it can be improved and this is shared with the supervisors. The blog has a weekly focus but generally it allows for a summary of the week for each student teacher and then for other student teachers and supervisors to encourage one another, solve problems and share ideas. It has been a great addition to the student teacher process.

The Department of Language and Literature has also made changes to their program based on data analysis. Students in the Capstone Exit Interview consistently expressed concern over lack of preparation for teaching grammar. Unable to justify a second course, faculty decided to add a laboratory hour to ENGL 3603: English Grammar. Students get three hours credit but meet four days a week. Students in this exit interview also expressed a desire for a better background in adolescent literature. Candidates felt confident in the classics of American and British literature, but as for books to recommend to students or a contemporary novel to use in their classes, they felt they did not know enough to choose or recommend appropriate books. As a result, some world language hour requirements were reduced and a required course, LIT 4233, was added. This change has now been approved by the State Regents. Another suggestion that came out of the exit interview was a greater emphasis on teaching composition. Several of the professors revamped their class plans and syllabi to include more pedagogical information and opportunities for English Education majors.

Using technology to improve instruction and the collection/analysis of data is an area in which the unit continues to make gradual progress. It will, no doubt, be the focus of future efforts to improve and refine our teaching as well as unit assessment. The SWOSU Assessment Center has assumed a greater role in collecting and analyzing unit assessment data since the last NCATE accreditation visit in 2006. The Assessment Center now collects all student teacher assessment data electronically for the unit. This includes data from cooperating teacher evaluations, the University supervisor evaluations, unit summative evaluations and the Culminating Performance Assessment (CPA), which measures the candidates' impact on student learning. The assessment center then provides electronic reports to the Coordinator of Field Experiences, NCATE coordinator and the appropriate faculty in each program. The Center also collects data from the Masters of Education Follow-Up Survey each semester.

Desire2Learn replaced Blackboard as the electronic instructional platform for SWOSU in 2008. Across campus, D2L provides online access for over 1500 courses. Unit faculty currently use D2L for all courses taught in the Department of Education, providing students with around-the-clock access to course content as well as the ability to submit assignments electronically. Future plans involve adding an electronic portfolio component to D2L that will allow portfolio competencies to be submitted and scored digitally. This will also facilitate the collection and analysis of portfolio data which is essential to unit assessment.

Advanced candidates in School Administration are now using Blackboard Collaborate (a webinar format) in addition to Desire2Learn. Together, these two technologies provide greater flexibility in instructional delivery than was currently available through interactive television alone. Candidates no longer have to travel to a facility with an interactive television feed. In the next few years we expect interactive television to be phased out completely and Blackboard

Collaborate/D2L used exclusively to provide distance learning programs. Feedback from candidates thus far has been overwhelmingly positive.

Progress has been made in the transition from paper to electronic candidate portfolios. Advanced candidates in Psychometry and School Counseling are now using the Task Stream e-portfolio product to provide digital documentation they are meeting program standards. The e-portfolio provides candidates the opportunity to submit content in multiple formats (text, images, video), reflect upon their experiences. Faculty members can more easily provide timely narrative and assessment feedback to candidates while facilitating the collection and analysis of data. Candidates in Educational Administration submit all of their portfolio components electronically through D2L. Future plans are for all graduate and undergraduate candidates to have the ability to build an electronic portfolio through digital submission. This will not only facilitate the quality of portfolio contents but also allow faculty to collect and analyze portfolio data more easily.

2.3 Exhibits

2.3.a	Description of the unit's assessment system in detail including the requirements and key assessments used at transition points
2.3.b	Admission criteria and data from key assessments used for entry to programs
2.3.c	Policies, procedures and practices for ensuring that key assessments of candidate performance and evaluations of program quality and unit operations are fair, accurate, consistent, and free of bias
2.3.d	Policies, procedures and practices for ensuring that data are regularly collected, compiled, aggregated, summarized, analyzed, and used for continuous improvement
2.3.e	Data and summaries of results on key assessments disaggregated by program, alternate route, off-campus, and distance learning programs (Cross reference with Exhibits 1.3.d and 1.3.f as appropriate)
2.3.f	Policies, procedures and practices for managing candidate complaints
2.3.g	File of candidate complaints and the unit's responses and resolutions (This information should be available during the onsite visit)
2.3.h	Examples of significant changes made to courses, programs, and the unit in response to data gathered from the assessment system

3. *Standard 3. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.*

- 3.1 How does the unit work with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn? [maximum of three pages]
- 3.2 Please respond to 3.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which you are moving to the target level, respond to 3.2.b.
 - 3.2.a Standard on which the unit is moving to the target level [maximum of five pages]
 - Describe areas of the standard at which the unit is currently performing at the target level.

- Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- Discuss plans and timelines for obtaining and/or sustaining target level performance as articulated in the rubrics of unit Standard 3.

3.2.b Continuous Improvement [maximum of three pages]

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 3.

(3.1) Field experiences and clinical practice provide the opportunity for our candidates to apply the knowledge, skills, and dispositions developed during their professional education course of study. This field and clinical experience is an integral component of our EBTE conceptual framework (**B**est practice experiences). These experiences begin with the first professional education course, Foundations Of Education, which requires 30 hours of classroom observation in a variety of settings and continues through clinical practice. SWOSU has developed a collaborative relationship with the public school partners in our service area. This cooperation between the University and P-12 schools ensures that candidates receive valuable knowledge and guidance from the most capable professional educators available. All initial candidates complete a minimum of 60 clock hours of field experience before Student Teaching with most programs requiring even more (refer to field experience chart in Exhibits). Our goal is to provide candidates with the greatest diversity in settings and students as possible.

Candidates at the initial level are informed in Foundations of Education that they are required to complete at least 10 of their 30 observation hours at a diverse site. A diversity table has been added to the Foundations of Education notebook (and available on the DOE web page) for easy referral. An entire listing of Oklahoma schools/districts may be found at www.schoolreportcard.org. Candidates are informed that diversity may be measured as 40% ethnicity other than Caucasian or 50% or more of students qualifying for free/reduced meals. Candidates are required to document diverse placement sites throughout their program of study in their professional portfolio logs.

All teacher candidates participate in a diverse placement during the required Exceptional Children course by volunteering to assist with Special Olympics. Faculty member Debbie Case also uses the SWOSU adjudicated youth home at Foss Lake for a field experience for her special education majors. Other diverse field experiences include those in the Principles of Teaching course and Contemporary Issues where candidates take field trips to schools with very diverse student populations.

Advanced candidates also must complete a practicum or internship as part of the program requirements. This field experience ranges from 107 hours for reading specialist to 150 hours for school counseling/psychometry to 200 hours for educational administration candidates. Please refer to the field experience chart in Exhibits for a more detailed description.

The Professional Semester (Student Teaching Experience) requires admission to Teacher Education and completion of the Level III Portfolio is a thirteen week, full-day classroom experience which includes one or more age and content appropriate classroom settings. Candidates progressively assume the responsibilities of the mentor teacher. Guidance is provided by the mentor teacher and the university supervisor. Assessment of teacher candidates is completed at each placement by the cooperating teacher and the university supervisor.

Unit faculty and our public school partners have worked diligently to design, deliver, and evaluate both pre-service field experiences and clinical practice opportunities. These efforts have allowed our candidates to develop the knowledge, skills, and dispositions necessary to have a positive impact on student learning. Public school teachers, administrators and other certified staff are recruited and trained to serve as mentors to our candidates during their field experience or clinical practice. These professional educators contribute their expertise through participation on advisory committees, in candidate admission interviews, serving as guest speakers in various courses, and by providing feedback on revisions to the conceptual framework. During the spring semester of 2012, the Coordinator of Field Experiences reported 57 student teachers and 80 P-12 cooperating teachers representing 65 school districts in Oklahoma, Kansas and Texas. There were an additional 254 field experience requests from 148 teacher candidates (initial and advanced) with placements in 53 school districts.

In the Foundations of Mild/Moderate and Assessment of Exceptional Child courses, we have developed a relationship with Weatherford and Altus Schools to provide a new field experience in Response to Intervention (RTI) each semester. Burcham Elementary's principal comes to class to explain and train students/faculty over the process and paperwork. Students assist with RTI universal screenings and interventions 15-20 hours per semester. In the Assessment course, the WPS school psychologist presents testing results and the relationship to IEPs. In the Transitional Planning course, we provide a field trip to Western Technology Center, an area vocational school, to learn about program offerings, testing and services for students with disabilities. Students are also provided a tour of a Life Skills program at a local school and given a presentation of transition IEPs by a local special education teacher. A local vocational rehabilitation counselor presents available services and programs to these students. These represent not only diverse field experiences for our candidates but also collaboration with P-12 educators and community members.

(3.2a) The unit has selected Standard 3 as the standard on which we want to perform at or move toward the Target level. Faculty members are confident that the unit is performing at or near the target level in all areas of the standard. Our conceptual framework, Experienced Based Teacher Education (EBTE) has for many years emphasized the critical importance of quality field experiences for our candidates.

All initial candidates complete a Certified Background check prior to their first field experience to ensure none have a criminal history that would prevent them from initial certification. This check is also in response to concerns from our P-12 partners who are rightfully apprehensive about the character of the candidates being granted access to their students. They will complete a second one prior to student teaching. Both background checks are paid by the unit through the student academic fees. The Dept. of Education has contributed \$4,000 towards an electronic fingerprint machine, which will be housed at the Weatherford Police Department. This is a collaborative effort between the DOE, WPD, and SWOSU Campus Police. Teacher candidates will be able to receive electronic fingerprinting free in Weatherford when this is in place. In the past, candidates have found it inconvenient and at times unpleasant when reporting to a jail, Police Department or Sheriff's office to be fingerprinted. In response to several school districts requests, we have also implemented a requirement for student teachers to provide proof of educator liability insurance through membership in the Professional OK Educators Association or Student OK Education Association.

SWOSU's field experience requests have recently moved to an online application system. Teacher candidates complete the application and it goes electronically to the Coordinator for Field Experiences. He compiles the requests (over 200 per semester) and e-mails them to site administrators, who have expressed appreciation for the stream-lined system of confirming student teacher placements and the minimized paperwork for all parties.

Immediately after the Contemporary Issues class field trip, a feedback form is required from each student teacher listing five highlights and at least two suggestions for improvement and any additional comments. Recently, this form was converted to an online form to allow for easier analysis of this data. While it is certainly not easy to please all student teachers, this feedback is very seriously analyzed and considered. Changes made based on this data include: better communication with schools, more time spent at the school/classrooms and consideration of grade level preference. Another piece of feedback we want to implement is to schedule this earlier in the program, allowing students to experience this district prior to student teaching application so that they could possibly request this district for clinical practice.

A survey is taken following each Student Teacher Professional Development Day allowing student teachers to rate the benefit they received from each speaker and activity. Consequently, the mock interview process was moved from just after completion of student teaching to the midway point to allow for more lead time in the job search process. We have also continued using many of the same speakers/topics as they receive high ratings and are considering changing one topic for the Fall 2012 semester.

Each semester during the Student Teacher Completion Day, candidates complete multiple surveys. Most recently, in cooperation with Career Services and Web Services, a survey was developed to allow student teachers to rate the services provided by Career Services, Student Teaching, and Certification. This survey was also designed for input on future plans, job placement data, and contact information. This survey data has been very useful to guide changes and enhancements in these areas. Also, it has been very helpful in the job placement process, knowing where graduates are working and connecting education openings to candidates still in the job search process.

The unit is continuing its collaborative efforts to ensure our candidates have a variety of diverse field experiences. A new initiative for Fall 2012 is a partnership between the Department of Education and volunteers from the Federated Church to staff an after-school tutoring program. Students will ride the shuttle buses to Weatherford Middle School and walk to the Federated Church. It should be noted that there is no religious affiliation whatsoever; the Federated Church is simply acting as the host site. Children will be provided a snack and brief recreation time in addition to academic tutoring. The session runs weekdays from 3:30 – 5:30 p.m. Teacher candidates from Teaching Science in the Elementary School will complete 16 hours in this setting. Our vision is that other university students may also act as volunteers, such as those in the President's Leadership Class.

Our Interim Chair, Ruth Boyd, recently attended a meeting between the directors of three of SWOSU's youth homes – Cedar Canyon, Foss Lake, and Butler – and representatives from the Oklahoma Department of Rehabilitative Services (DRS), SWOSU Psychology Department (Dr. Randy Barnett), Dean Ken Rose and Associate Dean Chad Kinder. These constituents are all in agreement that the youth, aged 12-18, who are spend time in these group homes accomplish great things. The younger students continue their school work through Canute Public Schools. The majorities of older students successfully complete either their high school diploma or GED, obtain a driver's license, and receive training in construction or welding

through Career Tech. However, once the youth are discharged from the facility, it typically takes 30 days for a DRS case worker to make contact with them. This is a crucial transition time and many “fall back through the cracks” into their old lifestyle. Our combined vision is to facilitate the transition period for these youth. SWOSU Education and Psychology Departments will begin a self-study of one site in the near future. We are excited about the prospects of this collaborative venture with these stakeholders and the field experience opportunities for our candidates in yet another diverse setting. We envision that teacher candidates could request a placement with Canute Public Schools if this type of alternative environment interests them.

The Bulldog Journal is a bimonthly publication developed by the Coordinator of Field Experiences and disseminated electronically to our graduates and P-12 school personnel in our service area. The purpose of the journal is to foster collaboration and solicit input from public school stakeholders. Each edition highlights a Department of Education faculty member, offers a column of current information written by the chair and other faculty members, and solicits input from the reader on how we may improve our teacher education program. In 2011, the Oklahoma Commission for Teacher Preparation eliminated the requirement for an annual forum, and gave teacher education programs the opportunity to use alternate methods to solicit feedback from our stakeholders. The Bulldog Journal has provided an innovative avenue for us to communicate with and solicit constructive criticism from our constituents.

The DOE website now provides a direct link to a form for administrators to input information about job openings. When submitted the information links to the Coordinator for Field Experience, who forwards it to all faculty and current student teachers. In addition, the information is sent electronically to the Bulldog Job Board managed by the Office of Career Services, making it accessible to SWOSU students and the public. This automated posting of teaching vacancies has become very popular with the school administrators in our service area and our graduates seeking employment. While the Office of Career Services is unable to determine exactly how many SWOSU graduates are hired as a result of these job postings, they have received enthusiastic feedback from employers and graduates.

3.3 Exhibits

3.3.a	Examples across programs of collaborative activities between unit and P-12 schools to support the design, implementation, and evaluation of field experiences and clinical practice, including memoranda of understanding
3.3.b	Policies, practices, and data on candidate placement in field experiences and clinical practice
3.3.c	Criteria for the selection of clinical faculty, which includes both higher education and P-12 school faculty
3.3.d	Examples of support and evaluation of clinical faculty across programs
3.3.e	Guidelines/ handbooks on field experiences and clinical practice for candidates, and clinical faculty, including support provided by the unit and opportunities for feedback and reflection
3.3.f	Assessment instruments and scoring guides used for and data collected from field experiences and clinical practice for all programs, including use of technology for teaching and learning (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)
3.3.g	Performance data on candidates entering and exiting from clinical practice for all programs (These assessments may be included in program review documents or the

	exhibits for Standard 1. Cross reference as appropriate.)
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4. *Standard 4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.*
- 4.1 How does the unit prepare candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area? [maximum of three pages]
- 4.2 Please respond to 4.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which you are moving to the target level, respond to 4.2.b.
- 4.2.a Standard on which the unit is moving to the target level [maximum of five pages]
- Describe areas of the standard at which the unit is currently performing at the target level.
 - Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
 - Discuss plans and timelines for obtaining and/or sustaining target level performance as articulated in the rubrics of unit Standard 4.
- 4.2.b Continuous Improvement [maximum of three pages]
- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
 - Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 4.

(4.1) The curriculum and field experiences offered by the unit are designed to enhance our candidates understanding of how diversity issues impact student learning. World Cultural Geography (GEOG 1103) is a general education requirement for all candidates. It provides a survey of the world's cultural regions in addition to socio-cultural beliefs and practices. Candidates become aware before program admission, during EDU 2113 Foundations of Education and EDPSY 3413 Child Psychology, that there are multiple learning styles or intelligences and that teachers must adapt their teaching to accommodate students' unique ways of processing information. SPCED 3132 Exceptional Children is another course required of all candidates and is specifically designed to prepare candidates to work effectively with students having special learning needs. Adapting and adjusting instruction to meet the needs of all children is a theme that runs throughout the course work and field experiences in each program. As mentioned in Standard 3, candidates in the course are expected to volunteer to assist with Special Olympics events for handicapped children on a Saturday. Candidates must write a reflective paper about their experience.

Faculty teaching general education courses were recently surveyed (spring 2009) regarding cultural diversity. Over 65% reported teaching an appreciation for cultural diversity in their courses. The survey also revealed that over 80% of faculty included course content relevant to current social trends and issues. When faculty were asked if it was important for students to be exposed to different cultures and experiences, 100% "somewhat strongly agreed." Over 90%

expressed agreement that cultural diversity was important in education, and they reported that they discussed cultural differences in class.

Other courses incorporate guest speakers, projects, and field trips to help candidates gain a thorough understanding of diverse learning populations. During the first four weeks of their student teaching semester, candidates are enrolled in EDUC 3321 Multicultural/Special Populations, EDUC 4021 Contemporary Issues in Education and EDUC 4041 Classroom Management. During this block, candidates visit urban schools (see Contemporary Issues syllabus) to have firsthand experiences in settings having the most diverse student populations in the state. School administrators share with our candidates the unique challenges presented by student diversity. Performance assessments (Classroom Management Plan, Diversity Analysis I & II) have been designed to accompany each of these specialty courses and serve to lay the groundwork for the Culminating Performance Assessment (CPA) completed during student teaching. The assessments serve as a means to determine whether a candidate is developing the knowledge, skills and dispositions necessary to work effectively with diverse students.

All initial candidates are required to demonstrate proficiency in a foreign language to complete the teacher preparation program. This requirement may be met by: 1) completion of two foreign language credits documented by the candidate's high school transcript with a minimum grade of "C" or 2) a college-level foreign language course (minimum three credit hours) or 3) a passing score on a foreign language CLEP. This requirement gives candidates the opportunity to gain insight into the challenges of second language learners as they acquire conversational skills in a language other than English. Consequently, they also gain knowledge about other cultures which will enable them to become more sensitive and empathetic—important dispositions for any educator.

During the 13-week student teaching experience, candidates are required to return to campus twice (Student Teacher Return Day and Student Teacher Completion Day) for a seminar to exchange information and reflect on their experiences. They hear and question guest speakers who work with diverse learners and discuss issues that affect their classroom teaching. Faculty members assist them in developing and refining strategies for improving their effectiveness in the classroom. Reflections of candidates' work with diverse students are incorporated into many of their portfolio artifacts.

Candidates must demonstrate competence in their ability to create instructional opportunities that are adaptable to the needs of different learners in order to meet Competency 3 (Adapting Instruction for Individual Needs) in their portfolio. Over the past two semesters, the composite mean score for all candidates on Competency 3 was 1.9 (using scale of Target-2, Acceptable-1, Unacceptable-0). Other Competencies which relate directly to student diversity and success for all learners include Competency 5 (Classroom Motivation and Management Skills to create effective learning environments for all students), Competency 7 (Instructional Planning/Adaptation based on student abilities) and Competency 8 (Assessment of Student Learning and using results to modify instruction). Composite mean scores for these competencies were 1.8 or higher. Candidates are required to maintain logs at each portfolio level that document not only their field experience with diverse learning populations, but also their exposure to a variety of teaching styles both on campus and in the public schools. As previously discussed in Standard 3, the Coordinator of Field Experiences and other faculty use these forms to evaluate the candidates' diversity of field experience. If the documentation forms reflect a lack of diverse field experiences before clinical practice, the Coordinator will assign the candidate to a site with greater diversity for student teaching.

Other assessments, in addition to the portfolio, that yield data on candidate proficiency in working with diverse students include the Summative Student Teacher Evaluation and the EBI Teacher Education Exit Assessment. The Summative Evaluation includes criteria on the candidates ability to individualize instruction, changing instruction based on student monitoring and demonstrating understanding of individual differences. The composite mean score related to student diversity from the Spring 2012 semester of 58 Student Teacher Summative Evaluations was over 3.8 using a 4-point scale (Target-4).

Factor 5 of the EBI Teacher Education Exit Assessment measures the extent to which the candidates' education course work addressed classroom equity and teaching children of diverse backgrounds and is comprised of three survey questions. Ratings use a 7-point scale ranging from 1 (not at all) to 7 (extremely well). The mean Factor 5 rating from 87 candidates at the end of their student teaching semester during the 2011-12 academic year was 6.08. EBI equated this to an 84% performance level. The Factor 5 rating for 2010-11 was 5.94 and for the previous year it was 6.16. These rankings were consistently higher than those of a comparison group of six regional universities of similar size. These ratings substantiate that our candidates consider themselves well prepared for the challenges of teaching diverse students.

SWOSU is committed to giving our candidates opportunities to interact with diverse faculty. This presents a challenge since only 10% of all University faculty are ethnic minority. However, this percentage is comparable to other rural regional universities in the state. SWOSU complies with all state and federal laws prohibiting discrimination based on race, sex, ethnicity or disability. When advertising for faculty positions, a number of different listings are used such as the University web site, HigherEdJobs.com, professional publications specific to the department, the Chronicle of Higher Education (Chronicle.com), Teachers-Teachers.com and Indeed.com. During the 2011-12 academic year, there were 95 applicants for three faculty positions in the Department of Education. Of those, only 30 volunteered information about their race. Thirty applicants were female and only ten identified themselves as an ethnic minority.

Factors other than race and ethnic origin must be considered when examining faculty diversity. For example, 90% of the unit faculty have experience as teachers and/or administrators in the public schools. The vast majority of these experiences were in schools with significant student diversity. A number of guest speakers are utilized each year which have enabled us to increase faculty diversity. Student Teacher Return Day, Student Teacher Completion Day and the urban field trip conducted during the Contemporary Issues in Education course enable our students to interact with other educators who are either minorities or work in school districts with significant minority populations. Organizations such as the SWOSU Student Oklahoma Education Association regularly bring guest speakers to campus such as Lee Roland, an African American school principal from the Putnam City School District. One of the SOEA professional development programs presented each year by the OK Education Association staff is Raising Test Scores by Understanding Poverty based on the research of Ruby Payne.

The unit collaborated with Weatherford Public Schools in 2012 to bring Dr. Marcia Tate, authority on brain research, to the SWOSU Ballroom for a full day professional development program. The spring 2012 class of SWOSU student teachers and other candidates joined the entire faculty of WPS for the workshop. An agenda is provided in the exhibit list along with a link to her biographical information (Dr. Marcia Tate is African American). Faculty members also periodically invite minority educators to speak to individual classes.

(4.2b) Since the last unit accreditation visit, increased rigor has been added to the Diversity in the Classroom assignment in EDU 3321 Multi-cultural and Special Populations. This assignment requires candidates, before they begin their daily student teaching assignment, to carefully observe their students at the school and identify various the types of diversity present. They must include a lesson plan from their content area and enumerate the ways they can/will modify instruction for students with specific learning needs. They must also include a variety of teaching methods appropriate for students with different learning styles. Strategies for monitoring student progress, handling disruptive behavior, providing additional assistance when needed and promoting parent involvement are also required.

Faculty discussions about the concepts of fairness and all children can learn have resulted in modifications to assignments in Foundations of Education, Principles of Teaching and Multicultural/Special Populations. The Observation/Reflection assignment in Foundations now requires candidates to describe two ways the cooperating teacher demonstrated fairness and his/her belief that all children can learn. These concepts were also added to the scoring rubric used for assignments in Principles of Teaching and the diversity assignment in Multicultural/Special Populations.

4.3 Exhibits

4.3.a	Proficiencies related to diversity that candidates are expected to demonstrate through working with students from diverse groups in classrooms and schools
4.3.b	Curriculum components and experiences that address diversity proficiencies (This might be a matrix that shows diversity components in required courses.)
4.3.c	Assessment instruments, scoring guides, and data related to candidates meeting diversity proficiencies, including impact on student learning (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)
4.3.d	Data table on faculty demographics (see Appendix A for an example)
4.3.e	Data table on candidates demographics (see Appendix B for an example)
4.3.f	Data table on demographics of P-12 students in schools used for clinical practice (see Appendix C for an example)
4.3.g	Policies and practices, including good faith efforts, for recruiting and retaining diverse faculty
4.3.h	Policies and practices, including good faith efforts, for recruiting and retaining diverse candidates
4.3.i	Policies, procedures, and practices that support candidates working with P-12 students from diverse groups

5. *Standard 5. Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*

5.1 How does the unit ensure that its professional education faculty contributes to the preparation of effective educators through scholarship, service, teaching, collaboration and assessment of their performance? [maximum of three pages]

5.2 Please respond to 5.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which you are moving to the target level, respond to 5.2.b.

5.2.a Standard on which the unit is moving to the target level [maximum of five pages]

- Describe areas of the standard at which the unit is currently performing at the target level.
- Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- Discuss plans and timelines for obtaining and/or sustaining target level performance as articulated in the rubrics of unit Standard 5.

5.2.b Continuous Improvement [maximum of three pages]

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 5.

(5.1) The Department of Education at SWOSU is proud of its dedicated teaching faculty. Our faculty is not only committed to academic excellence, but also community service and personal interest in our students. This commitment is recognized through the scholarship of our candidates, our status in the community and evaluations from our students. Over 60% of all faculty at SWOSU hold a doctoral degree. Five unit faculty hold doctorates with two others on track to complete their terminal degree by the end of 2013. All unit faculty hired since 2008 without a doctoral degree are contractually obligated to complete one within six years. A detailed description of unit faculty can be found on our NCATE Accreditation Information Management System site.

Many of the faculty members with terminal degrees have public school teaching and/or administrative certification in one or more areas. Most have several years of teaching or administrative experience in the public schools of Oklahoma and other states. Those faculty members not holding terminal degrees have extensive teaching experience in the public schools with at least a master's degree. All have public school teaching certification and most have ten years or more of public school teaching experience. Adjunct faculty members are also very qualified and currently hold certified positions in the public schools or have recently retired from distinguished careers in public schools. Nearly all faculty members supervise candidate clinical practice. All candidates are supervised by University faculty with public school teaching experience during the professional semester. No graduate teaching assistants are employed.

Public school faculty who serve as cooperating teachers for our candidates during clinical practice are also well qualified. They are appropriately licensed by the Oklahoma Department of Education in the fields they teach. These teachers must have at least three years of successful teaching experience and be considered outstanding educators by their school district administrators and the Coordinator of Field Experiences. During the 2011-12 academic year, cooperating teachers averaged over 15 years of experience. Other school personnel who serve as site supervisors for candidates in advanced programs during clinical practice are also well qualified and must be appropriately licensed by the State Department of Education.

Unit faculty regularly attend professional conferences/workshops or take courses to maintain their intellectual vitality, stay abreast of current research/best practice and improve their classroom teaching. The Unit believes that professional growth through scholarly activity is important. Unit faculty members have presented at numerous conferences from state to international levels as well as professional development programs for the public schools. They

have also produced a significant number of papers and articles for professional publications. Records of these activities are available in the Faculty Vitae exhibit. The university supports professional development through funds budgeted for faculty travel each year. For Fiscal Year 2012, \$7,500 has been budgeted. Additional funds are available through the Office of Sponsored Programs.

In October of 2011, eight of the 10 faculty members in the Department of Education attended the ASCD Fall Conference on Teaching and Learning in Las Vegas, Nevada. All expenses for the trip were paid by University and Departmental funds. This is one of the nation's premier educational conferences and gave faculty the opportunity to hear and interact with numerous distinguished educators/researchers such as Robert Marzano and Grant Wiggins. During the three-day conference, faculty members "debriefed" each evening and shared highlights from their sessions they attended that day. Faculty members returned to campus reinvigorated and immediately began to implement a number of strategies brought back from the conference. The conference also served as a great team building activity for faculty.

Unit faculty members are actively engaged in service to the local community and our partners in the public schools. They work in a variety of capacities on campus, in the community, in the public schools and in state/national organizations to provide leadership in the profession. Unit faculty served on more than a dozen standing committees on campus during the last academic year and two serve on the SWOSU Faculty Senate. Other examples of the professional service our faculty provides to SWOSU includes student recruiting and advisement, freshman enrollment activities, sponsoring student organizations such as Student Oklahoma Education Association and Student Council for Exceptional Children, Parents Day and Homecoming activities. Several faculty have developed class field experiences that are also service learning projects that provide community service such as Special Olympics volunteers in the Exceptional Child class and the Earth Week project in the Elementary Language Arts class. Unit faculty have also demonstrated outreach to our public school partners through supervision of Resident Year (first year) teachers, providing tutoring and mentoring services to public school students, providing in-service training for teachers, serving as Early Bird Readers (reading to elementary students), serving as volunteer substitute teachers, serving as Special Olympics volunteers and judging academic contests. All full-time education faculty have reported meeting their requirements for 15 hours of professional development and 10 hours of public school service during the past academic year. Most faculty have many more hours of professional development and public school service than required.

Each semester the Coordinator for Field Experiences conducts a training session for P-12 educators who will supervise student teachers for the first time. During the Spring and Fall semesters of 2012, 25 of these cooperating teachers participated on campus and via Interactive Television in the training. Agendas and participants lists appear in the list of Exhibits.

The Unit collaborated with the public schools in our service area to provide supervision for the Resident Year (first year) Teacher program required by the Oklahoma Department of Education. The Oklahoma Legislature suspended the RYT program for fiscal years 2011 and 2012. The suspension was extended through 2014 during the last legislative session. During the 2009-10 school year, 23 SWOSU faculty members served as the university representative on 103 Resident Teacher Committees for first-year teachers. Each committee was comprised of a mentor teacher, building principal and university supervisor. Committees met a minimum of three times during the school year and each committee member observed the resident teacher at least three times. Please refer to Standard 3 of this report for additional examples and details of how the unit

collaborates with our public school partners to develop meaningful field experience opportunities for our candidates.

Interviews for admission to teacher education are conducted each semester using a team of SWOSU faculty and P-12 active and retired educators. Thirty P-12 educators participated in fall 2011 and 26 in fall of 2012.

In the Contemporary Issues in Education course for student teachers, collaboration efforts have included presentations from a local school nurse on communicable diseases, a local special education director on referral/placement procedures, an ELL services director on working with those students, a principal regarding interview tips, and a child abuse prevention specialist.

Collaboration efforts among faculty on campus are ongoing. The Conceptual Framework (EBTE) evolved from the collaborative efforts of SWOSU faculty, candidates, and public school teachers/administrators. Other activities requiring significant collaboration among SWOSU faculty include the Teacher Education Council, Admission & Retention Committee, Graduate Council, Higher Learning Commission/North Central Association accreditation committees, and development of an education portfolio artifact list that includes all teacher education programs. Two unit faculty members have begun team teaching courses with faculty from other departments. Students from the Department of Nursing make a presentation to student teachers each semester on blood-borne pathogens. The articulation agreements discussed in Standard 1 also represent a significant collaborative effort. Unit collaboration with SWOSU Career Services is discussed in Standard 2. In 2010, Chair Ruth Boyd collaborated with Mathematics faculty at our Sayre campus to provide another math course offering for candidates that is specifically designed for education majors. This minimized the need for any of our candidates to take an online math course from another university in order to meet graduation requirements while providing instruction focused on the needs of elementary and secondary candidates. In 2008, she collaborated with the Cheyenne & Arapaho Tribal College to provide the course Enhanced Education of Native American Youth.

All SWOSU faculty are evaluated in accordance with the policies outlined in the Faculty Handbook. Faculty evaluation is a comprehensive process and utilizes more than one instrument. The three-tiered evaluation system consists of:

- Evaluation by students. Instructor evaluations are completed by students each semester for every course taught by SWOSU faculty. These evaluations include 20 questions using a 5-point Likert rating scale. The survey data is collected by the Office of Assessment and shared with individual faculty and appropriate administrators. Student comments are also shared on the individual faculty member's report.
- Evaluation by department chair. Non-tenured faculty are evaluated annually by the department chair using the Continuance procedure. Tenured faculty are evaluated by the department chair at longer intervals, usually three years.
- The University Promotion/Tenure Review Committee provides yet another level of faculty evaluation. It reviews faculty applications for tenure and promotion, and makes recommendations to the Provost and President to grant or deny them. Providing that candidates possess the required educational and experience qualifications, the following are considered minimum criteria upon which promotion in rank is based: 1) effective classroom teaching, 2) scholarly or creative achievement, 3) contributions to the

institution and profession, and 4) performance of non-teaching, semi-administrative or administrative duties. Tenure track faculty not granted tenure after seven years may be dismissed.

In addition, all faculty members are given the opportunity to complete a confidential evaluation of the Department Chair, Assistant Dean and Dean of the College. These evaluations are also conducted by the Office of Assessment and results are made available to the President and Provost for their evaluation of the College and Department administrators.

Pass rates on the Certification Examinations for Oklahoma Educators (OGET, OSAT and OPTE) are also used as an indirect measure of Unit faculty performance. Pass rates in any program that are below the state average are an important concern for faculty members and administrators. They indicate either gaps in the curriculum or ineffective teaching. In either case, below average pass rates require curriculum and/or instructional changes to be made in a timely manner. Data from the EBI Teacher Education Exit Assessment and follow-up surveys provide additional evidence of unit faculty performance. See Standard 2 for a more complete description of these assessments.

(5.2.b) The unit continues to improve the academic credentials of its faculty. We are proud that one faculty member, Dr. Evette Meliza, completed her doctoral degree from the University of Oklahoma in 2011. Our most recent hire in the Department of Education is Dr. Sherri Brogdon, who received her doctoral degree from North Texas State University. Two other faculty members, Interim Chair Ruth Boyd and Megan Eliason, are on track to complete their terminal degrees within a year from OU and OSU respectively. Two other faculty, Alan Boyd and Ed Klein, are actively pursuing course work for their doctorates. The vision for the unit is to have at least 80% of faculty holding terminal degrees in addition to extensive P-12 teaching experience in the next five years.

Assessment data from the EBI and course/instructor evaluations continue to rank our faculty high in all areas of performance. Unit faculty ratings are consistently higher than other faculty on campus as well as faculty ratings at comparison institutions. Faculty regularly make changes in teaching, scholarship, and service activities based on evaluation feedback and other data. Program Reports provide examples of ongoing instructional and programmatic changes based on assessment data feedback. Utilizing technology to improve instruction is an important reason why our faculty is rated so highly. Unit faculty strive to model the effective use of instructional technology for our candidates. Faculty have spent many hours in training on the use of Desire2Learn, SWOSU's electronic instructional platform. All faculty have created courses on D2L to facilitate student learning. The demand for online or web-based courses continues to increase and our faculty has responded by developing more of these courses for our candidates. As the University phases out Interactive Television and moves to Blackboard Collaborate (a webinar platform), our faculty continue to refine their instructional technology skills to expand online access to our education programs. SWOSU's Office of Distance Learning has significantly increased the number of professional development training programs for faculty to facilitate this expansion.

5.3 Exhibits

5.3.a	Data table on qualifications of professional education faculty (This table can be compiled
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	in the online template from data submitted for national program reviews or compiled in Excel, Word, or another format and uploaded as an exhibit. See Appendix D for an example.)
5.3.b	Data table on qualifications of clinical faculty (i.e., P–12 school professionals and professional education faculty responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice)
5.3.c	Policies and practices to assure clinical faculty meet unit expectations
5.3.d	Policies, expectations, and samples of faculty scholarly activities
5.3.e	Summary of faculty service and collaborative activities in schools (e.g., collaborative project with school faculty, teacher professional development, and addressing the needs of low performing schools) and with the professional community (e.g., grants, evaluations, task force participation, provision of professional development, offering courses, etc.)
5.3.f	Policies, procedures, and practices for faculty evaluation (including promotion and tenure) and summaries of the results in areas of teaching, scholarship and service
5.3.g	Policies, procedures, and practices for professional development and summaries of the results

6. Standard 6. The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

- 6.1 How do the unit’s governance system and resources contribute to adequately preparing candidates to meet professional, state, and institutional standards? [maximum of three pages]
- 6.2 Please respond to 6.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which you are moving to the target level, respond to 6.2.b.
- 6.2.a Standard on which the unit is moving to the target level [maximum of five pages]
- Describe areas of the standard at which the unit is currently performing at the target level.
 - Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
 - Discuss plans and timelines for obtaining and/or sustaining target level performance as articulated in the rubrics of unit Standard 6.
- 6.2.b Continuous Improvement [maximum of three pages]
- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
 - Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 6.

(6.1) The Department of Education at SWOSU is an academic unit of the School of Behavioral Sciences and Education and the College of Professional and Graduate Studies. It consists of all programs and professional education coursework leading to initial and advanced licensure/certification. The unit is also staffed by faculty members from other Colleges of the University who are designated as Teacher Education Faculty (TEF). Most of the TEF are assigned to the Department of Education. The Chair of the Department of Education is responsible for all the day-to-day operations and is considered the chief administrator for the Unit.

Department chairs provide the leadership necessary for efficient implementation of the academic programs. This involves oversight of program reviews, program modification, faculty recruitment and retention, class scheduling, supervision of faculty, and maintenance of departmental records. Department chairs also prepare, submit, and monitor the departmental budget; assign advisors to new candidates; orient new faculty; conduct faculty and staff evaluations; and typically carry a teaching load of six-hours each semester.

The Teacher Education Council (TEC) is the governing body of the Unit. The specific duties of the TEC are to develop and recommend general policy for the undergraduate teacher education program. This includes recommending any changes needed for policy and programs that involve teacher education. The members of the TEC come from the Teacher Education Faculty and candidates in the program (student professional organizations). This constituency ensures a collaborative approach in resolving issues that come before the TEC. It also increases the likelihood that the ideas and concerns of all parties are taken into consideration when decisions are made.

Student advisement for our candidates is of great importance and is handled by the Teacher Education Faculty. Elementary, Early Childhood and Special Education majors are advised by full-time faculty within the Department of Education. Full-time faculty members in the appropriate content area advise secondary and P-12 majors in music and physical education. Faculty members have required office hours that are posted on their door for student access. A comprehensive Advisement Handbook has been developed for use by all faculty and can be viewed in Exhibits.

The budget process allows for input from Unit faculty. The Department of Education chair asks for input and recommendations from the faculty for budget items and needs for the upcoming year. Input from faculty and staff is strongly encouraged. Identified needs are evaluated in regard to the University's Mission and Strategic Plan. An example of recently identified Department of Education needs would include the following:

- Need for an additional faculty member
- Development of collaborative efforts with external stakeholders in Oklahoma
- Student secretaries for faculty
- Need for liability insurance for student teachers
- Need for criminal background checks for SWOSU students going into their student teaching
- The identification of additional high quality student teaching sites with an abundance of student diversity for our candidates

The requests are then prioritized by the Chair and submitted to the Associate Dean. The Associate Dean then evaluates and prioritizes the requests from each of the Departments in the School of Behavioral Sciences and Education and presents the proposed budget for the School to the Dean of the College of Professional and Graduate Studies. The Dean must evaluate and prioritize the requests from each School and present the proposed budget for the College to the administrative team consisting of the President of the University; the Vice President for Administration and Finance, and the Provost. The administrative team finalizes the budget request before submitting it to the Oklahoma State Regents for Higher Education. Priority is given to technology and faculty needs to ensure the success of the programs. The resources allocated to the programs adequately allow each program to meet its needs and accomplish its mission.

The budget allocation for the Department of Education for FY12 is \$1,321,128. Individual annual budgets are available for review. Faculty/staff salaries represent the largest line

item in each budget and amount to slightly over \$1,000,000 for FY12. The budgets do not include allocations for technology, indirect costs or other support services (for example, custodial and maintenance) necessary to provide quality programs. Travel includes mileage reimbursement and conference expenses. Supervision includes faculty stipends for supervision of student teachers. The line item for supplies/operating expenses provides funds for purchases such as copy machines, audio/visual equipment, flash drives, digital cameras and occasionally the purchase of a SMART Board for classroom use. The line item for supplies/operating fees funds consumable supplies and fees for Unit membership in professional organizations. These budgeted amounts have remained constant from FY11 to FY12. The unit also receives an additional budget allocation each academic year for library resources. That amount for 2012-13 was \$5800 and remained unchanged from the 2011-12 fiscal year.

The unit is housed in the Hibler Education Building which also houses the Center for Distance Education. This sharing of facilities has proved advantageous to our unit since all of the classrooms are equipped with a computer for the instructor, video projector and document camera using Distance Learning funds. Three of the classrooms are equipped with SMART Boards which were purchased with unit funds. Several digital cameras purchased by the unit are available for check out by candidates or faculty. The basement classroom of the Education Building was renovated this summer with new flooring and furniture. A computer lab is located on the 2nd floor of the Education Building with 30 workstations. The Education Building is equipped with wireless Internet, as are most other campus buildings.

Desire2Learn is the robust electronic instructional platform adopted by the University and discussed in more detail under Standard 2. All unit faculty have been trained in using D2L to facilitate their instruction and use it in virtually all classes they teach. Unit faculty also share their expertise with colleagues and may also take advantage of the Distance Learning Center's ongoing series of professional development programs for electronic instruction.

A comparison of the Education Department budget (with 12 faculty) and another department at SWOSU of similar size with a clinical experience component for FY12 can be found in Exhibits. This chart shows the Nursing Department (with 11 faculty) having a budget of \$1,120,906.

In the 2006 BOE Report, two Areas for Improvement were cited in Standard 6. The AFI for “not effectively managing programs” was corrected the following year with a policy requiring student teachers to be supervised by university faculty with public school teaching experience and faculty teaching methods courses to have the same experience. The other AFI cited for excessive faculty loads was also corrected by reducing faculty teaching loads since the 2006 visit. It should be noted one hour of load is added to each graduate class (for example, all Educational Administration courses are graduate). No faculty member teaches more than the equivalent of five three-hour courses. A three-hour reduction in load may be made for approved research, grant writing, or other scholarly endeavors upon request. A copy of the current faculty load report can be found in Exhibits.

(6.2.b) In 2011, unit faculty collaborated with faculty from the Art Department to submit an Art Education program report to the Oklahoma Commission for Teacher Preparation. The program report was reviewed but returned for further development in Spring 2012. The Art Department chair has since left the University but the unit is still committed to collaborate with the new chair and resubmit the report for OCTP approval. One of our unit faculty has volunteered to co-teach the Teacher's Course in Art for secondary candidates if no Art faculty member is hired with P-12 experience. We also anticipate collaboration with the science faculty

in Biology and Chemistry to submit a program report for Natural Science Education whose national recognition lapsed in 2011 because of two unsuccessful attempts to gain recognition without conditions.

The unit has also collaborated with the Science and Art departments on campus to ensure candidates receive instruction from faculty with public school teaching experience in their methods courses. Interim Chair Ruth Boyd is collaborating with the Art adjunct faculty member teaching ART 4452 CMM Art for Elementary Teachers to ensure that OCTP competencies are being addressed the curriculum. Unit faculty member Dr. Evette Meliza began co-teaching SECED 4893 Teachers Course in Science for secondary Natural Science Education candidates because the science faculty member who had taught the class for many years retired and no other faculty in that department had P-12 teaching experience. The unit is ready to assume responsibility for any of the methods courses where other department faculty with P-12 teaching experience are not available.

6.3 Exhibits

6.3.a	Policies, procedures, and practices for governance and operations of the unit
6.3.b	Organizational chart and/or description of the unit governance structure and its relationship to institutional governance structure
6.3.c	Policies, procedures, and practices for candidate services such as counseling and advising
6.3.d	Policies, procedures, and practices for candidate recruitment and admission, and accessibility to candidates and the education community
6.3.e	Academic calendars, catalogs, unit publications, grading policies, and unit advertising
6.3.f	Unit budget, with provisions for assessment, technology, professional development, and support for off-campus, distance learning , and alternative route programs when applicable
6.3.g	Budgets of comparable units with clinical components on campus or similar units at other campuses
6.3.h	Policies, procedures, and practices for faculty workload and summary of faculty workload
6.3.i	Candidates' access to physical and/or virtual classrooms, computer labs, curriculum resources, and library resources that support teaching and learning
6.3.j	Candidates' access to distance learning including support services and resources, if applicable

Appendix A

Diversity of Professional Education Faculty Standard 4, Element b

	Prof. Ed. Faculty Who Teach Only in Initial Programs n (%)	Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)	Prof. Ed. Faculty Who Teach in Both Initial & Advanced Programs n (%)	All Faculty in the Institution n (%)	School-based Faculty (Optional) n (%)
Hispanic/Latino of any race				1	
For individuals who are non-Hispanic/ Latino only:					
American Indian or Alaska Native				2 (1%)	
Asian				17 (5%)	
Black or African American				11 (3%)	
Native Hawaiian or Other Pacific Islander					
White	6 (50%)	3 (25%)	3 (25%)	304 (90%)	
Two or more races				1	
Race/Ethnicity Unknown					
TOTAL	6	3	3	336	
Male	3 (25%)	1 (8%)		214 (63%)	
Female	3 (25%)	2 (16%)	3 (25%)	112 (37%)	
TOTAL	6 (50%)	3 (25%)	3 (25%)	336	

Appendix B

Diversity of Candidates in Professional Education Standard 4, Element c

	Candidates in Initial Teacher Preparation Programs n (%)	Candidates in Advanced Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution %
Hispanic/Latino of any race	7 (4%)	3 (1.3%)	290 (6%)	4
For individuals who are non-Hispanic/ Latino only				
American Indian or Alaska Native	8 (4.5%)	20 (9%)	255 (5%)	8
Asian			138 (3%)	1
Black or African American	3 (1.7%)	1	259 (5%)	2.5
Native Hawaiian or Other Pacific Islander			12 (0%)	
White	151 (86.3%)	181 (82.3%)	3391 (71%)	79
Two or more races	5 (3%)	9 (4%)	265 (6%)	8
Race/Ethnicity Unknown		6 (2.7%)		
TOTAL	175	220	4781	
Male	35 (20%)	92 (42%)	2093 (44%)	51
Female	140 (80%)	128 (58%)	2688 (56%)	49
TOTAL	175	220	4781	

