

BOARD OF EXAMINERS

★★★★★★★☆☆ Report

NCATE Board of Examiners Team:

Dr. Katharine D. Rasch
Dr. Jodi L Kupper
Dr. Michael W. Wallace
Dr. Harriett J. McQueen

State Team:

Dr. Vicki Ferguson
Ms. Esther Bell
Ms. Goldie Thompson
Dr. Jack Green
Dr. Vivian Guarnera

State Consultant:

Ms. Renee M. Launey-Rodolf

NEA or AFT Representative:

N/A

Continuous Improvement Visit to:

SOUTHWESTERN
OKLAHOMA STATE
UNIVERSITY

Department of Education
100 Campus Drive
Weatherford, OK 73096
March 10-12, 2013

Type of Visit:

Continuing visit - Initial Teacher Preparation
Continuing visit - Advanced Preparation

BOE Report for Continuous Improvement Pathway

Summary for Professional Education Unit

Institution Name:

Southwest Oklahoma State University

Team Recommendations:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
Standard 2: Assessment System and Unit Evaluation	Standard Met	Standard Met
Standard 3: Field Experiences and Clinical Practice	Standard Met	Standard Met
Standard 4: Diversity	Standard Met	Standard Met
Standard 5: Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
Standard 6: Unit Governance and Resources	Standard Met	Standard Met

Not Applicable = Unit not reviewed for this standard and/or level

Team Recommendations on Movement Toward Target:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Not Applicable	Not Applicable
Standard 2: Assessment System and Unit Evaluation	Not Applicable	Not Applicable
Standard 3: Field Experiences and Clinical Practice	Movement Towards Target	Movement Towards Target
Standard 4: Diversity	Not Applicable	Not Applicable
Standard 5: Faculty Qualifications, Performance, and Development	Not Applicable	Not Applicable
Standard 6: Unit Governance and Resources	Not Applicable	Not Applicable

Not Applicable = Unit did not select this as a target standard

I. Introduction

I.1 Brief Overview of the institution and the unit.

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 (SWOSU). 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), The College of Associate and Applied Programs (Sayre), College of Pharmacy, and the Cheyenne and Arapaho College.

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.

The Department of Education serves as the currently identified professional education unit at SWOSU. The unit reports that it works in collaboration the College of Arts and Sciences and the Department of Psychology to provide advisement and instructional programs for initial teacher preparation and advanced level programs. Arts and Sciences faculty provide advising and content courses and Methods and Materials courses for candidates in Mathematics Education, English Education, HPER Education, History Education, etc. Dept. of Education faculty teach courses which comprise the professional education component of the degree programs. In addition, the Department of Psychology (within the same school as the Department of Education), teach the educational psychology courses and all of the counseling and psychometry courses. The College of Arts and Sciences faculty and those in the Department of Psychology are also responsible for NCATE and state program review in their respective disciplines. While the Teacher Education Council (TEC), has been the coordinating council, there are currently concerns about monitoring, authority and oversight for all of these programs outside the identified unit. There have been no significant changes since the last NCATE review, except for the actual functioning of the Teacher Education Council, which was reported to be advisory during the time of the visit. At the same time, it's unclear how TEC has been the oversight for the various programs in the unit. Faculty in areas outside the Department of Education report varying levels of involvement/ownership for the unit's programs.

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.

The unit states that graduates from initial, advanced and other school personnel programs will possess the content/pedagogical expertise and dispositions to improve educational practices, and the social/psychological preparation needed to function effectively in a global environment. To accomplish this mission, the unit is committed to providing the essential experiences necessary to prepare educators with appropriate content knowledge, content specific pedagogy, and professional and pedagogical knowledge. The unit puts a heavy emphasis on field experiences in initial teacher preparation and the preparation of other school personnel for their new roles. For candidates in advanced teacher programs in Early Childhood Education, Elementary Education and Secondary Education programs, field experience requirements have just begun to be defined and have not yet been implemented.

SWOSU currently enrolls 4781 students on campus and at off-campus sites at Redlands Community College and Southwest Oklahoma College. There are 175 candidates enrolled in initial teacher preparation programs and 220 enrolled in advanced and other school personnel programs.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

The Oklahoma State Partnership protocol guided this visit. A joint team of four national and three state

team members examined the national standards, SPA and state program reviews, and the specific standards unique to OK during the offsite review and the onsite visit. They were supported by a representative from the Oklahoma Commission for Teacher Preparation (OCTP), the Oklahoma State Regents for Higher Education and the Oklahoma Professional Educators Association. There were no deviations from the state protocol.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

Initial teacher preparation program coursework is offered at the Sayre campus, Southwest Oklahoma State College, and Redlands Community College via ITV at this time. Candidates from those sites were interviewed and candidates on campus confirmed the participation of the candidates at remote sites. The leadership program is an online program, using Blackboard Collaborate and is offered in a primarily synchronous delivery system. Information regarding that program was obtained during on campus interviews and Collaborate presentations during the poster session. Faculty were interviewed on campus and provide instruction from the campus classrooms.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

There were no unusual circumstances that affected this SWOSU 2013 visit.

II. Conceptual Framework

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

SWOSU has developed its conceptual framework for the professional education unit known as Experience Based Teacher Education (EBTE). SWOSU's programs of study "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.

These activities are designed to produce graduates who demonstrate:

- Critical thinking and mastery of subject content
- Effective communication skills
- Exemplary practices for instructional planning, delivery and assessment
- Global awareness with the ability to accommodate diverse learning populations
- Ethical, moral and professional responsibility
- Collaborative relationships with colleagues, parents and the community

The four components of EBTE are aligned with the competencies developed by the Oklahoma Commission for Teacher Preparation (OCTP) which serves as the state's independent standards board for teacher education for initial teacher preparation. 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. Five additional competencies are specific to Oklahoma's standards. They are:

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.

Initial teacher programs also use national learned society guidelines and, when national guidelines are not available, OCTP guidelines for the preparation of teachers.

Advanced candidates in programs for other school personnel (OSP) 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. SWOSU will have to review the conceptual framework again with the 2012 adoption of the new INTASC standards by the OCTP and Common Core Curriculum by the Oklahoma Department of Education.

III. Unit Standards

The following pages contain a summary of the findings for each of the six NCATE unit standards.

Standard 1

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

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 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Southwestern Oklahoma State University (SWOSU) has designed teacher and educator preparation programs so that its candidates have experiences to develop the knowledge, skills and dispositions delineated in state and national standards. The unit's conceptual framework, Experiences Based Teacher Education (EBTE), outlines six components (related to specific outcomes) for ITP graduates and then presents an alignment with the INTASC and the Oklahoma Commission for Teacher Preparation (OCTP) standards and national SPA standards (see introduction to this report). Compliance reports for other school personnel (OSP) programs confirmed alignment with national and state program standards. The offsite report indicated that it was unclear how the candidate assessment data are tied back to the conceptual framework. While some alignments to the conceptual framework were presented (particularly for ITP programs), it was unclear how all programs and, more specifically, program data, were reported and analyzed and related to the unit's conceptual framework. The IR addendum presented an alignment of the conceptual framework to the unit wide elements of the student teaching evaluation. There were no reports of data specifically targeted to elements of the conceptual framework and no records of analysis by those elements. Interviews confirmed that this analysis had not occurred by program coordinators.

Interviews with candidates and graduates were unclear regarding specific alignment to program outcomes aligned to the conceptual framework and dispositions. Because the unit was unclear in its own alignment, specification and reporting with regard to dispositions was extremely difficult to isolate.

The onsite visit was unable to confirm how the dispositions in advanced programs were aligned with the conceptual framework. No complete alignment was presented for advanced teacher preparation (ATP) and other school personnel (OSP) programs.

For initial teacher preparation (ITP), undergraduate programs in Early Childhood Education, Secondary History Education, Secondary Mathematics Education, Physical Education, and Special Education (Mild/Moderate) have been submitted to SPAs and nationally recognized. Secondary English Education has been submitted to NCTE twice and is recognized with conditions until 2014. Elementary Education has been submitted to ACEI and was recognized with conditions until 2014 for the second submission. The science program had conditional approval that expired in 2011 and has not been resubmitted at this time. The unit is preparing to resubmit its expired program in art to the OCTP in spring 2013. The special education program was redesigned in 2010, so data presented are from the current program designed for candidates to obtain a special education mild/moderate license. SPA reports before the visit confirmed that programs with national standards (ITP and OSP) had all met national standards, except Elementary Education and English Education. The IR addendum was not specific with regards to resubmission but the Education Department chair said that they would be preparing the resubmission for the Elementary Education program after the onsite visit. The English Education program chair was preparing for the March 15, 2013 submission.

Each program submitted six to eight key assessments and data from those assessments, including assessments addressing content, content specific pedagogy, and professional knowledge and skills. Passing scores on entrance and exit exams are all well above the 80 percent pass rate. The ITP assessments varied widely from program to program, including different supplemental instruments to

assess candidate competence in the student teaching experience. Data from the Culminating Performance Assessment (CPA—a TWS project) and student teaching indicate strong ratings for candidates across all of the indicators.

Faculty, candidates, alumni, cooperating teachers, and administrators confirmed that ITP candidates were well prepared for their roles as beginning teachers. Candidates spoke confidently and specifically about the coursework and field experiences that prepared them for their role as teachers. They strongly endorsed the faculty's teaching and scholarship, commenting specifically on the faculty expertise and willingness to support each of them individually. Principals and administrators reported that they sought out SWOSU candidates for employment, including those from the Oklahoma City Public Schools. Candidates presented posters and portfolios that reflected a broad spectrum of performance tasks demonstrating their content knowledge, pedagogical content knowledge as well as professional knowledge and skills. The CPA provided evidence of the candidates' ability to plan, implement and analyze instruction as well as student learning. Survey data from graduates and employers confirm a high level of candidate performance and satisfaction.

Interviews with faculty, candidates, alumni and intern supervisors confirmed a similar level of satisfaction with regard to advanced candidates in School Counseling, Psychometry and Educational Leadership.

Data from SPA reports provide evidence that candidate performance is appropriately assessed not only for the unit, but for the content and pedagogy required by each of the SPAs. Data for the SPAs (except for the CPA and student teaching evaluations) is maintained by the respective program coordinator. Data from the program are shared with the appropriate faculty, though sometimes only in informal ways. Data for programs with SPA approval have continued to be collected since submission of the SPAs. It was unclear how oversight was provided for ongoing collection and analysis of the SPA designated assessments for each program.

The unit also uses Educational Benchmarking, Incorporated (EBI) data to benchmark undergraduate candidate performance and other institutional factors against those of peer institutions. These data allow for broader comparisons than just relying on internal data and have proved helpful for the SWOSU. The data have been analyzed and adjustments have been made to assessments and courses to address current issues and additional training for diversity (ITP).

The unit commenced developing new articulation and collaborative agreements with Redlands Community College and Western Oklahoma State College in 2010. Candidates are able to complete all work except student teaching using Interactive Television (ITV) at those two sites, rather than coming to the Weatherford campus. This is also true for the Sayre branch campus. These three locations serve a rural, geographically disparate population. The unit has successfully used ITV in its programs for years; current plans include migration to Blackboard Collaborate for synchronous, online programs. This program has successfully integrated candidates into the SWOSU community. Plans include expansion of online and blended coursework in other programs. Candidates from these programs were interviewed and a virtual tour of the Sayre campus confirmed appropriate facilities for program delivery. Assessment data from candidates at those sites confirmed comparable performance in courses.

The unit also offers a Master of Education in Early Childhood Education, Elementary Education and Secondary Education. No information or data were provided for candidates or completers in those programs in the IR. As part of the addendum, the unit is proposing new assessments and field experience requirements for the M. Ed. in Early Childhood, Elementary and Secondary programs that will be implemented in summer 2013. Those assessments address components of Standard 1 and field experiences (2 key assessments and an overall summative evaluation at the end of the program) for the

program. It was not clear what would happen if candidates were unsuccessful in the final evaluation.

For other school personnel advanced programs, the Master of Education in Educational Administration has been nationally recognized by ELCC and also aligns with the Oklahoma General Competencies for Principal Licensure and Certification. The pass rate on the OSAT for program completers was 88 percent for 2008-10 school years. In spring 2012, 81 candidates received of 76-100 percent on the mastery level of the practicum assessment of knowledge and skills. The pass rate for the OSAT for the program completers on the Common Core test for educational administrators was 92 percent. The aggregate pass rate for the educational administration specialty (elementary, middle and high school) test was over 80 percent. On the internship assessment, 99 percent scored mastery on knowledge and skills. Candidate portfolios provide evidence of mastery of program competencies.

The Master of Education (Reading Specialist) has been nationally recognized by IRA and has competencies aligned with Oklahoma General Competencies for Reading Specialist. The pass rate on the OSAT for program completers was 91 percent for the 2008-2011 school years and 100 percent target on the Theory to Practice artifact as indicated in the SPA report. Candidate portfolios provided evidence of the mastery of competencies, as did as successful completion of the internship.

The OCTP has approved the Master of Education in School Counseling and School Psychometry. The pass rate on the OSAT for the school counseling program completers was 89 percent for the 2008-2011 school year. The pass rate on the OSAT for the school psychometry program completers was 100 percent. The state recognition report confirmed that the candidates demonstrated knowledge and skills in these two content areas. Candidate portfolios provided additional evidence of mastery of the program competencies in both programs as did successful completion of the internships.

Program review of these reports associated with the state or national review process indicated that other school personnel candidates enrolled in educational administration, reading specialist, and school counseling demonstrated the ability to create positive learning environments for students. The school psychometry program recently received recognition based on a new assessment for measuring student learning.

On the post graduate survey, 94 percent of the educational administration candidates demonstrated mastery in creating positive learning environments for students. The reading specialist candidate demonstrated 100 percent target on the work sample unit as reported in the program report. The school counseling candidates scored 100 percent at target on the teaching unit taught by the candidates as reported in the program report.

The unit has not clearly identified the professional dispositions that are expected of educators and that candidates must develop and demonstrate. The unit's conceptual framework indicated that dispositions such as personal integrity, honesty, fairness, altruism, respect, professional behavior, team skills, responsibility, compassion, and open mindedness are integrated in the classroom activities and are included in the course syllabi. In addition, the unit presented a list of 10 principles that were submitted as dispositions in the exhibit room that were aligned to the initial student teaching form. Those principles included making content meaningful, child development and learning theory, learning styles-diversity, instructional strategies-problem solving, motivation and behavior, communication and knowledge, planning instruction, assessment, professional growth-reflection and interpersonal relationships. During interviews candidates were not familiar with specific dispositions on which they were regularly and systematically assessed. Interviews confirmed that no data specific to dispositions were specifically collected, aggregated, or analyzed.

Faculty in other school personnel (OSP) programs highlighted dispositions specific to the program's

content. Similarly, candidates in these programs could not articulate the dispositions expected of them. It was unclear how any candidates were informed or counseled if their dispositions were not adequately demonstrated.

1.2 Moving Toward Target or Continuous Improvement

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 the unit is moving to the target level, respond to 1.2.b.

1.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

1.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

SWOSU faculty have monitored ITP candidate performance using the CPA and student teaching assessments. They have designed a strong portfolio process to scaffold experiences, reflections and assessments for each ITP candidate.

EBI results indicated a need for more preparation in classroom management, so faculty has planned and implemented additional preparation. Other EBI results have been implemented, including more career counseling and preparation for application for employment.

In preparation for each of the SPA and OCTP program reviews, assessments were modified and alignments to professional standards were strengthened. Based upon candidate feedback, course availability was modified so that all courses were available through ITV in order to ensure timely candidate completion of programs.

Recent improvements have included strengthening of instruction, service learning, and plans for new field experiences to address the needs of English Language Learners. Faculty have modified and redesigned the four week block of courses prior to student teaching to strengthen preparation for diverse learners. A new blog developed for student teachers allows them to communicate with each other and their supervisors throughout their experiences.

Education Department faculty members will be involved in training in the implementation of the new INTASC standards adopted by the OCTP. They continue to monitor changes in state and national policy and develop plans to be responsive to these.

Faculty monitor feedback from candidates and continuously modify courses and assessments to respond to the needs of students.

Development of the program reports for the advanced programs led to re-examination of assessments, refinement of some assessments and analysis of program data in order to meet state and national standards. Careful attention to dwindling enrollment in the Educational Administration program led to program redesign that now uses Blackboard Collaborate; enrollment and candidate satisfaction have flourished. Careful attention to the OSAT sub-scores indicated weak performance in the area using case studies. Faculty have provided additional support and experience and scores have improved. A course on advanced psychology of learning was refined and modified to be more appropriate for the Educational Administration candidates. Ambiguity regarding expectations for the Educational Leadership program internship were addressed with the development of an internship handbook.

Policy decisions in the state of OK will necessitate study and response from the faculty. Specifically, the teacher evaluation system is changing and candidates will rely on SWOSU faculty to be trained and then teach them about new expectations. Similarly, the adoption of the new INTASC standards in the state will affect the continuum of teacher preparation and expectations for both new and experienced teachers in SWOSU's programs.

1.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

--

Criteria for Movement Toward Target

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

1.3 Areas for Improvement and Rationales

1.3.a What AFIs have been removed?

AFI	AFI Rationale
Candidates in the Secondary Principal program do not achieve the state pass rate on the licensing exam.	Candidates in the Principal Preparation Programs now achieve the state pass rate on the OGAT exams.

1.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

1.3.c What new AFIs are recommended?

AFI	AFI Rationale

The unit has not clearly identified nor provided data in the assessment system for the professional dispositions that are expected of candidates and that they must develop and demonstrate for all programs. ITP and ADV	The unit has two lists of dispositions, one located in the conceptual framework document and one list provided in the exhibit room. The 10 principles in the exhibit room are correlated with items on the ITP student teaching form. There were no data presented at the ITP or ADV level which indicated that the unit regularly and systematically assess professional dispositions.
---	---

1.4 Recommendations

For Standard 1

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

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.

Standard 2: Assessment System And Unit Evaluation

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 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Evidence and interviews confirm that the unit has a system that gathers assessment and evaluation measures that monitor candidate performance and that have been used to improve programs. Decisions about candidate performance are based on multiple assessments at identified transition points. Identified transition points for initial teacher preparation programs are admission to teacher education, admission to student teaching, graduation, and entry into the profession. Portfolio Levels I and II must be completed prior to admission, Level III prior to student teaching, and Level IV prior to graduation. Multiple assessments are involved at each level. For example, candidates must successfully pass an admission interview, pass the Oklahoma General Education Test, and 30 hours of field experiences among other things to complete Portfolio Levels I and II. Graduate programs in Education Administration, School Counseling, School Psychometry, and Reading Specialist have clearly defined entrance, candidacy, and exit points. Programs in School Psychometry and School Counseling report taking specific measures to ensure the validity and reliability of their key assessments.

Multiple assessments from internal and external sources result in data related to applicant qualifications,

candidate proficiencies, competency of recent graduates, faculty, and program quality. Information is gathered from multiple sources including applicants, candidates, graduates, faculty and other members of the professional community. Admission interviews for ITP are generally conducted by education professionals outside the university along with a member of the university faculty. Most field experiences and student teaching evaluations include input from school site professionals. Until recently, assessment of graduates of initial program was made possible through Oklahoma's Residency program. With that program on hold due to state economic conditions, the unit relies on feedback from a survey conducted by the Oklahoma Commission for Teacher Preparation. No data were found in disaggregated form for students enrolled in distance learning classes in the IR, but the data presented in the IR addendum provide evidence that candidate performance for candidates at the distance learning sites was comparable to candidates on campus.

Candidate assessments are regularly shared with candidates and responsible faculty to help them reflect and improve performance. Candidate reflection is integral to the portfolio process.

The unit's assessment system remains essentially as was described for the 2006 visit for unit data and program data. The unit, and in particular the NCATE coordinator, has continued to monitor a series of assessments, responsibilities for gathering assessments and accompanying review points, transitions points, consistent with the system described in 2006. Until 2012, unit ITP data were shared with Department of Education faculty, program faculty in Arts and Sciences collected SPA specific data, and program data were shared with graduate program faculty (Reading, School Counseling, School Psychometry and Educational Administration) but there were no formal mechanisms for analysis and feedback unless the NCATE coordinator noticed declines in data. If the NCATE coordinator notices declines in the above mentioned data, appropriate faculty are notified and TEC is advised. Though faculty and program coordinators are responsible for data collection and analysis of program data, however, the unit's system for monitoring overall unit operations is limited. The Unit Assessment System document and chart reveal assessment alignment related to the conceptual framework, and Experience Based Teacher Education (EBTE) for ITP reported in the IR addendum. Specifically, data regarding Exemplary Classroom Experiences and Best Practices Field Experiences are part of the assessments for ITP.

There is a current IR chart that depicts the assessments, data collection points and responsibilities for most of the unit assessments for ITP, a few for graduate programs, but not all of the program assessments. The Unit Assessment System chart indicates the schedule of data dissemination for unit wide ITP data and graduate data for Reading, Educational Administration, School Counseling and School Psychometry. Uniform regularity of distribution was not confirmed in interviews with faculty. Not all of these data have been regularly reported separately, disaggregated, nor systematically analyzed. For example, assessment of candidate dispositions, described in the Unit Assessment System document was not available. Differing systems are used to gather data. While there is clear responsibility for unit data, there is not clear responsibility by any persons or committee for unit oversight of all program data beyond assistance in preparing SPA reports.

The unit has worked to expand the scope of its assessments, particularly related to program specific assessments as it submitted SPA reports and OCTP reports throughout the current report cycle and with responses to conditions in individual program reports. Data were available for the last three years. Given that this is a small unit, interviews confirmed that administrators and program coordinators assumed responsibility for some data collection and much of the analysis. Interviews with program faculty confirmed that they were responsible for preparation and collection of program data with any analysis and that their data are housed in their individual programs, rather than gathered and monitored by the unit. The SWOSU Assessment Center is also now assisting in housing and technologically storing and reporting some of the unit's data.

Some examples were given with regard to the use of data for program improvement, including the use of EBI (see below) data to improve the unit's operations. Course calendar and delivery systems had changed, a pre-student teaching block of courses were enhanced to prepare candidates on contemporary issues and issues of diversity, English and kinesiology courses have changed, handbooks and a student teaching blog have been developed.

Until 2012, the NCATE coordinator was the sole person responsible for the collection and analysis of ITP unit data and some of OSP data. In fall 2012, the chair of the Department of Education instituted a day devoted to data in order to engage unit faculty and program coordinators including those beyond the Department of Education colleagues in the Long-Range Plans and assessment for programs. She reports that this will now become a regular annual event. In this initial review in fall 2012 (after the IR had been submitted), this data day documented that faculty were asked to participate in a review of assessments and made specific suggestions for improvements. Interviews confirmed that participation and the unit's head intention to conduct such annual data reviews.

As noted in Standard 1, there were no assessment data for the M. Ed in Early Childhood, Elementary and Secondary Education found in the IR. The addendum to the IR proposed assessments for these programs that were course imbedded and at program exit. When onsite, the team confirmed that the sole responsible person for oversight will be the advisor, who is also the Department of Education chair.

The unit used the national SPA review process to ensure that assessments were free of bias. Procedures to establish fairness and consistency were not well described nor were further specifics garnered in interviews. For example, while rubrics were found for many assessments in initial programs, the last reported Candidate Performance Assessment (a TWS assessment) scoring workshop was in 2006. An interview confirmed that no such workshop had taken place recently.

An Educational Benchmarking, Inc. (EBI) survey completed by ITP candidates following student teaching provides data to inform unit and program quality. Data from sources such as the EBI survey have proven particularly helpful in improving program quality. There is a policy and procedure for formal candidate complaints. Information from the assessment system is currently maintained within the unit, by individual programs, through the university assessment center, and other institutional entities. Coordination exists between the SWOSU Assessment Center and the unit assessment coordinator for the collection of pieces of the assessment data such as all student teacher assessment data and the Culminating Performance Assessment. Various electronic platforms for assessment collection are utilized and being explored by the unit and university's Assessment Center. Advanced candidates in psychometry and school counseling are using Task Stream e-portfolio platform to maintain and manage some of their assessment information. The university utilizes Desire2learn as a Learning Management System and is currently exploring compatible options for electronic portfolios for initial programs.

2.2 Moving Toward Target or Continuous Improvement

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 the unit is moving to the target level, respond to 2.2.b.

2.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

2.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit at SWOSU has been engaged in continuous improvement related to its assessment of candidates, assessment system, and unit operations.

SWOSU faculty have used the national program review process (SPA process) to study and refine program assessments to meet national standards. These new assessments (some developed as responses to conditions) have specifically addressed content-specific standards. These were evident for initial teacher preparation programs and programs for other school personnel. Refinements have produced data that specifically show how SWOSU are effective in their roles and are meeting national standards.

Preparations for the current visit have resulted in reflection upon preparation of ITP candidates for serving diverse student bodies. The four week block of courses before student teaching has been redesigned based upon self-study and candidate feedback to better address issues of diversity and current issues. In particular, field trips to Oklahoma City and other sites reflecting diversity have been modified. Education department faculty have been studying modifications to curriculum and field experiences for ITP to better attend to the needs of English Language Learners. Enhanced preparation with regard to classroom management have been incorporated into the four week block as well.

The current unit head has provided ongoing direction to the unit to continue analysis of assessments and program improvement. The 2012 data day provided evidence of commitment to further involvement of faculty.

In addition, the EBI data have produced valuable data for the unit. Specifically, SWOSU has enhanced programming for ITP candidates to access career services and seek opportunities for employment. Interviews confirmed that field trips to Oklahoma City Public Schools had expanded candidates career aspirations and resulted in employment opportunities for SWOSU ITP graduates.

Interviews confirmed that the use of technology has been an area of gradual improvement. The migration from ITV to Blackboard collaborate began because of a dip in enrollment for the M. Ed in Educational Administration program. There are plans to extend this software to be used instead of ITV for ITP programs.

In terms of the unit's assessment system, there is a transition to using the SWOSU Assessment Center to collect data. It was unclear how plans to continue this migration were deliberated and planned for the future.

The unit is studying data. Candidates, alums, P-12 partners and faculty confirmed that the unit (Department of Education) was studying assessment data and using it. Less clear was the connection to the programs in Arts and Sciences and their respective data.

The unit's commitment to continuous improvement was affirmed repeatedly during the visit. The new president is committed to ensuring that units are accountable and responsive to the region.

Candidate assessment plans for the M.Ed. (Early Childhood, Elementary and Secondary Education) were added to the unit's IR addendum following the off-site visit. Implementation is not complete.

Interviews suggested that the unit is yet unclear as to how these data will be evaluated.

2.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

--

Criteria for Movement Toward Target

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

2.3 Areas for Improvement and Rationales

2.3.a What AFIs have been removed?

AFI	AFI Rationale
1. The unit does not coordinate information technologies to maintain its assessment system.	While there remain disparate reporting sites and responsibilities for unit and program data, coordination exists between the unit and university assessment coordinators with regard to technology for the unit and some program assessments. Technology is used to record all program assessments.

2.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
1. Program data are not systematically collected, summarized, or analyzed by the unit nor shared to improve program quality or unit operations. ITP and ADV	The Masters in Education program lacks systematic collection, summarization and analysis of data to improve quality. The M.Ed. (non-certification) in Early Childhood, Elementary and Secondary Education has had no plans to collect and analyze data before the offsite review. In other programs, data is collected and managed disparately but not coordinated and managed for the unit. Data collection is not seamlessly coordinated across all levels to effectively inform unit operations. The unit does not have a system for oversight of all unit and program data.

2.3.c What new AFIs are recommended?

AFI	AFI Rationale
Efforts to maintain program responsibility for fairness and consistency of key assessments is not uniformly implemented. ITP and ADV	Rationale: While numerous rubrics have been prepared and national program has been established for content validity, steps to ensure consistency of all key assessments procedures was not found. A process for consistent application of rubrics for key assessments has not been established in all programs.

2.4 Recommendations

For Standard 2

--	--

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 3

Standard 3: Field Experiences And Clinical Practice

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 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit has developed collaborative relationships with P-12 school partners to jointly determine placements of both ITP and other school personnel (OSP) candidates for field experiences and clinical practice that provides opportunities for field experiences with diverse students. Public school teachers, administrators and other staff are recruited and trained to serve as mentors to ITP teacher candidates during all field experiences and student teaching. Beyond direct involvement in these experiences, interviews and discussions at site visits confirmed that these P-12 practitioners also contribute their expertise through participation on advisory committees and candidate admission interviews, as guest speakers in courses, and by providing feedback on the conceptual framework revision process. The IR stated that all P-12 partners are able to provide feedback in the Bulldog Journal publication which requests feedback from all stakeholders every other month. However, this journal has not been published on this bi-monthly schedule, so opportunities for feedback were limited. Unit faculty and administration confirmed that the publication schedule was overly ambitious and that it is now expected that the journal will now be available once a semester.

While there was evidence of collaboration on clinical practice opportunities for all advanced programs for OSP, there was no information included in the IR for the non-certificate advanced MEd program (Early Childhood, Elementary and Secondary Education) and skeletal plans for documentation in the IR addendum. Through interviews with the Department of Education faculty and other personnel during the campus visit, it was confirmed that this program does not currently include documented field experiences.

All ITP programs require candidates to complete a minimum of 60 hours of field experience prior to student teaching. This begins in the Foundations of Education course with 30 hours of field experience, of which 10 hours must be in a diverse setting. Diversity is currently defined by the unit as either at least 40 percent ethnicity other than Caucasian OR at least 50 percent or more students qualifying for free/reduced meals. The remainder of the field experience is completed through other required coursework, such as methods courses and Principles of Teaching. As documented within the field experience table, all but one program exceeds the 60 hour minimum, with the largest documented at 198

hours (Early Childhood). Field experience requirements were confirmed through interviews with candidates, alumni, faculty, and the director of field experiences.

In addition to formal field experiences, all SWOSU ITP candidates also complete required service learning hours, and these experiences are focused toward offering specific experiences for ITP candidates. These experiences may include volunteering within specific after school programs, the youth home at Foss Lake for special education majors, or the Federated Church after school tutoring program. These sites have been deliberately selected to ensure that candidates experience learning environments for targeted types of student diversity. Candidates can also volunteer at the Special Olympic events that occur each semester within the Weatherford community. A new service learning site will be added in fall 2013 to provide a required opportunity for candidates to work with ELL students.

The culminating experience at the initial level is the student teaching experience. Prior to this experience, a four week block of courses (Classroom Management, Contemporary Issues, and Multicultural/Special Populations) is completed that includes observational hours spent in the student teaching placement site(s), which are used to prepare for the Culminating Performance Assessment (CPA) and complete course-based assignments. The candidate then moves directly to the student teaching experience for the remaining 12 weeks.

Interviews and site visits confirmed that at the advanced level, each OSP program requires a culminating clinical practice that provides candidates with opportunities to develop their knowledge, skills, and professional dispositions. These experiences are completed through required coursework for each program and focus on specific tasks related to each program's standards. The advanced MEd program in Early Childhood, Elementary, and Secondary Education currently has no documented, assessed field experience component; however, the unit has developed a field experience requirement to implement in fall of 2013.

Field experience documents and handbooks, as well as interviews with various stakeholders, indicate that both ITP and advanced other school personnel program level field experiences and clinical practice are based upon clear entry and exit criteria and provide a developmental process for the candidate. Field experiences are completed in a variety of settings.

Assessments for clinical practice for ITP programs include a dual student teaching evaluation system (both program and unit level) to document overall candidate growth and development and a Culminating Performance Assessment (CPA), which allows candidates to demonstrate and reflect upon their impact on P-12 student learning. The CPA rubric is aligned to the Oklahoma Commission for Teacher Preparation [OCTP] competencies, and the student teaching evaluation instruments/rubrics are loosely aligned to InTASC standards, which in turn are referenced to the conceptual framework. Since the Student Teaching Handbook does not include copies of the program and unit student teaching evaluation instruments, copies of the instruments were reviewed on site to confirm alignment.

Assessments for clinical practice for advanced OSP programs address the specific standards for each program and require tasks that allow candidates to demonstrate specific outcomes. Advanced candidates work with their faculty advisors and cooperating supervisors to complete these culminating assessments.

A clear placement process for ITP programs is described that begins with candidates submitting online applications for field experiences, which are received by the coordinator of field experiences. He uses this information to communicate with area schools to identify potential placements, based on criteria that have been established by the unit for approved schools and cooperating teachers. District administrators consider requests and confirm placements with their teachers. Based on the Student Teaching Handbook, cooperating teachers (CT) are required to have at least three years of teaching experience and not be in

their first year of teaching at a specific school. They must also hold a teaching certificate in the endorsement area of the placement. A list of CTs provided by the unit indicates that all individuals who served in this role during 2011-2012 met the minimum number of years of teaching experience. Interviews with various stakeholders and discussions during P-12 school visits confirmed this process and requirements.

To ensure that CTs are prepared for their role in the student teaching process, a Cooperating Teacher Handbook is available to provide new mentors with information and strategies related to the experience. A CT seminar is also held each year to orient them on the process of student teaching and the expectations of the CT role. In collaboration with the university supervisor, CTs are required to formally complete formative and summative assessments for teacher candidates throughout the student teaching process and provide ongoing feedback to the candidate. The final student teaching evaluations are completed jointly by the CT and the university supervisor. For those teachers who serve as CTs, they are provided with a complimentary pass to SWOSU events and can receive a 50 percent reduction in tuition costs for a two-year period after the semester in which they serve the institution. If they do not choose to use the tuition waiver, it can be banked to assist another educator in the school district.

According to the Student Teaching Handbook and verified through interviews and school visits, each university supervisor (US) for student teaching is required to hold a valid Oklahoma teaching certificate, be a faculty with public school classroom experience, have expertise in the assessment and evaluation of classroom management and procedures, and possess knowledge of and support the student teaching philosophy of SWOSU. The Faculty Information Table provided for Standard 5 included information on certification and experience for these individuals. The university supervisor is also required to complete formative and summative assessments for teacher candidates during the student teaching process, with a minimum of three visits made to observe each student teacher.

The student teaching requirements for each participant are clearly outlined in the Student Teaching Handbook, including the responsibilities of each role (student teacher, cooperating teacher, and university supervisor), the suggested timeline for taking over teaching responsibilities, and when formal evaluation of knowledge, skills, and dispositions will occur. While there is no clear description of procedures for a candidate who is not successful, interviews with all constituents indicated that they were aware of communication processes and steps that can be employed if a student teacher struggles in a placement.

For advanced other school personnel programs, information was provided that describes in detail the expectations for the internship, including the requirements for the cooperating supervisor, the placement process, and the expected outcomes. Each program includes a culminating assessment as part of the internship, and placement processes are initiated by the candidate, who is expected to determine a potential placement site for his/her internship and submit the placement to the appropriate program coordinator for approval. Most other school personnel candidates complete the internship in their own school districts if opportunities for the candidate to successfully complete all aspects of the assessment are available. If not, then a second placement is identified. This process was confirmed through interviews with candidates, program coordinators, and faculty advisors.

All candidates are required to demonstrate mastery of content and pedagogical and professional knowledge before admission to, and during, the clinical experience. For ITP, application to student teaching requires that the candidate complete the application, complete the Level III portfolio, be in good standing and admitted to the Department of Education, complete the pre-professional Education courses, complete at least three quarters of the major coursework, including the methods course, maintain a cumulative GPA of 2.5, and obtain a recommendation from the academic advisor. Candidates who successfully meet these criteria are approved for student teaching.

The assessments used during student teaching include the Culminating Performance Assessment (CPA) and the Student Teaching Evaluations, which provide both formative and summative assessments to the candidate throughout the experience. These instruments include outcomes that reflect the expectations for SWOSU teacher candidates.

During the student teaching experience, candidates have opportunities for reflection on their development as teacher educators and receive feedback, especially through the CPA, which requires them to plan, implement, and evaluate their instruction in relation to impact on student learning. A strong reflective component exists within the larger CPA assessment that requires candidates to reflect on multiple aspects of the learning environment and their instructional choices. In addition, a Student Teaching Blog exists for candidates to share their experiences with their peers and receive feedback/support during this experience. These experiences were confirmed through interviews with student teachers and recent program completers.

Earlier field experiences also include opportunities to reflect and receive feedback, as all experiences require a reflective component. Candidates are regularly asked to analyze their experiences and consider their impact on their development as educators.

The level of diversity that all initial level candidates experience during their field experiences is somewhat unclear. Information was provided on specific courses that includes field trips to specific school districts or organizations that provide observations or general interactions with diverse students. The primary documentation of diverse experiences provided by the unit is the requirement of a minimum of 10 hours of field experience in Foundations of Education that must be completed in a "diverse" setting. However, since candidates are able to be placed in a district that meets only one definition of diversity (either racial or socioeconomic), it appears that some candidates might not experience both types of diversity.

A list of diverse placement sites is provided as part of the documentation for Standard 4; however, this list includes settings that are not diverse according to the unit's definition. During the visit to campus, the coordinator of field experiences stated that he considers each candidate's various field experiences to ensure that each candidate experiences a diverse placement during his/her program, but there is no data system that provides clear documentation that all candidates participate in field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.

For advanced other school personnel programs, program documents and interviews with advanced candidates, alumni, and faculty advisors confirm that candidates in each program demonstrate mastery based on the specific requirements established for each culminating assessment. Multiple tasks or expectations are incorporated into each and include opportunities to reflect, as well as to analyze impact on student learning in relation to the specific role for which they are preparing. Collaborative peer activities provide opportunities for feedback from peers and faculty advisors, who serve as university supervisors for the OSP programs. As with initial level programs, the level of diversity within placements and systematic tracking of them is unclear. Specific tasks within program assessments focus on diverse populations, and program coordinators state that placements are approved based on the requirements for diversity, however, actual placement data for OSP programs are not readily accessible to support these statements, and many candidates self-select their placements in their own schools.

3.2 Moving Toward Target or Continuous Improvement

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 the unit is moving to the target level, respond to 3.2.b.

3.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

For ITP programs, the unit and its school partners share expertise and integrate resources to support candidate learning. One of the expectations for unit faculty is to spend a minimum of 10 hours per year working with area children/students, and many select programs or interactions with school partners. Interviews and visits to school sites confirmed that school-based faculty regularly contact and work with faculty and staff from SWOSU to strengthen candidate experiences in their schools. There is also a substantial amount of collaboration and joint decision-making in relation to placement of student teachers that takes place between the unit and school-based faculty. The coordinator of field experiences and school administration work together to ensure that placements provide the best match of cooperating teacher and candidate. Teachers are regularly involved in the discussions to confirm that placements will be a positive experience for both the cooperating teacher and student teacher and strengthen student learning.

Within OSP programs, interviews with interns and faculty advisors confirm that advisors serving in the university supervisor role clearly share expertise with school partners and integrate resources to support the advanced candidate. Current interns discussed the level of support that they receive from their program advisors during their culminating internships and the collaborative relationships that are developed between them, their advisors, and their cooperating supervisors. Interns also discussed opportunities to collaborate with other candidates to reflect upon their experiences and share ideas.

Field experiences for ITP programs allow candidates to apply and reflect on their content, professional, and pedagogical knowledge and skills. Interviews with candidates, university supervisors, cooperating teachers, and building administrators confirm the level of expectations established for the student teaching experience and implement standards-based assessments. These field experiences also successfully integrate components of the EBTE conceptual framework into practice through modeling by clinical faculty and well-designed opportunities to learn through doing. The student teaching experience includes the CPA to provide candidates with feedback related to their ability to plan, implement, and evaluate their instruction in relation to student learning.

Prior to, and during the student teaching experience, candidate learning is successfully integrated into the school program and into teaching practice, where candidates are able to observe and be observed by others. Many methods courses include a peer-teaching component where candidates prepare lessons and teach them to each other, then receive feedback on their instruction. Student teaching allows candidates to observe their cooperating teachers before taking responsibility for instruction, at which point feedback is provided on a daily basis.

ITP candidates are provided multiple opportunities to interact with teachers, families of students, administrators, university supervisors, and other candidates about their practice and are able to reflect on and justify their own practice. Interviews with candidates, alumni, cooperating teachers, and university supervisors confirmed that student teachers regularly interact and collaborate with various stakeholders in the educational process and continually reflect upon their development as educators.

OSP candidates participate in field experiences and clinical practice that require them to design, implement, and evaluate projects related to the roles for which they are preparing. Interviews with advanced candidates, faculty advisors, and program coordinators confirm that each OSP program's culminating assessments include a variety of tasks or activities that simulate or reflect the primary outcomes of the programs, based on established standards. Projects are theoretically based, involved the

use of research and technology, and have real-world application in the candidates' field placement setting. Candidates work collaboratively with their university supervisors, cooperating supervisors, and peers as they complete program requirements.

Field experiences and clinical practice for both initial programs and advanced OSP programs facilitate candidates' exploration of their knowledge and skills. Various opportunities exist for candidates at both levels to develop as educators and professionals through coursework that allows them to collaborate with one another, as well as critique each other's work and reflect on each other's practice. Peer teaching prior to student teaching at the initial level allows candidates to develop their abilities to plan and implement lessons in a safe environment that also includes opportunities for feedback from other candidates. Candidates can also collaborate to share/gain ideas and consider various issues related to effective teaching during the student teaching experience through blogging with each other. OSP candidates regularly collaborate and work in groups to discuss ideas and consider issues related to their chosen program. They are also able to provide feedback and support to each other during the culminating assessment for each program through virtual class meetings and online discussion forums.

3.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

--

3.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

--

Criteria for Movement Toward Target

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

3.3 Areas for Improvement and Rationales

3.3.a What AFIs have been removed?

AFI	AFI Rationale

3.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

3.3.c What new AFIs are recommended?

AFI	AFI Rationale
(1) The unit does not ensure that all candidates in the advanced programs participate in field experiences to develop and demonstrate the knowledge, skills, and dispositions for that area. ADV	Based on lack of documentation for the MEd program for Early Childhood, Elementary and Secondary Education during the offsite review, as well as interviews with various individuals within the unit, this program does not currently require a field experience as part of program requirements. There were skeletal plans for documentation in the IR addendum.

3.4 Recommendations

For Standard 3

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Moving Toward Target
Advanced Preparation	Moving Toward Target

Standard 4

Standard 4: Diversity

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 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The institutional report indicates one goal of the unit is to "provide candidates with the greatest diversity in settings and students as possible." The fourth element of the unit's conceptual framework (Experience Based Teacher Education) is cited as designed to include "changing and diverse learning environments."

Initial Teacher Preparation (ITP) candidates complete general education coursework (HIS 1033: World History, GEOG 1103: World Cultural Geography, ECON 2263: Introduction to Macroeconomics, SPAN 1054: Elementary Spanish I, SPCH 1313: Introduction to Public Speaking, HIST 1063: U.S. History, and MUSIC 1013: Introduction to Music) designed to address diversity. Education courses also address diversity explicitly in EDUD: 2113 Foundations of Education, EDPSY: 3653 Educational Psychology, SPCED: 3132 Exceptional children. During the first four weeks of the student teaching semester, candidates complete EDUC 3321: Multicultural/Special Populations, EDUC 4021: Contemporary Issues in Education, and EDUD 4041 Classroom Management. Additional experiences are planned for the future in LIBED 3423 Media & Technology (required for all majors). These pre-student teaching block classes include objectives and activities which support the development of

candidate skill in working with diverse P-12 students. Objectives are achieved during field experiences, field trips, and service learning. The most recent curriculum additions and plans for the future begin to address more completely the needs of ELL learners.

Many courses for ITP candidates include "service learning hours" emanating from service learning as a campus-wide commitment. Some instructors require service learning hours be completed at designated venues or events, and others allow candidates to choose among service opportunities. Many candidates volunteer to tutor local students in after school programs.

Advanced teacher (non-certification track) candidates complete EDPSY 5723: Advanced Psychology of Learning. In summer 2013 during EDUC 5950: Graduate Capstone Experience, they submit the Master of Education Field Experience/Diversity Documentation Form. This form includes a checklist for diversity components addressed through each field experience recorded. It was unclear what would happen if the candidate's setting did not meet criteria for all of the diverse groups required by the standard.

The Educational Administration(EDAD) program has structured experiences for candidate outcomes that focus specifically on diversity, as called for in the ISLLC standards. The following assessments are included in the ELCC (EDAD) program review and in the IR addendum:

EDAD 5233: Fundamentals of Curriculum Planning--Candidates prepare a District Curriculum Analysis report on strategies and research, including school and community conditions, for an inclusive curriculum review that requires a process that involves parents, community members ,and teachers and administrators of representative groups (including special education and gifted).

EDAD 5853: School-Community Relations, EDAD candidates interview representatives of diverse community groups and explore strategies for building positive relationships with a variety of external publics.

EDAD 5913: Internship in Educational Administration-- Candidates prepare a District Profile Report for a school district in which they must access various reports such as accreditation, free and reduced lunch, Title III,(October 1 Child Count) to report disaggregated data for total students, gender, regular education students, racial groups (Black, American Indian, Hispanic, Asian/Pacific Islander, White, Other), economically disadvantaged students, English Language Learners, and students with Individualized Education Programs (IEPs). In addition, each candidate reviews discipline referrals to determine if there is any over representation that might indicate bias, repeated referrals, and referrals by specific teachers. Candidates meet confidentially with at least three students of differing racial groups to assess their perceptions and concerns regarding their school's climate. A narrative description of the interviews includes their recommendations for a positive, culturally diverse school climate. Candidates then present recommendations and actions necessary.

Assessments for School Counselor and School Psychometry programs include:

EDPSY 5723: Advanced Psychology of Learning-- Curriculum and assessments require focusing on the needs and facilitating achievement for diverse students. Additionally, School Psychometry candidates complete COUN 5423: Multicultural Concepts. Both programs complete a practicum that includes experiences with a variety of P-12 students in settings at all levels. The state program standards for these programs address diversity and include evidence for meeting standards results in a culminating program portfolio.

Candidates in the graduate reading specialist program are assessed on IRA Standards that address

diversity and meeting the needs of individual readers explicitly.

It was unclear how candidates in any of the other school personnel programs were prepared to meet the needs of English Language Learners explicitly.

For the M. Ed. (non-certification) program, plans to document field experiences have not yet addressed how diversity will be assessed.

Although the data suggested there are limited opportunities for candidates to work with diverse faculty in the unit, one of the full-time faculty (eight percent) has registered is now recognized as a Native American. This faculty member interacts with candidates in all programs teaching the educational psychology and counseling classes. The faculty have provided structured, invited experiences with guest speakers who are Hispanic, Native American and African American. Additional experiences are required during the four-week block of courses before student teaching. While some of these opportunities have been elective and attendance not required, the unit has specific plans for implementation of experiences within required classes. There are more limited, but similar, experiences for candidates in advanced other school personnel programs, with the use of online education expanding the geographical range from which to draw faculty and expertise. Documentation of these experiences was less readily available. Faculty recruitment efforts to diversify the faculty exist but have not been successful.

Candidates have experience in working with diverse candidates. Although the program's candidates are primarily white (86% for ITP and 82% for ADV), candidates have experiences with Native American, African-American and Hispanic candidates. With state wide representation, candidates enrolled in the online advanced other school personnel programs are more diverse in background and perspectives. One effort resulting from recent revisioning of the institution's strategic plan is the hiring of a campus retention specialist and a campus international student specialist. The latter has been successful in attracting small cohorts of foreign exchange students from Saudi Arabia and Cameroon.

As has been discussed in Standard 3, it was very difficult to decipher policy and practice for the programs' requirements for experience with diverse students.

The unit has set as its criteria for diverse experiences, settings that can be measured "as 40 percent ethnicity other than Caucasian OR 50 percent or more of students qualifying for free/reduced meals". (Emphasis added). The BOE team used the institution's criteria to study the data presented about candidates working with diverse students. There are many schools where there is ethnic diversity but not at the levels specified in the unit's criteria. Until this point, ITP candidates have not been systematically tracked with regard to ELL's. The director of field experiences does review early candidate field experiences and the subsequent student teaching placements. However, as reported in Standard 3, the team was unable to determine how ITP candidates were systematically tracked to ensure that they had experiences with at least two ethnic/racial groups, students with exceptionalities, students of various socioeconomic status, and English Language Learners. Most, but not all, of the schools where ITP candidates are placed had some ethnic diversity; all had students with exceptionalities, but the system to ensure that each candidate had all experiences was not clear.

Interviews with current student teachers indicated that all had opportunities to demonstrate and apply proficiencies related to diversity in their placements and opportunities to work with ethnic/racially diverse and ELL students while completing service learning hours requirements. However, student teachers added that some candidates did not avail themselves of these opportunities during the service learning hours. Field trips to schools sites in Oklahoma City with large ELL populations and new experiences specifically attending to the needs of ELLs are attempting to address these concerns.

Other school personnel candidates interviewed confirmed their work with diverse P-12 students through their primary placement and other placement(s) in order to meet the requirements for practicum skills. These candidates were not aware that data were collected and reviewed to ensure that all candidates work with diverse students. Faculty suggested that all candidates do have diverse experiences. Although advanced and other school personnel program directors were confident candidates had this opportunity, they do not collect data or track placements to ensure this opportunity and were unable to articulate how the unit's criteria were applied.

Many of the districts in which other school personnel candidates complete internships did not meet the unit's defined criteria. The unit did not track and ensure that candidates have experiences with at least two ethnic/racial groups, students with exceptionalities, students of various socioeconomic status, and English Language Learners. However, candidates reported that they were well prepared for their roles and that they are prepared to meet the needs of diverse learners.

4.2 Moving Toward Target or Continuous Improvement

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 the unit is moving to the target level, respond to 4.2.b.

4.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

--

4.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit has revised courses to support curriculum that addresses diversity. Assessments were redeveloped and made more specific to meet students through revisions and responses to conditions in SPA standards.

In the ITP programs, addition of field experiences, on campus service learning opportunities, symposia and programs with guest faculty members have all enhanced the preparation for ITP candidates. The unit is now moving to ensure that such experiences are embedded within required courses and experiences.

Expansion of service learning opportunities that directly address diversity, including ELL has enhanced some candidates' awareness of these students' needs. The revisions and further developing of the four week block of courses before student teaching has provided more opportunities for candidates to learn and reflect upon the specific needs of learners.

For advanced other school personnel programs, much more specific assessments have resulted in better definition of expectations for candidates and degree completion. Expansion of the online programs has broadened and increased the diversity of experiences of the candidates in the program. The synchronous delivery, opportunities to work with varied groups and candidates and the opportunity to be in touch with colleagues online has created a rich experience for the candidates.

4.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

4.3 Areas for Improvement and Rationales**4.3.a What AFIs have been removed?**

AFI	AFI Rationale
Candidates have limited opportunities to interact with faculty from ethnically diverse groups.	Candidates are ensured the opportunity to interact with faculty of at least 2 ethnic groups. The Department of Psychology faculty includes one instructor who is Native American and teaches all candidates through coursework in educational psychology and counseling. Target guest speakers who are ethnically diverse supplement these experiences.

4.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

4.3.c What new AFIs are recommended?

AFI	AFI Rationale
The unit does not ensure that all initial and advanced candidates have field experiences and clinical practice with P-12 students from different socioeconomic groups, students from diverse ethnic/racial groups, English Language Learners, and students with disabilities. ITP and ADV	The unit does not collect, aggregate and review data to ensure all candidates have field experiences with all groups specified by Standard 4.d (male/female, different socioeconomic groups and at least two ethnic/racial groups). The unit's own criteria for diverse placements are not inclusive of all types of diversity required. Placements in advanced programs are not systematically tracked nor addressed if the candidate's home setting does not meet the criteria for diversity.

4.4 Recommendations**For Standard 4**

--	--

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 5

Standard 5: Faculty Qualifications, Performance And Development

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 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

All professional education faculty members at Southwestern Oklahoma State University (SWOSU) have earned doctorates, are completing the requirements for earned doctorates, or have expertise that qualifies them for the positions they hold. Since 2008, the Department of Education (DOE) has been granted an exception by the Higher Learning Commission (HLC) to employ faculty who have not completed a doctorate for positions in advanced programs with the stipulation that the doctorate must be completed within six years of employment. Clinical faculty are certified in the areas in which they teach and supervise and have been recommended by their school administrators because of their ability to positively impact student learning.

During the onsite visit, interviews with current candidates and program completers, faculty were described as caring and concerned about candidate progress through their programs and their success in positions in which they were later employed. The positive impact of faculty expertise in assisting students to develop proficiencies aligned with state and national standards was enthusiastically confirmed through interviews with candidates and professional community members onsite. Faculty members conduct ongoing assessment of candidate progress not only through coursework but in other ways as well, such as the Oklahoma portfolio process in which all candidates for teacher certification must engage. Candidates are carefully advised as they gain admission to teacher education and complete state testing requirements as well as coursework. Artifacts for portfolios are assessed and fairness in the grading process is supported by the use of rubrics and multiple graders across the four submission points. EBI data confirm the candidates' satisfaction with faculty.

The offsite review team expressed concern about the integration of technology by DOE faculty. Before the onsite visit, the DOE chair administered a survey requesting faculty to respond to this concern. The ten respondents all reported using the Desire 2 Learn (D2L) instructional platform and a majority of the components available such as discussion boards, quizzes, Dropbox, and Gradebook. All faculty members are using computers with software such as Microsoft Office. One faculty member uses Survey Monkey at midterm to give students an opportunity to evaluate the course; and then makes

modifications based on results of the survey. All faculty regularly use ITV to accommodate candidates at remote sites. The Educational Administration (EDAD) advanced program is now online using Blackboard as the instructional platform. Candidates have formed discussion groups using Blackboard Collaborate for asynchronous learning. Student teachers collaborate during the clinical experience through blogs managed by the Director of Field Experiences. University supervisors stay in touch with candidates through weekly e-mails and text messaging. Candidates report that faculty use technology extensively in their instruction.

Faculty scholarly activity is broadly defined for the institution, and faculty in the unit reflect that wide range of interests and engagement. The engagement of faculty in completing doctoral work has provided opportunities for in-depth focus upon research. Other faculty are engaged in grant work and scholarly activities that support the schools. The department head reviews expectations for each faculty member and has supported those more interested in a research-focused agenda and those more interested in action research/grant activities.

Faculty members have opportunities for their own professional development, and they collaborate with P-12 partners to plan and provide professional development for teachers in their partner schools. Interviews with teachers and school administrators confirmed the willingness of faculty to provide workshops in their schools. Faculty cited a number of examples of workshops and ongoing professional development for P-12 teachers and administrators in which they engage in partner schools. The availability of faculty for assistance was cited in interviews with cooperating teachers, student teachers and principals at the schools visited. Among examples cited is the work with a school system that has received a grant to purchase iPads for the majority of their students as they integrate this technology to enhance student learning. All professional education faculty members are required by the state to document a minimum of ten hours each year in schools working with P-12 students. Most professional education faculty satisfy this requirement, and most go beyond the minimum. During interviews with teacher education faculty who are in departments other than the DOE, many examples of working in P-12 settings were cited. Faculty members are engaged in scholarly work suitable to the teaching mission of the institution. A new emphasis on undergraduate research, made possible by a learning enhancement fee, provides the impetus for faculty and candidate engagement in developing new ways to work with diverse students and for addressing the common core standards in instruction. This fee has provided much needed resources for faculty to attend national conferences for professional development in the past year.

The DOE has a faculty assessment process that includes self-assessment, cited as a concern in the offsite review, as well as peer reviews and course evaluations by candidates. Through this process, individual needs for professional development are identified, and faculty members pursue new knowledge and skills by participation in appropriate conferences. In order to enhance their teaching, the majority of DOE faculty participated in the 2011 ASCD conference on teaching and learning to gain insight into new ways of instructing candidates to better prepare them for P-12 teaching. Arts and Sciences and Psychology faculty engage in similar processes through the SWOSU faculty assessment process.

5.2 Moving Toward Target or Continuous Improvement

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 the unit is moving to the target level, respond to 5.2.b.

5.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

5.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit has been able to hire three new faculty members, one new and two as replacements. Two faculty members have recently completed doctorates and two others are on track to finish within the year. Additional funds have become available for professional development, and faculty report that requests for funding to present at conferences are always honored. Technology has been employed for continuous engagement with candidates as well as with completers who seek assistance when assuming new responsibilities in their schools. The new emphasis on undergraduate research further cements the collaboration of faculty with candidates. Administrators in partner schools who were interviewed reported that SWOSU candidates are coming to them better prepared than ever before. The director of field experiences hosts requests by school systems to fill job openings and makes candidates aware of employment opportunities.

5.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Both initial and advanced candidates cite the commitment of faculty to staying current in their fields in order to prepare candidates for the schools in which they will work. Their encouragement of candidates and completers in their work is valued. Their engagement with community partners both in field and clinical experiences and in service learning are exemplary. Technology is being used by faculty to facilitate learning and for giving candidates and completers access is exemplary. The job networking is of benefit to candidates and to school systems.

Criteria for Movement Toward Target

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

5.3 Areas for Improvement and Rationales

5.3.a What AFIs have been removed?

AFI	AFI Rationale

5.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

5.3.c What new AFI's are recommended?

AFI	AFI Rationale

5.4 Recommendations**For Standard 5**

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 6**Standard 6: Unit Governance And Resources**

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 Overall Findings**What did the evidence reveal about the unit continuing to meet this standard?**

The professional education unit (PEU) is identified as the Department of Education at Southwestern Oklahoma State University (SWOSU)—an academic unit of the School of Behavioral Sciences and Education and the College of Professional and Graduate Studies. The PEU is designated as the body controlling all programs and professional education coursework leading to initial and advanced licensure/certification. However, there is ambiguity regarding governance and reporting relationships. Faculty members from other colleges and departments of the university are also designated Teacher Education Faculty (TEF) with most of the TEF being assigned to the Department of Education. The chair for the Department of Education is responsible for all day-to-day operations and is identified as the chief administrator for the unit. However, faculty from other departments and colleges are not under the directly responsibility of the unit, nor are all represented on the Teacher Education Council. Specifically, there is a formal disconnect between authority for secondary programs with coordinators in Arts and Sciences and the authority for the professional education unit. Arts and Sciences faculty perceive a need for more unit support.

Review of documentation and verification through interviews with multiple groups of stakeholders confirmed that the PEU recognized the Department of Education as the professional education unit for administrative purposes and the chair of the department as head of the unit. At the present time, the chair of the Department of Education maintains oversight of all programs related to accreditation; however, the unit has no formal governance structure that provides oversight for all programs. Psychology and School Counseling programs report to the chair for the Department of Psychology while secondary math, history, English, and P-12 programs report to their respective heads and schools. Additionally, the

Teacher Education Council (TEC) by its own report, at this time, functions only as an advising body, though there was historical evidence (see AFI rationale) that the committee charge was more specific to authority. While the relationships are collegial, the ultimate authority for policy changes is currently unclear.

The BOE team looked comprehensively at issues regarding faculty workload policies and actual faculty workload that had been raised at the previous visit. This is a complex issue at this institution and was evaluated in light of responsibilities outlined in Standard 5. The workloads are extremely high and seem to impact other areas of faculty responsibility. The team examined this in light of the ways in which faculty workload impacted the indicators in Standard 5. The university workload sheets reviewed are completely in contradiction to the understandings articulated by faculty and administration and, in no way confirm, the realities of workload for those reviewed. They were inaccurate. There was evidence, however, that for faculty with interest in a heavier research emphasis, there were no requirements that faculty teach in intersession, the summer, or assume overloads. The unit head's load is extremely high (admitted by her in interview) and seemingly impacts her work for the unit. They reflect her rank for 5 years as interim chair and instructor, before she finished her Ph.D. This designation affected her ability to focus energies for the unit.

Faculty, for the most part, are in compliance with workload requirements for fall and spring semesters. There is supposedly a course reassignment for advising, though this is not evident for every faculty member on workload forms. Three credit courses are assigned four hours of load for graduate courses, again, not always evident on faculty workload sheets for the institution. In addition, there are January and May intersessions (during which faculty may teach one course—sometimes crosslisted with two courses) as well as summer school. The majority of faculty teach in these sessions. There is no analysis as to how these sessions (which presumably supplement salary) fit into overall faculty responsibilities. There is no plan to understand how these continued supplemental responsibilities affect the unit's operations and responsiveness to students. It appears that faculty continue to have excessive overload responsibilities which affect scholarly activity and professional development, especially for graduate programs and faculty pursuing Ph.D. degrees.

The unit ensures that candidates have access to student services such as advising and counseling. ITP and ADV candidates in Elementary, Early Childhood, Special Education, Education Administration, and Reading Specialist majors are advised by full-time faculty within the Department of Education. School Counseling and School Psychometry majors are advised by full-time faculty within the Department of Psychology. Additionally, 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 was verified in exhibits. Candidates confirm the ongoing availability of faculty advisors and compliment their support.

The unit publishes its recruiting policies and its admission, retention and exit policies in the SWOSU catalog on the SWOSU Admission website, in materials distributed to candidates, and in degree sheets and certification sheets used by advisors. All documents are current and accessible. Academic calendars and grading policies are described in the SWOSU catalog (academic forgiveness provisions) and in respective course syllabi.

Review of documentation and verification through interviews with multiple groups of stakeholders confirmed that the unit budget compares with the budgets of other comparable units on campus. For example, the Department of Education FY12 allocation was \$1,321,128 with faculty/staff salaries (12 faculty) representing the largest line item totally slightly more than \$1,000,000 for FY12. This compares adequately to another unit at SWOSU, the Nursing Department, of similar size with a clinical experience

component for FY12. The Nursing Department (with 11 faculty) maintains a budget of \$1,120,906. The budget process allows for input from unit faculty and involves the Department of Education chair requesting input and recommendations from the faculty for budget items and needs for the upcoming year. Identified needs are evaluated in regard to the university's mission and strategic plan. The review of needs is addressed by five teams made of campus-wide faculty. 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. Education programs have been given very positive considerations for their requests, particularly with regard to faculty professional development, facilities, and technology.

The overall operating budget has been maintained based on review of the 2011-12 and 2012-13 budget documents. Review of documentation and verification through interviews with multiple groups of stakeholders confirmed that budget resources are comparable to other regional institutions throughout the state of Oklahoma.

The unit is housed in the Hibler Education Building which also houses the Center for Distance Education. Satellite campuses interface with the primary SWOSU campus in Weatherford, Oklahoma via interactive Television (iTV) and via distance learning capabilities. This sharing of facilities was indicated in the IR and confirmed via site visit through interviews with multiple groups of stakeholders as advantageous to the unit due to classrooms being equipped with a computer for the instructor, video projector, and electronic white boards. A computer lab is located on the second floor of the Education Building with 30 workstations. The Education Building is equipped with wireless Internet, extensive SmartBoards, equipment for ITV and other technology necessary for programs. Similar resources are available at off-campus sites supporting instruction for the Department of Education. Furthermore, the Psychology Building houses instruction for the School Counseling and Psychometry programs. The facility is newly renovated and has exemplary facilities for the Counseling and Psychometry programs. The content management system for instructional purposes utilized by SWOSU is "Desire2Learn," supplemented by Blackboard Collaborate. The electronic instructional platform was adopted by the university. The IR indicates and faculty verify that all unit faculty have been trained in using D2L to facilitate their instruction and use it in nearly all classes taught. Interviews confirmed this.

The library has sufficient resources to support programs, both on campus and online. There are a myriad of electronic resources to support the online programs.

6.2 Moving Toward Target or Continuous Improvement

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 the unit is moving to the target level, respond to 6.2.b.

6.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

6.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

A review of documentation and verification through interviews with multiple groups of stakeholders confirmed that the programs for the initial and continuing preparation of educators require work on campus, in school settings, and sometimes in community agencies, ending with a culminating experience of student teaching or internship. The unit is conscientious and responsible for its programs and dedicated to delivering high quality programs for its candidates.

Resources have been provided to support students engaged in undergraduate research and presentation opportunities in addition to being provided a quality education that prepares them for their respective area of service.

Course workloads, while heavy, do allow faculty members to provide service to the unit, university, community, and profession, but without codification and sufficient oversight. Specifically, the chair for the Department of Education communicated that the unit was allowed to add one new faculty member in order to meet program growth and alleviate the heavy course load from faculty. The faculty member has been hired and is serving the unit effectively. The department chair has had insufficient release for department oversight. She has had compromised responsibility as interim chair and instructor. The institution has not provided sufficient support to acknowledge her work in an ongoing, permanent role.

Still, she has produced remarkable results regardless of institutional expectations.

6.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

6.3 Areas for Improvement and Rationales

6.3.a What AFIs have been removed?

AFI	AFI Rationale
	2. Review of documentation and verification through interviews with multiple groups of stakeholders confirmed that the faculty workloads are heavy yet still allow the unit to consistently fulfill faculty

1. Excessive faculty workloads impact the unit's ability to consistently engage in best professional practice.	responsibilities as defined by the institution. The chair for the Department of Education communicated that the unit was allowed to add one new faculty member in order to meet program growth and alleviate the heavy course load from faculty. The faculty member has been hired and is serving the unit effectively.
--	---

6.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
1. The unit does not effectively govern, manage and coordinate all of its programs or operations. ITP and ADV	1. A review of documentation and verification through interviews with multiple groups of stakeholders confirmed that the rationale for the previous AFI has been addressed and all instructional personnel have the required public school teaching experience. The unit ensures that faculty members have public school teaching experience and are able to provide context for the course and to ensure alignment with applicable state and national standards. At the present time, the chair of the Department of Education maintains oversight of all programs related to accreditation however, the unit has no formal governance structure that provides oversight and authority for all programs. Psychology and School Counseling programs report to the chair for the Department of Psychology while secondary and P-12 programs report to their respective heads. Additionally, the Teacher Education Council (TEC), at this time, functions only as an advising body, though there was historical evidence that the committee charge was more specific to authority. Offsite documentation indicated that the Teacher Education Council (TEC) is the organizing and coordinating body for the unit which encompasses all professional education programs at the institution. According to the faculty handbook: "Teacher Education Council -- Develops and recommends general policy for the undergraduate Teacher Education Program. The Council is composed of fifteen (15) members of the faculty, the Chair of the Department of Education, and the Presidents of Kappa Delta Pi and the Student Education Association. Faculty appointees serve a three year term. Members are nominated by the Associate Dean of the School of Behavioral Sciences and Education who chairs the committee. Members are appointed by the Provost and the President." Additionally, the institutional report indicated that members of the TEC come from the Teacher Education Faculty and candidates in the program (student professional organizations) to ensure a collaborative approach in resolving issues that come before the TEC while increasing the likelihood that the ideas and concerns of all parties are taken into consideration when decisions are made.

6.3.c What new AFIs are recommended?

AFI	AFI Rationale

6.4 Recommendations

For Standard 6

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

IV. Sources of Evidence

Documents Reviewed

Evidence list from Blackboard is too large; will be emailed to NCATE under separate cover.

Persons Interviewed

Please upload sources of evidence and the list of persons interviewed.

SWOSU Persons Interviewed by BOE team

See **Attachment** panel below.

V. State Addendum (if applicable)

Please upload the state addendum (if applicable).

OCTP Report

See **Attachment** panel below.