

2017 EPP Annual Report

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| CAEP ID: | 10621 | AACTE SID: | 4385 |
| Institution: | Southwestern Oklahoma State University | | |
| Unit: | Department of Education | | |

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

| | Agree | Disagree |
|---------------------------|----------------------------------|-----------------------|
| 1.1.1 Contact person | <input checked="" type="radio"/> | <input type="radio"/> |
| 1.1.2 EPP characteristics | <input checked="" type="radio"/> | <input type="radio"/> |
| 1.1.3 Program listings | <input checked="" type="radio"/> | <input type="radio"/> |

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2015-2016 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 145

***2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

State Reports, National Reports, Certification Exam Pass Rates, and other accreditation documents and links:

<http://www.swosu.edu/academics/education/accreditation.aspx>

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

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|---|-------|-------|
| 1. The unit has not clearly identified nor provided data on the professional dispositions expected of candidates. | (ITP) | (ADV) |
|---|-------|-------|

The disposition rubrics have been piloted in paper form and are currently being added as digital surveys to improve tracking of teacher candidate dispositions. Disposition surveys were taken at three points within the degree program during the pilot stage. (in the Foundations of Education course, admission into the teacher education program, and program completion). Changes facilitated by the move to digital processing will include assessment of dispositions within each required education course. Specific dispositions to be assessed in each course will be connected to specific standards being addressed in performance assessments. We plan for a Fall 2017 launch to include faculty training, organizational needs assessment, and initial conversion from paper based data gathering. We expect this program to include options for accurately tracking information on applicant qualifications, candidate experiences, graduates, and unit and program quality on a consistent basis. Specifically, the teacher candidate dispositions indicate how teacher candidates meet professional, state, and institutional standards. During the 2016-2017 year, we removed one candidate from the program due to application of the disposition rubric.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

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| 1. Revised: The unit does not consistently analyze data for unit and program improvement. | (ITP) | (ADV) |
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The assessment system includes the evaluation of teacher candidates at predetermined transition points from program admission to their initial years of professional practice. The use of the transition points allows the program to track candidates into their teacher candidacy who have demonstrated the potential to become effective educators. The transition points have been identified for both initial and advanced programs. At each transition point, a decision is made about the candidates' readiness to advance to the next level. This decision is based on multiple data sources. Quantitative data include a minimum grade point average and passing scores on the Oklahoma General Education Test (OGET), Oklahoma Subject Area Test (OSAT) and the Oklahoma Professional Teaching Exam (OPTE). For advanced programs, candidate GPA and/or the Graduate Record Examination provide this data. Qualitative performance assessments include the development of professional portfolios (four levels), with a teacher work sample completed during student teaching serving as the culminating performance assessment. The results from performance evaluations during teacher candidacy (undergraduate) and practicum/internship evaluations (graduate) are also utilized along with a portfolio in advanced programs. The unit also completes an annual follow-up study of recent graduates in its programs. At the conclusion of each fall and spring semester, candidates who are completing the program are surveyed with EBTE Self-Assessment Questionnaires and exit interviews conducted by faculty members. This information is distributed to all faculty members and is used to improve the performance of candidates, the unit, and programs. The department is moving to adopt a system that will better synthesize data across program components to promote better analysis and systematic sharing as well as effectively monitoring our program success and foster continual improvement. Specifically, the program unit monitors the progress of candidates during early field experiences and academic courses, determines candidate readiness for clinical practice (teacher candidacy), recommends only qualified candidates for licensure. The program unit is currently collecting and analyzing data of candidate testing rates, field experiences, faculty reports, and test preparation sessions. The unit considers assessment as a dynamic, systematic process that is ongoing and requires periodic revision to insure validity and reliability. The unit's comprehensive system assesses the candidates' knowledge, skills, and dispositions. The data is analyzed and used for course and program alignment. In addition, data is collected to assess current challenges. Both internal and external assessments are used to provide evidence of candidate performance. The conceptual framework performance indicators are the ten Interstate New Teachers Assessment and Support Consortium (INTASC) standards adopted by Oklahoma Commission for Teacher Preparation, now OEQA (Office of Educational Quality and Accountability). Teacher candidates demonstrate completion of standards through course-level performance assessments, their professional portfolios, and a system of periodic performance assessments used to gauge the candidates' knowledge, skills, and dispositions.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

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| 1. The unit does not ensure that candidates in the M.Ed. programs of Early Childhood, Elementary, and Secondary Education participate in field experiences. | (ADV) |
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Teacher candidates are required to participate in field experiences and/or clinical practice in all M.Ed. programs. The Master of Education degree program at Southwestern Oklahoma State University (SWOSU) is designed to provide a professional course of study for students who have acquired a bachelor's degree in education and wish to improve their proficiency and skills as educators. The general cognitive performance outcomes for the Master of Education degree are as follows: 1) Extend and broaden teachers' knowledge base in subject specialization areas, 2) Increase competency mastery in the use of effective methods, teaching styles, materials, and technology, 3) Further develop teachers' skills in facilitating and evaluating the progress of children and adolescents in areas of human growth, learning, and development, 4) Assist teachers in the improvement of proficiency in analysis, synthesis, and evaluation, 5) Enhance teachers' understanding of the school's multiple roles in society and its responsibility for the preservation and improvement of the democratic process, and 6) Foster attitudes that are conducive to improvement as a means of keeping professionally alert, as well as raising the standards and prestige of the profession. With these performance outcomes, teacher candidates must participate in field experiences and clinical practice to demonstrate content knowledge and skills. Candidates design and implement lessons for diverse learners as well as understand the importance of partnerships for success of all students. Candidates must also evaluate their clinical practice and reflect on their individual strengths and weaknesses. These field experiences provide Candidates the opportunity to observe in schools, tutor diverse students, participate in education-related community events, interact with students' families, attend school meetings, and assist teachers or other school professionals prior to clinical practice. Nevertheless, field experiences aid teacher candidates in the development of content, professional, and pedagogical knowledge, as well as professional dispositions. A systematic process is being developed for all M.Ed. programs to report candidate experience to include number of hours, types of experiences, placement setting, diversity components, community partnerships, and other data points.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

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| 1. The unit does not ensure that candidates have experiences with P-12 students from different socioeconomic groups, students from diverse ethnic/racial groups, English Language Learners, and students with disabilities. | (ITP) | (ADV) |
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Candidates are required to observe and interact with students in a variety of rural, suburban, and urban schools for 30 hours as part of their first education course (Foundations of Education). In the Foundations of Education course, candidates must complete at least ten of the thirty observation hours in a school district designated as diverse by the Oklahoma State Department of Education. In order to be diverse, a school district must have at least 40% diverse ethnicity and/or at least 50% socio-economic diversity (free/reduced meals) according to www.schoolreportcard.org. The course requires for all candidates to receive exposure to a significantly diverse student population early in the program. Log C-Field Experience Student Distribution Form in the Foundations of Education Handbook contains an accumulative summary of each candidate's field experiences. This log contains the percentage of students by race, special needs and those receiving free/reduced meals for each of the candidate's field experiences. This is reviewed by unit faculty at three checkpoints as part of the scoring rubric for Levels 1, 2 and 3 of the professional portfolio. If the diversity of field experience placements is scored "unacceptable" at Level 3, this would require the candidate to be placed for student teaching in a highly diverse school to compensate for lack of previous diversity of experiences. If Log C is scored "unacceptable" at the Level 1 or Level 2 checkpoints, this would alert the candidate that his/her diversity of field experiences was inadequate and could eventually deny them the teacher candidacy site of their choice. A score of below "Target" would alert the candidate that some of his/her field experiences lack the needed diversity or frequency. A total of 60 hours of classroom observation/interaction is required before the candidate enrolls for their teacher candidacy. The Field Experience Coordinator monitors all field experiences up to and including teacher candidacy to insure candidates are exposed to a variety of diverse learners.

The program unit is committed to helping faculty and candidates understand how the concept of diversity encompasses not only multi-cultural issues, but also socioeconomic factors, differences in teaching/learning styles, and accommodations for special needs populations. All of these have a dramatic impact on student learning. To ensure that undergraduate candidates have knowledge and understanding of how to teach diverse learners, they are required to take the following courses: EDUC 3321 Multicultural/Special Populations, GEOG 1103 World Cultural Geography, and SPCE 3132 Exceptional Children. Teacher candidates are expected to move beyond the awareness level and are required to plan instruction that takes into consideration not only ethnic diversity but differences in teaching/learning styles. The unit's field experience component has been revised to insure all candidates are afforded opportunities to observe and interact in classroom settings with diverse student populations.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

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| 1. Revised: Workload policies limit the engagement of professional educational faculty members in scholarship and assessment. | (ITP) | (ADV) |
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Faculty members have opportunities for their own professional development and collaborate with PK-12 partners to plan and provide professional development for teachers in the partnering schools. Each faculty member is given three hours of release time for advisement and scholarship each semester. Some faculty members request the option of teaching courses in addition to their normal load out of personal interest in the course material and student engagement. This may result in an increase in course load. In addition, there are intersessions during which faculty may elect to teach one course, which is outside the regular semester period, but is reported as load during the regular semester. This gives the appearance of increased load during each term. Currently, there five faculty members pursuing Doctoral degrees. Two faculty members recently completed their Doctoral programs. Moreover, the unit continues to strive to provide quality instruction and seek professional development by attending state and national conferences, such as the American Association of Colleges for Teacher Education (AACTE), in spite of the state's large budget deficit. Supporting faculty in preferred, ongoing, meaningful professional development has become an

increased focus with changes in current leadership. Previous limitations on available financial resources have been removed, and available resources redirected to address this need.

Section 7. Accreditation Pathway

Selected Improvement. *Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.*

Recent changes in leadership at the department level and within the accreditation office have prompted new thinking and new analyses of existing practices. Our unit continually seeks to analyze and assess our programs and courses for student satisfaction and achievement as well as student retention. The unit has selected a digital assessment and data management system which will accurately track information on applicant qualifications, candidate experiences, graduates, unit and program quality on a consistent basis. The unit is also working towards an action plan that will ensure ongoing course and program alignment. Currently, the unit is evaluating course assessments and rubrics to align with the new CAEP standards.

As mentioned above, disposition rubrics are currently given at three different checkpoints: at program entry (Student Observer Evaluation, Admission Interview (initial) or recommendations (advanced); before clinical practice (disposition assessments by faculty members); and before program completion (Formative and Summative evaluations) during clinical. Assessment of candidate dispositions will increase in frequency with the addition of the new data management system. The unit's assessment system is aligned with the conceptual framework (Experience Based Teacher Education) and uses assessments that are consistent with the demands for greater accountability and focus on our candidates' ability to impact student learning. Data on candidate performance from both internal and external assessment measures will continue to be compiled and used to evaluate and improve the unit's effectiveness of as well as the program's final outcomes, our graduates.

In all M.Ed. programs, teacher candidates will continue to participate in field experiences and clinical practice that require them to demonstrate their content knowledge and skills through the design and implementation of lesson plans for diverse learners. Teacher candidates will also continue to evaluate their clinical practice and reflect upon their individual strengths and weaknesses in their field experiences. Ultimately, all M.Ed. programs provide candidates the opportunity to observe in a variety of schools, tutor diverse students, participate in education-related community events, interact with students' families, attend school meetings and events, and assist teachers or other school professionals prior to their clinical practice.

At program entry, all programs require candidates to complete a minimum of 60 hours of field experience prior to their teacher candidacy. This begins in the Foundations of Education course with 30 hours of field experience, of which 10 hours must be in a diverse setting, which is defined by either 40 percent ethnicity other than Caucasian or 50 percent or more students qualifying for free/reduced meals. The remainders of the field experience hours are completed through other required coursework, such as methods courses and Principles of Teaching. At the initial level, the placement process begins with candidates submitting online applications for field experiences, which are received by the Field Experiences Coordinator. The Field Experience Coordinator 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 for their teachers. During clinical practice, teacher candidates complete 12 weeks of full-time field experience supervised by a cooperating teacher (CT). Cooperating teachers 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. Teacher candidates obtain experiences with P-12 students from different socioeconomic groups, students with diverse ethnic/racial groups, English language learners, and students with disabilities.

Our unit continues to refine a comprehensive assessment system that links performance of its teacher candidates to national and state standards, including those of the Specialized Professional Associations in the content areas. Our goal is to prepare graduates that have the ability to make a positive impact student learning. In conclusion, the unit must continue to collect, evaluate, and analyze data which allows timely and appropriate intervention to formatively support candidate growth in order for continuous improvements to be made.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2017 EPP Annual Report.*

☒ I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.