



## OKLAHOMA STATE REPORT 2013

Southwestern OK State University

Please submit the CAEP Annual Report with this document. (Due April 18, 2014)

- **Foreign Language Requirement:** Include a self-evaluation of the assessment process and candidates' abilities to meet the foreign language competency. At the present time, does the unit have adequate methods for assessing competency in various languages requested by candidates?

*The foreign language requirement has not presented a barrier for our candidates. Multiple languages (including sign language) are available to the candidates both on campus and through distance learning (Interactive TV) in meeting this requirement. Arrangements can be made for the candidate to take a proficiency test if desired but no candidate has requested this in the past 2 years. The majority of our candidates meet the requirement by having 2 credits for foreign language documented on their high school transcript.*

- **Graduate Students:** Include the number of graduate students admitted conditionally and their success rates.

*During the 2012-13 academic year, 112 candidates were awarded graduate degrees in Education. Only three students were admitted conditionally during the 2013 calendar year. All of these have since met requirements for unconditional admission. It is difficult to report the success rate of these students since it may take them two or three years to complete the program, especially if they apply for financial aid.*

- **Supply and Demand:** Describe the efforts made to address supply and demand issues.

*Nearly all Education majors enroll in Foundations of Education as sophomores (after 30 credit hours). In this class they are made aware of and encouraged to apply for the Oklahoma Teacher Shortage Employment Incentive Program, Stafford Loan Forgiveness for Teachers, TEACH grants and Future Teacher Scholarships. Several (37) local scholarships are also available to EDU majors. Teacher supply and demand issues are discussed in Foundations of Education and candidates are made aware of the teacher shortage areas in Oklahoma. Each year EDU faculty members attend the Academic Majors fair on the Sayre campus and Weatherford campus and during Homecoming Weekend on the Weatherford campus.*

- **Elementary Education:** Please describe any changes which have been made to strengthen the elementary education program. If no changes have occurred, indicate "no activity."

*The elementary education program was nationally recognized by ACEI on February 1, 2014. During this program review cycle, particular attention was paid to the student teaching assessment for elementary candidates and to the assessments that measure curriculum knowledge. A team of national reviewers indicated that the student teaching*

*assessment provided elementary candidates with specific ACEI standards on which to base their teaching, assessment, and classroom management. Elementary methods classes in social studies, mathematics, science, and phonics were aligned so that teacher candidates are required to demonstrate curriculum knowledge by planning/delivering appropriate classroom instruction. By incorporating these standards into course requirements, unit faculty have improved the elementary program.*

- **Program Changes:** List any program changes that have occurred in the unit as a result of data analysis.

*Dr. Evette Meliza of the Dept. of Education is now teaching SOCSC 4133 Teachers Course in the Social Sciences. This course was taught by faculty in the Social Sciences department but currently none have K-12 school teaching experience. Dr. Meliza has several years of public school teaching experience and can share that experience with our candidates.*

*In response to an AFI in our last Board of Examiners Report and in order to increase teacher candidates' experiences in working with diverse faculty, the unit was successful in employing a Latino adjunct instructor (NCATE Std.4b. Experiences working with diverse faculty). This native Spanish speaker has a master's degree in Multicultural Education and co-teaches the Media and Technology entry-level course that is required for all PK-12 teacher candidates. An assignment was added to this course requiring candidates to participate in field experience at an after-school ELL program, thereby increasing candidates' "experiences working with diverse students in P-12 schools" as stated by NCATE Standard 4d. This adjunct faculty member also assumed the teaching duties of an upper-division course, Multicultural/Special Populations, so that teacher candidates now receive reinforcement of ELL instructional strategies. Candidates involved in the ELL after school program spend 2 hours at Burcham Elementary with ELL students in grades Pk-1. They are responsible for working in small groups with the students on language and reading skills. The Department of Education candidate who is responsible for creating the podcast will take the book on which the podcast is based and read with the children as they listen to the podcast. Students and teachers at Burcham Elementary will be able to access the podcasts online at other times.*

*Besides the ELL after school program, Dr. Brogdon is starting a Middle School Math Tutorial program which will involve candidates getting secondary math certificates, and 6th-8th grade math students at Weatherford Middle School. The program begins after Spring Break and will continue until all State Testing is complete. Hopefully this program can be in place the entire year in 2014-2015 and meet the need for Math Specialist certification.*

*The English Education program has already experimented with formal instruction in English second-language acquisition for our teacher candidates, as well as some principles of ELL instruction.*

*An important change made recently in our school counseling and Psychometry programs concerns one of the key assessments (capstone exam). It was formerly a ten essay exam and we modified it to better mirror the state certification exams. It is now a 50 question multiple choice test with an applied case vignette. The students are presented with a challenge or case and asked several questions about the vignette. The vignette for school counseling was related to the implementation of a bully prevention program. The vignette*

*for school Psychometry had to do with a specific student and how to interpret the testing results. We have also added an online version for the evaluation of student dispositions. These are completed at the interview by faculty and during practicum by their site supervisor and university supervisor.*

- **Candidate Portfolios:** Include changes or revisions in written policies, technology, assessment rubrics, or development of philosophy. If no changes have occurred, indicate “no activity.”

*The Level 3 portfolio rubric has been updated to include the State Reading Assessment for Elementary, Early Childhood and Special Ed majors to ensure all of those candidates pass the exam before program completion. Competency 11, which addresses career awareness and career concepts in the curriculum, was added as one of three required competencies. The Level 3 portfolio must document 10 of the 15 competencies and be completed before candidates enroll for their student teaching semester.*

*Unit faculty are currently working with the director of the assessment center so that all data is processed through this central hub, as recommended by the national and state BOE site team. The faculty continues to work on anticipated changes to the portfolio, such as new INTASC and state competencies, which will take effect in the fall of 2014, pending rule changes by the Oklahoma legislature. The new standards will require that all portfolio scoring rubrics be updated.*

- **Cooperative Efforts:** Discuss the P-12 cooperative efforts that have occurred in the past year.

*Public school teachers, administrators and other certified staff are recruited and trained to serve as mentors to our candidates during their field experience or clinical practice. These professional educators contribute their expertise through participation on advisory committees, in candidate admission interviews, serving as guest speakers in various courses, and by providing feedback on revisions to the conceptual framework. During the spring semester of 2012, the Coordinator of Field Experiences reported 98 student teachers and 125 P-12 cooperating teachers representing 65 school districts in Oklahoma, Kansas and Texas. During the Spring and Fall 2013 semesters, there were an additional 493 field experience requests from our teacher candidates (initial and advanced) with placements in nearly 50 school districts. In our Principles of Teaching Elementary/Secondary courses, all candidates are required to participate in a field trip to a diverse school in the Oklahoma City area where they spend the day interacting with administrators, teachers and students. Also note the ELL field experience mentioned under the Program Changes heading above. This field experience is a collaboration between our faculty and P-12 teachers and administrators.*

*Three faculty members of the unit successfully completed “train the trainer” activities for the St. Cloud University model of co-teaching for student teaching, sponsored by the OCTP. For spring 2014, the Unit is piloting a co-teaching model of student teaching with Weatherford Public Schools. Recently, the Unit hosted administrators from Clinton, Elk City, Thomas, Cordell, Hydro-Eakly, Arapaho-Butler, and Merritt school districts in order to increase the scope of this training and model for fall 2014 and beyond.*

*Each semester the unit collaborates with P-12 faculty and administrators as we assess candidate dispositions during the DOE admission interview process. We typically have 10-15 public school teachers and administrators who participate each semester.*

- **Faculty Professional Development:** Summarize the professional development that focused on unit faculty members' ability to model effective teaching styles such as inquiry, group discussion, and collaborative learning.

*Eight faculty members from the Dept. of Education attended the ASCD Teaching and Learning Conference in Las Vegas, Nevada for three days November 1-3, 2013. Several conference sessions dealt with modeling effective teaching styles such as inquiry, group discussion, collaborative learning and many others. Faculty were able to implement many of these strategies upon returning to the classroom and have proved beneficial to our candidates.*

*In Spring 2013, Canvas was adopted by SWOSU as the new learning management system to replace Desire 2 Learn. All EDU faculty have participated in training to implement this new instructional tool. Canvas incorporates discussion boards that promote candidate discussion and collaboration.*

- **Arts & Sciences Faculty:** How have arts & sciences faculty been included in the education of pre-service teachers? Please describe any significant collaboration which has occurred between the arts & sciences faculty and education faculty.

*Dr. Lisa Boggs (Biology faculty) and Dr. Evette Meliza have collaborated for the past several months on the Natural Sciences program report, to be submitted March 15, 2014. Dr. Meliza has also collaborated with Social Science faculty the past several months in order to assume teaching responsibility for the SOCSC 4133 Teachers Course in the Social Science (see above under "Program Changes"). Dr. Ruth Boyd and Dr. Ray Read collaborated with E.K. Jeong, then chair of the Art Department, on her program report submission for Art Education which was recognized with conditions in 2013.*

*Bruce Belanger meets each semester with university supervisors from A&S and Education faculty. He shares important data on student teaching numbers, employment data from prior graduating classes, reviews the assessment schedules/procedures, etc.*

*The Admission and Retention Committee meets regularly to approve candidates' application to the teacher education program. The committee is comprised of EDU faculty and 3 faculty from Arts and Sciences.*

- **Public School Direct Contact:** Report the number of hours each faculty member spent in meaningful contact with P-12 students.

*All full-time education faculty have reported meeting their requirements for 15 hours of professional development and 10 hours of public school service during the past academic year. Most faculty have many more hours of professional development and public school service than required.*

- **Technology Resources:** State the amount spent during reporting year and how these resources were used to support instructional technology.

*The 2012-13 SRA 6 Report to the OSRHE lists the ITS Allocation for the Education Department as \$27,641. These funds were used to purchase replacement computer work*

*stations for faculty, for the computer lab located in the EDU building and the necessary software/licenses for these computers.*

- **Alternative Placement Program:** State the procedures in place for advising alternative placement candidates.

*All inquiries regarding alternative certification are directed to the Certification Officer who explains the program in person or by phone. He then sends a confirming email with links to the OK Dept. of Education application for alternative placement and the Certification Exams for OK Educators web site. A log sheet is kept listing the name and contact information for those who inquire about alternative certification. Prospects are also informed about the 2 semester sequence of courses at SWOSU that allow applicants to complete their 18 hours of professional education and enroll in a 1 semester supervised student teaching experience.*

- **Input from Stakeholders:** State the procedure used to inform the public regarding the institution's teacher education program and the manner through which public input is solicited and received.

*Each semester the unit collaborates with P-12 faculty and administrators as we assess candidate dispositions during the DOE admission interview process. We typically have 10-15 public school teachers and administrators who participate each semester and constantly try to involve new ones in the process. The Coordinator for Field Experiences also conducts training sessions each semester for cooperating teachers and solicits their feedback on improving the student teaching experience.*

*The Bulldog Journal is a quarterly publication edited by Dr. Sherri Brogdon and disseminated electronically to our graduates and P-12 school personnel in our service area. The purpose of the journal is to foster collaboration and solicit input from public school stakeholders. Each edition highlights a Department of Education faculty member, offers a column of current information written by the chair and other faculty members, and solicits input from the reader on how we may improve our teacher education program. The Bulldog Journal has provided an innovative avenue for us to communicate with and solicit constructive criticism from our constituents. We encourage students, graduates and PK-12 educators to leave us feedback on our web site.*

**THE SECTION BELOW APPLIES ONLY TO THOSE INSTITUTIONS WHO WERE ASSESSED AN AREA FOR IMPROVEMENT ON THE STATE REQUIREMENTS AT THEIR LAST BOE VISIT**

---

If you were assessed an Area for Improvement (AFI) at your last Board of Examiners visit on any of the following State Requirements please indicate what progress has been made toward correcting the AFI.

## **OKLAHOMA STATE REQUIREMENTS**

### ***1. Candidate Portfolios***



- 2. Foreign Language Requirement**
- 3. Input from Stakeholders**
- 4. Content and Pedagogical Preparation**
- 5. Advisement**
- 6. Field Experiences (Student teaching minimums)**
- 7. Admission Requirements**
- 8. Exit Requirements**
- 9. Faculty Professional Development**

*The one Area for Improvement in the BOE State Report was under Faculty Professional Development. The report stated, "MET WITH AREA FOR IMPROVEMENT – Not all teacher education faculty have direct contact with P-12 students in a state accredited school for 10 clock hours per year." Teacher Education Faculty are required to submit documentation of 10 hours of service to P-12 students to the department chair annually by June 30. This documentation was included in our electronic exhibits. A review of these documents for 2011-12 revealed one faculty member who reported only six hours rather than the 10 required. The faculty member is part-time in the Department of Education and taught no education courses (only courses in Language/Literature Department). Further examination revealed this faculty member did not supervise student teachers during the 2011-12 academic year (but has in previous years) and does not teach a methods course. The faculty member was notified of this deficiency and will be monitored in the future to ensure the service hour requirement is met. During the 2012-13 academic year, the faculty member reported supervision of three student teachers for a total of 18 clock hours.*

## **10. Alternative Placement Program**