



**OKLAHOMA STATE REPORT 2020**  
**Academic Year 2018-2019**  
SOUTHWESTERN OKLAHOMA STATE UNIVERSITY

Please submit CAEP 2020 EPP Annual Report with this document. (Due April 30, 2020)

- **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?

All candidates completing an education degree or certification program in Oklahoma must demonstrate novice foreign language proficiency. Multiple languages, including American Sign Language, Italian, Latin, and Spanish, are available to our candidates on campus and off campus through distance learning. The foreign language proficiency options at SWOSU are: 1054 Elementary Spanish I, 1054 Elementary Latin I, 1004 Elementary Italian I, and American Sign Language OR two full years in high school of the same language OR other university approved foreign language with a "C" or better in the course taken. The foreign language requirement has not been a barrier for our teacher candidates. Arrangements can also be made for our candidates to take a proficiency test, if desired.

During the 2018-2019 academic year, 1 candidate met the foreign language requirement due to their proficient scores on placement exams. The majority of our candidates continue to meet the requirement by having two 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 2018-2019 academic year, 104 candidates were awarded graduate degrees in Education. There were no students who were admitted conditionally during the 2018-2019 academic year.

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

In Foundations of Education, students are encouraged to apply for scholarships and grants, such as the Oklahoma Teacher Shortage Employment Incentive Program (TSEIP), Stafford Loan Forgiveness for Teachers, Teacher Education Assistance for College and Higher Education (TEACH) Grant Program, and the Oklahoma Future Teacher Scholarship Program. Local scholarships are also available to our Education majors. Teacher supply and demand issues as well as teacher shortage areas in Oklahoma are discussed in courses, like EDUC 2113 Foundations of Education, methods courses, and EDUC 4021 Contemporary Issues in Education.

The EPP continues to partner with Western Technology Center – Burns Flat (WOTC)’s teacher education program. Two Department of Education (DOE) faculty members are on WOTC’s teacher education program advisory board. These two venues continue to add to the EPP’s promotion and enhancement of educational programs.

The SWOSU Department of Education faculty members and university supervisors continue to build positive relationships with public school partners each semester for field experiences and teacher candidacy placements. EPP faculty members connect with potential candidates at each cooperating school and urge teacher candidates to encourage cooperating teachers to take advantage of SWOSU’s 50% tuition waiver. Cooperating teachers can also transfer the waiver to any person who meets admission requirements to Southwestern Oklahoma State University. This includes colleagues, family members, and even former P-12 students.

Our Field Experience Coordinator and faculty members partake in many local community happenings, campus activities, other surrounding communities’ events, and state/national conferences and organizations to recruit potential candidates. Faculty members serve on numerous committees on campus, such as the Admission and Retention and Co-Requisite Planning committees, and two faculty members continue to serve on the SWOSU Faculty Senate. Recruitment examples include, but not limited to, freshman enrollment activities, sponsoring student organizational events for Oklahoma Aspiring Educator’s Association (OAEA), Kappa Delta Pi (KDP), and Student Council for Exceptional Children (SCEC), SWOSU Saturday, Annual Southwestern Interscholastic Meet (SWIM), SWOSU New Student Orientation, SWOSU First Tech Challenge Robotics, and Homecoming activities. Several faculty members have also developed field experiences which are service learning projects that provide community service. For example, teacher candidates in the Exceptional Children class volunteer for Special Olympics and/or Glow Prom and candidates in Media & Technology class conduct a diversity project at Burcham Elementary in Weatherford. EPP faculty members have also demonstrated outreach to public school partners through tutoring and mentoring services to public school students, providing in-service training for teachers, serving as Early Bird Readers (reading to Burcham Elementary students), after school STEM Opportunity Among Readers (SOAR) program (tutoring struggling readers at Burcham), serving as substitute teachers, and conducting science fairs at East Elementary in Weatherford and Nance Elementary in Clinton.

Southwestern Oklahoma State University’s SCEC and KDP continue to host their annual Glow Prom for students who qualify for Special Olympics. This prom is designed to provide support and create community awareness for exceptional children aged 7th - 12th grades, adults with special needs, coaches, and paraprofessionals who participate in Special Olympics. It is the EPP’s and the student organizations’ hope that these athletes and their support groups enjoy a night of fun and entertainment where the spotlight is upon the exceptional children and adults with special needs. SCEC and KDP work together to raise funds, along with SWOSU Student Fees garnered through the allocation process, and community support, and are able to fund the evening event for all guests. Each attendee receives a free shirt, a meal, bingo, pictures, and an evening full of games and dancing.

The Glow Prom was also held this Spring and will continue to be an annual event. Other campus and community members who helped make this night special are the SWOSU Women's Basketball Team, Weatherford Fire Department Clowns, Oklahoma State Troopers, Southwestern Homecoming King and Queen, SWOSU Mascot Duke the Bulldog, SWOSU Art Club, SWOSU Newspaper Staff, Kappa Kappa Psi, and SWOSU Wildland Fire Club. This event also supports SWOSU Food Services and College Activities Board, who provide food and t-shirts. Approximately ten local and surrounding public schools attend this special event every year. This spring, there were 100 participants who attended this special event.

Moreover, a new partnership has formed with Yukon Public Schools to provide higher education classes for Yukon juniors, seniors, and employees as well as certification opportunities for emergency certified teachers. Effective August 1, 2020, SWOSU Department of Education and other departments will offer undergraduate and graduate coursework in Yukon. All Yukon employees will receive 1/2 price tuition for graduate or undergraduate courses. A primary benefit within this partnership is providing pathways to traditional or alternative certification for support staff and paraprofessionals. Additionally, advanced degrees/certification options will become more accessible due to discounted tuition rates.

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

The EPP continues to use multiple measures, such as course evaluations, program and unit surveys, teacher disposition rubrics, and other evaluation tools, to analyze and assess programs and courses for student satisfaction and achievement, program improvement as well as student retention. The EPP has made adjustments to the teacher candidate disposition rubric, evaluation tools, and the addition of state exam prep/advisory sessions for students. The ECED program has been undergoing analysis to identify where, how, and to what level NAYEC standards are being addressed. The alignment process included hiring a new full-time ECED specialist who had previously served in a consultant role.

After ongoing consideration, the EPP determined that Chalk & Wire would not meet the needs for data collection and management within Education programs. Additionally, the portfolio has changed to a formative assessment tool to guide candidates through the progression of program requirements. It is no longer utilized as a formal program assessment tool. The cost of Chalk & Wire would have been unnecessary and created a financial burden on candidates.

Instead, the EPP has extended the application of our disposition tool to include the 10 InTASC standards. The new Disposition Rubric is utilized in multiple courses/ experiences to provide a broader understanding of the personal/ professional dispositions of our candidates, as well as to verify in which classes/ experiences and to what level candidates are addressing the 10 InTASC standards. The revised tool is now delivered electronically which allows results to be analyzed for individuals and cohorts over time more

realistically. The EPP expects the new analysis approach to provide more specific opportunities to identify needs and address any areas of concern more immediately where needed.

The EPP has added a new advanced program, Educational Administration – District Level to provide a more complete experience for candidates' understanding of school administration from a systems level. Additionally, the EPP has had multiple requests/ inquiries from candidates for adding the opportunity to complete credentialing requirements. The EPP worked to create this program and opportunity for our candidates without adding additional expense to program completers. The EPP submitted an initial program report in September 2019. The program is recognized with condition until 2/1/2022. The EPP plans to submit a response to conditions report by September 15, 2020.

The EPP acknowledges the importance of continuous improvement and continues to seek measures that will ensure course and program alignment with state, SPA (Specialized Professional Association), and CAEP standards.

- **Clinical Partnerships:** List any professional education courses that are held in the P12 school setting?

*ELEM 4665-4765 STUDENT TEACHING IN THE ELEMENTARY SCHOOL*

Directed observation, participation and student teaching under the guidance of an assigned elementary classroom teacher.

*SECED 4865-4965 STUDENT TEACHING IN THE SECONDARY SCHOOL*

Directed observation, participation, and student teaching in the major content area under the guidance of an assigned secondary classroom teacher.

The EPP continues to recruit and train public school administrators and teachers to serve as mentors to our teacher candidates during their field experiences or clinical practice. These professional educators contribute their expertise through participation on advisory committees, candidate admission interviews, guest speakers in various courses, and by providing feedback on revisions to the conceptual framework as well as implementation of the Co-Teaching Model and other partnerships.

In the fall semester of 2018, the Field Experience Coordinator reported 48 student teachers to work with approximately 64 cooperating teachers from 46 different schools in Oklahoma, Florida, and Texas. The total amount of field experiences requested and placed were 452 teacher candidates for the fall semester. During the spring semester of 2019, the Coordinator reported 44 teacher candidates to work with approximately 58 cooperating teachers from 49 different schools in Oklahoma and one in North Carolina. The total amount of field experiences requested and placed for the spring semester were 450 teacher candidates.

EPP faculty members continue to provide professional development to surrounding school districts, participate in various events with P-12 schools, and seek out field experiences and field trips in a variety of classroom settings in Weatherford, Clinton, Mustang, Yukon, and Oklahoma City schools. The EPP continues to collaborate with P-12 teachers and administrators by sponsoring professional development to area and regional schools.

Faculty in the Educational Administration Master's Degree Program continue to collaborate with administrators and teachers in P-12 schools. Many program graduates serve as administrators in school districts throughout Oklahoma. These administrators regularly communicate with program faculty who provide ongoing technical assistance and support, professional development, and consultative services. Faculty are members of the Cooperative Council of Oklahoma School Administrators (CCOSA) and regularly participate in networking and professional development opportunities provided by this statewide organization. Faculty also attend and provide consultative assistance to the Southwest Area Superintendents group in monthly meetings.

- **Student Teaching:** Describe your student teaching model?

Placement of teacher candidates for student teaching is a collaborative process. The Coordinator of Field Experiences is responsible for the placement of candidates. On the application for admission to student teaching, candidates list three choices for placement in order of preference. The Coordinator attempts to honor these requests. The Coordinator evaluates the candidate's previous field experience in making the placement for student teaching. If the Coordinator determines that the candidate's previous field experience lacks diversity, another assignment can be made.

A public school administrator makes the cooperating teacher assignment upon request from the Coordinator of Field Experiences. Administrators are asked not to accept a student teacher unless he/she can be placed with a highly qualified teacher with at least three years of experience in the same content area. The Coordinator offers training sessions each semester for cooperating teachers, especially those who accept student teachers for the first time. This training involves a thorough review of the policies and procedures found in the Cooperating Teacher Handbook. A copy of the handbook is provided to all cooperating teachers. The University Supervisor is asked to review the handbook with those cooperating teachers unable to attend the training.

During the twelve-week student teaching experience, the candidate is supervised by an EPP faculty member and the cooperating teacher. The University Supervisors are selected according to their area of certification and background in education. Before reporting for student teaching, the candidate must complete a four-week block consisting of classes in Contemporary Issues of Education, Classroom Management, and Multi-Cultural/Special Populations. Assignments in these classes are correlated with the Teacher Work Sample that is required for all candidates during student teaching. Candidates are encouraged to make contact with their cooperating teacher early in the semester. Candidates are required to observe every Wednesday in the classroom during their block classes. The information obtained during these observations is used by the candidate to write a cooperating school

observation report, classroom management plan, and a diversity in the classroom assignment. These activities help teacher candidates address key components in the Teacher Work Sample.

Candidates have the option of requesting a split placement during their student teaching. This involves two six-week placements with two teachers in different grade levels or content areas. This allows the candidate to experience a greater variety of students' developmental stages, various classroom management styles, and teachers' instructional strategies. It also provides the candidates with an opportunity to determine the grade level and subject area in which they feel most comfortable.

The University Supervisor schedules a visit with the cooperating teacher early in the semester to establish rapport, discuss the student teaching evaluation process, and the culminating performance assessment (Teacher Work Sample). During subsequent visits, the supervisor and cooperating teacher discuss the candidate's progress and any concerns either may have regarding the candidate's performance. They are expected to work collaboratively on a course of action to remediate any deficiencies the candidate may demonstrate.

The clinical practice experience provided to our students is truly a collaborative effort involving the candidates, Coordinator of Field Experiences, cooperating teachers, EPP faculty, and school administrators. Teacher candidates participate in all aspects of the teaching experience including, but not limited to, instructional planning and delivery, student assessment, before and after school activities, extracurricular activities, and parent/community events. Candidates receive formative evaluation feedback from both the cooperating teacher and the University Supervisor and are required to complete self-evaluations. All formative and summative assessments are based on the Oklahoma General Competencies for Teacher Licensing and Certification (InTASC Standards) as well as SPA standards. Candidates design, implement, and assess a Teacher Work Sample as the culminating performance assessment during their student teaching experience.

- **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.

Several EPP faculty members attended the 2018 OACTE/OEQA Fall Conference. This conference provided opportunities for EPP faculty members to understand how to meet state, SPA, and CAEP standards. The conference also included upcoming transitions and other important information for preservice teacher education programs, such as the PPAT (Praxis Performance Assessment for Teachers). In addition, faculty members have attended a variety of national and state conferences within the last year, including the National Social Science Association National Conference, International Literacy Association, Conference, Annual Oklahoma Reading Conference, Oklahoma Association of Colleges of Teacher Education Conference, Kappa Delta Pi 51st Biennial Convocation, and CAEPCon. All of these conferences provided faculty members with new ideas, strategic tools, and resources for the classroom as well as continuous improvement efforts.

- **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.

The EPP collaborates with the Arts and Science departments on campus to ensure candidates receive instruction from faculty with public school teaching experience in their methods courses. The Department Chair communicates with the instructors who teach ART 4452 CMM Art for Elementary Teachers, SECED 4893 Teachers Course in Science for Secondary Natural Science, and SOCSC 4133 Teachers Course in Social Science to ensure that the Oklahoma General Competencies for Teacher Licensing and Certification are being addressed in the curriculum. The EPP collaborates with faculty from the Arts and Science departments to collect and analyze data for program reports. Arts and Sciences faculty members are also a part of the Teacher Education Council. Additionally, the EPP and the Accreditation Assessment Coordinator work with the Arts and Sciences departments during continuous improvements efforts throughout the year.

The Field Experience Coordinator also provides an orientation seminar for university supervisors from Arts and Sciences and Education faculty of teacher candidates. The Field Experience Coordinator explains the role of the University Supervisor and shares important data on student teaching numbers, employment data from prior graduating classes, and other pertinent information, such as assessment schedules and procedures of teacher candidacy.

- **Public School Direct Contact:** All full-time teacher education faculty members directly involved in the teacher education process, including all administrators of teacher education programs, are required to serve in a state accredited public school for at least ten (10) clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields.

Report the number of hours each faculty member spent in meaningful contact with P12 students. **Please provide a table reporting the number of hours of meaningful contact with P12 students of all full-time teacher education faculty members.**

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. However, faculty members usually have more hours of professional development and public school service than required. Southwestern Oklahoma State University ensures that all faculty who supervise teacher candidates document a minimum of 10 clock hours in P-12 schools in direct contact with students with a yearly submission of the Faculty Professional Development form from each faculty member to the Department Chair by July 31.

<b>Public School Direct Contact Hours for Academic Year 2018-2019 Faculty Name</b>	<b>Contact Hours with P-12 Students</b>
Veronica Aguiñaga	33 hours
Allen Boyd	48 hours
Sherri Brogdon	33 hours
Erica Winters	*New faculty member, Fall 2019
Ed Klein	25 hours
Evette Meliza	15 hours
Andy North	17 hours
Dana Oliver	24 hours
Marla Pankratz	*New faculty member, Fall 2019
Reggy Yount	*New faculty member, Fall 2019

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

The EPP continues to be housed in the Hibler Education Center, which also houses the Center for Excellence in Teaching and Learning. The sharing of this facility continues to prove advantageous to the EPP since the classrooms are equipped with a computer for the instructor, a video projector, and a document camera. Three of the classrooms are also equipped with SMART Boards. Several digital cameras and iPads are available for check out by teacher candidates or faculty. A computer lab is located on the 2nd floor of the building with 30 workstations. The Hibler Education Center is equipped with wireless Internet and all faculty have desktop and/or laptop computers that are upgraded every 5 years. No new equipment was purchased last year. Technology expenditures for the 2018-2019 fiscal year was \$104,372. This includes wages, benefits, travel and operating supplies for Information Technology Services (ITS) staff who support the network infrastructure. In addition, this amount includes cost for software licenses, network support, cyber security, and assists faculty by providing functionality in the use of network and operating systems and access to technology services.

- **Alternative Placement Program:** State the procedures in place for advising alternative placement candidates and **indicate the number of alternative candidates advised for the school year.**

All inquiries regarding alternative certification are directed to the Certification Officer who explains the program in person or by phone. The Certification Officer then calls the applicant or sends a confirming email with links to the Oklahoma Department of Education application for alternative placement and the Certification Exams for Oklahoma Educators website. A log sheet is kept listing the name and contact information for those who inquire about alternative certification by the Certification Officer. These prospective candidates are also informed about the two semester sequence of courses at SWOSU that allow applicants



to complete their 18 hours of professional education and enroll in a one semester supervised student teaching experience. For academic year 2018-2019, there were 19 alternative placement candidates who were advised.

- **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.

The EPP collaborates with P-12 administrators and teachers every semester and makes a concerted effort to maintain and extend partnerships to further develop and enhance our teacher education program. Each semester, P-12 administrators, teachers, faculty, and other professional educators participate in the interview process for admission into the teacher education program. These educators are paired with Education faculty and score candidates on their responses to a list of specific interview questions. Approximately 10-15 public school administrators and teachers participate in the interview process every semester.

The teacher candidate disposition rubric is being redesigned to include focus on candidate proficiency levels regarding the Oklahoma General Competencies for Teacher Licensing and Certification and personal and professional dispositions appropriate for teaching professionals. Students enrolled in Foundations of Education course complete 30 hours of classroom observations. P-12 partners who host Foundations students for observations complete the disposition rubric on their last visit, which is a component needed for their Level I portfolio. Cooperating teachers who supervise our teacher candidates during their candidacy are provided training each year by DOE faculty members. These cooperating teachers provide us with feedback on their teacher candidate's field experience. Survey results for academic year 2018-2019 demonstrate that over 95% of the respondents reported they were satisfied or very satisfied with the teacher education program and their teacher candidate. These educators also completed two formative assessments and a summative evaluation of our teacher candidates at the end of each student teaching semester.

Moreover, the Coordinator of Field Experiences conducts training sessions each semester for cooperating teachers and solicits their feedback on improving the teacher candidacy experience. A cooperating teacher orientation seminar continues to be held each semester via face-to-face, synchronous webinar, and Zoom. The goal is to acquaint cooperating teachers with the 12-week schedule, assessment tools used to evaluate the teacher candidates, and their overall role and duties, including the relationship with the university supervisor. The Co-Teaching Model for mentoring teacher candidates has grown with the number of area school districts using the model.

This model requires that each cooperating teacher who serves as a mentor of a teacher candidate, along with their respective teacher candidate, completes a two-part training which is critical to the model. The training involves the background, research, and data which supports the model, as well as the seven co-teaching and co-planning strategies. This is a required training for first-time cooperating teachers.

School administrators are also encouraged to attend this training. The second required session, the Pairs Training, is a 2-hour session for the cooperating teacher and their respective teacher candidate during which they gain valuable communication, collaboration, and planning skills. Each cooperating teacher brings an actual unit of curriculum and the “pairs” are given time to co-plan, co-teach, and devise an idea of how they will incorporate the various strategies of the model into the unit. We believe the training opportunities for cooperating teachers not only address the Offsite Report concern of P-12 educator involvement in the assessment system, but also the concern of fairness and consistency. By training both the cooperating teacher and teacher candidate together, misunderstandings and miscommunication are minimized. Both teacher and candidate understand their expectations and the criteria on which the candidate will be evaluated.

- **Content Preparation:** Please provide information on where in your program that candidates study dyslexia and trauma-informed responsive instruction.

Candidates study dyslexia in RDNG 3423 Teaching of Reading 1, RDNG 3432 Teaching of Reading 2, RDNG 5123 Teaching Reading I, RDNG 5132 Teaching Reading 2, and RDNG 5413 Foundations of Reading. Candidates complete six hours of trauma-informed responsive instruction training during block courses of the professional semester.

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

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

*Per OEQA Rule 218:10-5-1: In its annual report the institution will be expected to address progress on the areas for improvement cited in the accreditation report. When the CEQA has determined that an education unit is not making progress toward the removal of the areas for improvements cited during their visit, the institution will be notified that the unit will be required to submit a plan and timeline for addressing the areas for improvement. If at the end of six (6) months the CEQA determines the education unit has not submitted sufficient data documenting adequate progress toward the removal of the areas for improvement, a state-level Focus Visit will be warranted within 18 months. After such Focus Visit the CEQA will have the option of granting continuing accreditation or revoking accreditation.*

### **OKLAHOMA STATE REQUIREMENTS**

- 1. Foreign Language Requirement**
- 2. Input from Stakeholders**
- 3. Content and Pedagogical Preparation**
- 4. Advisement**
- 5. Field Experiences (Student teaching minimums)**

**6. Admission Requirements & Exit Requirements**

**7. Faculty Professional Development**

Faculty members seek professional development on their own and collaborate with P-12 schools to provide professional development for partnering schools. As mentioned above, EPP faculty members attend several conferences throughout the year. The EPP continues to collaborate with public school partners and stakeholders to host professional development workshops for Oklahoma educators.

Faculty members are also required to submit documentation of at least 10 hours of service to P-12 students to the department chair annually by July 31. This documentation is included in our electronic exhibits. All faculty member fulfilled and surpassed this requirement.

**8. Alternative Placement Program**

**9. Faculty Workload**

**10. Mentor Teachers**