



**OKLAHOMA STATE REPORT 2023**  
September 1, 2021 – August 31, 2022  
(Southwestern Oklahoma State University)

Please submit CAEP 2023 EPP Annual Report with this document. (Due April 30, 2023)

- **Foreign Language or Emergent Bilingual/English Learning Proficiency:** How does the unit assess proficiency for this requirement?

*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.*

*Arrangements can also be made for our candidates to take a proficiency test, if desired, at the SWOSU Assessment Center. Most of our candidates continue to meet the requirement by having two credits for foreign language documented on their high school transcript.*

*In addition, the course EDUC 3133: Teaching English Learners is being offered for our education students as another language pathway to meet foreign language proficiency. The course addresses the needs of Emergent Bilingual (English learner) students in the P-12 classroom and allows for candidates to become proficient in using essential strategies for supporting English learners.*

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

*There were 5 candidates that were admitted conditionally during the 2021-2022 academic year. All were successful in achieving full admission status through high academic performance in their initial six credit hours. Program success rates of these students is difficult to determine since these students can take two or three years to complete the program, especially if they applied for financial aid.*

- **Supply and Demand:** Describe the efforts made to address supply and demand issues. *Specific efforts to address supply and demand issues include: 1) Inviting partner P-12 students to SWOSU Majors Fair and Teacher Candidate Career Fair at SWOSU. 2) Providing a greater awareness of Teacher Candidate Tuition Waivers to P-12 faculty in partner schools for hosting SWOSU Teacher Candidates, to recruit diverse students into advanced programs. 3) Developing a marketing plan targeted toward recruiting initial and advanced program candidates from diverse backgrounds with the help and support of the SWOSU Teacher Education Council in conjunction with SWOSU Public Relations and Marketing division.*

*The EPP Recruitment Plan addresses goals, strategies, timelines, and evaluation of*

*expected outcomes focused on both faculty and candidates to better provide a broad range of cultures and groups being represented within Department of Education programs and P-12 school partners. Elements of this plan are coupled with the EPP's Diversity Goals. The purpose of the EPP's Recruitment Plan is to create a comprehensive approach to recruitment which can be assessed and updated annually by the EPP to measure outcomes. One goal of the SWOSU DOE Recruitment Plan is to create a targeted, purposeful recruitment effort to increase the number of Education candidates and completers from diverse backgrounds. Currently, the EPP has partnerships with Carnegie Public Schools, Watonga Public Schools, and Clinton Public Schools. Each year, students from grades 8-12 tour SWOSU DOE and the entire campus. They are provided with information about the importance of becoming a teacher and teacher education programs offered at SWOSU DOE as well as others majors on campus.*

*SWOSU and the EPP are partnering with Yukon Public Schools through an MOU, which includes utilizing some Yukon faculty as adjuncts and mentors, to provide ½ price tuition for their school employees. Currently, approximately 30 paraprofessionals are admitted to SWOSU and seeking degrees to become fully credentialed teachers, and a cohort of 44 teachers are working toward their Educational Administration degree to become credentialed as principals and superintendents.*

*Additionally, beginning in Foundations of Education, candidates 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 also continues to partner with Western Technology Center – Burns Flat (WOTC) 's teacher education program. Two Department of Education 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.*

*Moreover, 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 SWOSU. This includes colleagues, family members, and even former P-12 students.*

*Our Coordinator of Teacher Candidacy/Field Experiences 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, Assessment, and Faculty University Promotion/Tenure Review committees. Two faculty members also 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, Homecoming activities, and the Education and Career Fair.*

*Faculty members continue to pursue 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 a presentation, which integrates technology, to elementary, middle, and high school students in a diverse district - Clinton Public Schools.*

*SWOSU SCEC hosted their annual Glow Prom in Spring 2022 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 has fundraisers, along with SWOSU Student Fees garnered through the allocation process, and community support, 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.*

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

Art Education

*Data analysis of OSAT and PPAT competency areas showed a need for revisions in Instructional Delivery and Analysis of Teaching (regarding connections to Research and Theory) specific to K-12 Visual Art practice. Course, ART 4013-Instructional Practice in Art Education is offered to supplant EDUC 4423 with better aligned practice and study and applicable theories of developmental strategies for the art student. Additionally, ART 3232 Introduction to Art Education and ART 4553 Teachers Course in Art increased course content regarding Art History connections. Furthermore, upcoming 2024 OK VA Standards show a proposed new anchor standard of Media competencies that will inevitably impact data collection/analysis once published.*

## English Education

### **Assessment #1: English Oklahoma Subject Area Test (OSAT)**

*Assessment #1 includes OSAT scores. After seeing that subcategory IV is our lowest score (Language and Literature), the curriculum map has been revised to make sure the most common titles are being taught throughout the program. We have noticed a rise in these scores. Additionally, the OSAT has been updated over the past couple of years; therefore, the Capstone course integrates OSAT instruction as well.*

### **Assessment #2: English Education Course Grade**

*We are working on program wide assessments to provide evidence of our candidate's mastery of NCTE Teacher Preparation Standards beyond merely course grades. Because the NCTE 2021 are revised standards, we are working to align all required English Education courses with the new standards.*

### **Assessment #3: The Conceptual Unit Plan**

*The Conceptual Unit plan has already been revised to account for the NCTE standards 2021 revision. The program has integrated unit planning in several required courses: The Art of Reading (beginning), Instructional Practices (beginning), Young Adult Literature (emerging), and Capstone (emerging). When candidates take the methods course (advancing), they have demonstrated a significant increase in unit planning proficiencies due to our program changes. In earlier years, candidates scored average on the self-assessment as formative instructional tool and on adaptations in planning a lesson. Based on data and program adjustments, our candidates have shown distinguished proficiencies in both areas.*

### **Assessment #4: Teacher Candidate Field Experience Summative Assessment**

*Recently, our program has adopted the Candidate Preservice Assessment of Student Teaching (CPAST) protocol for assessing students during their student teaching. The CPAST protocol includes the following evaluation criteria: Pedagogy—planning for instruction and assessment, instructional delivery, Disposition, and Professional Relationships. Teacher Candidates are evaluated multiple times throughout their field experience, including in the beginning, in the middle of their experience, and at the end. The summative assessment includes their observations and their completion of the Level IV portfolio criteria. The new CPAST criteria has strengthened our teacher candidate's knowledge and practice of the evaluative criteria. We believe the CPAST protocol streamlines the assessment, giving students a more tangible tool to evaluate themselves as professionals.*

### **Assessment #5: Teacher Work Sample**

*The Teacher Work Sample is designed to help teacher candidates demonstrate the ability to apply theory to actual practice as they plan, manage, instruct, incorporate technology, assess, and reflect upon a unit of study. The Teacher Work Sample data assessments have highlighted a need to help students understand how to design and implement effective assessments. Previously, teacher candidates created assessments after the unit. Now, teacher candidates understand how to begin with the end in mind (UbD method). These*

*changes have taken place in the following courses: Test and Measurements and Teaching in the Secondary English Classroom.*

***Assessment #6: Culturally Relevant Pedagogy (CRP) Project and Professional Development***

*The CRP project has been revised to meet the needs of the NCTE 2021 standards, which required an overhaul in the assessment tool. Now, the assessment focuses on the Learner and Learning (Standard 1) and Professional Responsibility (Standard 5). Candidates are doing well with keeping the learners' needs and their professional development in perspective. Due to data assessment, these skills are now covered in Foundations of Education (beginning), Young Adult Literature (emerging) and Teaching in the Secondary English Classroom (advancing).*

***Assessment #7: Tricky Teaching***

*Based on NCTE report feedback, the English Education program separated this assessment from assessment #6. The tricky teaching assessment allows preservice teachers to plan for instruction and integrate varying instructional strategies to maximize student engagement and diverse student learning needs. The data collected from this assessment has revealed our candidates' weaknesses in introducing new material and using multiple formative assessment strategies; therefore, the English Education program has worked to integrate strategies of introducing new material, as well as including opportunities for preservice teachers to include formative assessments in their pedagogy. Preservice teachers now have more opportunities to engage in teaching: Instructional Strategies course (beginning), Young Adult Literature (emerging), and Teaching in the Secondary English Classroom (advancing).*

***Elementary Education***

*Course sequence: Using formative assessments, we noticed that many gaps in the candidates' knowledge were occurring when they took classes without specific order. The Elementary Education team formulated a new plan and sequence, ensuring the classes were better aligned focusing on Bloom's Taxonomy levels to start with basic knowledge and move the candidates up in the higher levels of Bloom's, which focuses on critical thinking skills and application. In the higher-level courses, we have incorporated more student field experiences and teaching experiences in the classroom. We made this change to ensure the classes were being taken in the correct order of progressions of standards, so candidates were starting basic and moving through the sequence.*

*Change of Classes: The EPP made a change to our teaching art in elementary school and teaching music in elementary school classes by combining these two classes to better serve our students in integrating these two disciplines in the elementary classroom setting. We realized that the classes being taught were more focused on the teaching of art and music education. The EPP now offers a combination class that will focus on both disciplines but use these two skills within the regular elementary classroom setting.*

*Addition of Practicum: The EPP has added a practicum of teaching elementary class. This class is focused on getting students paired early with cooperating teachers, working with*

*teachers to prepare small and large groups lesson, and assessing data. This has been a wonderful change based on our feedback from cooperating teachers. Our candidates have also enjoyed the change, stating they feel more comfortable and prepared when moving into the stage of student teaching. This class also holds one of our major key assessments (Teacher Work Sample). This change has given us an opportunity to fully lead our students through the entire planning, assessment, and reflection process.*

### *Reading Specialist*

*The reading specialist program has updated all assessments, curricular materials, and syllabi to align with the 2017 International Literacy Association Standards for Literacy Professionals. Within the process of revising assessments, the program coordinator referred to feedback submitted by candidates in program exit surveys. A key area noted in the feedback indicated the candidates were interested in more field experiences related to the role of the literacy specialist as a literacy coach and coordinator. To address this need, as identified from analysis of exit surveys, the inclusion of a new field experience was included in a key reading course. Candidates in the course are now required to interview an acting reading specialist and Reading Sufficiency Act Coordinator and provide an analysis of the processes utilized by the reading specialist to meet the mandates of the Reading Sufficiency Act, as required by Oklahoma Law. Additionally, the candidates are now required to collaborate with the State Department of Education's Reading Sufficiency Act Coordinator, attending at least one of the state-level meetings for all Oklahoma Reading Sufficiency Act Coordinators in public school districts across the state of Oklahoma. Another program change that resulted from changing expectations from the program SPA, International Literacy Association, includes the generation of a new assessment with a specific emphasis on diversity and inclusion. Key aspects inherent in this assessment include processes for guiding the candidates in self-reflection to identify underlying biases that may influence instructional choices and interactions with students, colleagues, families, and the community. Additionally, the updated standards are reflected in the new diversity assessment as candidates track, record, and reflect on lessons and interactions in the classroom which demonstrate a value of diversity and exude the candidates' ability to incorporate instruction which recognizes and celebrates the unique characteristics of our diverse society. A final change to the program has been to remove the requirement of a culminating portfolio. The portfolio was eliminated as it was found to serve mainly as a collecting point for previously completed assessment artifacts and added little evidence of new or continued growth or mastery of the SPA standards. Further program development is set to begin in the summer of 2023 as external stakeholders and program faculty meet to engage in reliability and validity processes for the new, updated, and/or revised program assessments and syllabi.*

### *School Psychometry*

*A change in the Capstone Exam has occurred to mirror the OSAT more closely for psychometry. The written case study section was removed. We recognized that we were already having our candidates complete case studies in multiple courses, including two within the practicum course where they are actually working with the students over several weeks.*

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

*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, and as guest speakers in various courses.*

*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, Oklahoma City, and surrounding rural schools.*

*The following are professional education courses that are held in P-12 school settings:*

*ECED 4533 Guidance of the Preschool Child*

*ECED 4612 Practicum in Early Childhood*

*ECED 4463 Expressive Arts*

*EDUC 2113 Foundations of Education*

*ELEM 3513 CMM Math for Elementary Teachers*

*MUSIC 4302 Elem/Sec General Music*

*MUSIC 4452 Vocal Methods*

*MUSIC 3151 Choral Conducting*

*ELEM 3453 Language Arts in Elementary School*

*ELEM 4352 Teaching Science in Elementary School*

*RDNG 4443 Diagnostic Practices in Teaching Reading*

*RDNG 3432 Teaching of Reading II*

*SPCED 3132 Exceptional Children*

*SPCED 4323 Foundations of Mild/Moderate*

*SPCED 3312 Procedures for Teaching Mild/Moderate Learning Disabilities*

*SPCED 4821 Special Education Practicum*

*SPCED 4862 Collaboration and Planning in Special Education*

*ENGL 4673 Teaching High School English*

*LIT 4223 Young Adult Literature*

*MATH 4933 Teaching Secondary Math*

*SECED 4843 Teacher's Course in Science*

*SOCSC 4133 Teacher's Course in Social Science*

*RDNG 5433 Diagnosis/Remediation of Reading I*

*RDNG 5463 Organization and Supervision of Reading Instruction*

*ELEM 4833 Principles of Teaching Elementary*

*SECED 4823 Principles of Teaching Secondary*

*KINES 4541 Capstone in Health and Physical Education*

*KINES 4553 Teacher's Course in Health and Physical Education*

*KINES 3553 Methods and Materials in Elementary Health and Physical Education*

*KINES 4243 Therapeutic and Prescriptive Physical Education*

*ART 4002 Introduction to Art*

*ART 3553 Teacher's Course in Art*

*LIBED 3423/5423 Media and Technology*

*ELEM 4665-4765 Student Teaching in the Elementary School*  
*SECED 4865-4965 Student Teaching in the Secondary School*  
*COUN 5613 Internship in Counseling*  
*COUN 5563 Practicum in Counseling*  
*COUN 5713 Clinical Supervision*  
*EDAD 5413 Internship in Educational Administration (Principal)*  
*EDPSY 5422 Practicum in School Psychology*  
*EDPSY 5513 Internship in School Psychology I*  
*EDPSY 5523 Internship in School Psychology II*  
*EDPSY 5783 Practicum in School Psychometry*  
*RDNG 5443 Practicum in Reading – Individual*  
*RDNG 5453 Practicum in Reading – Group*

- **Student Teaching:** Describe your student teaching model?  
*Placement of teacher candidates for student teaching is a collaborative process. The Coordinator of Teacher Candidacy/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 but 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 Teacher Candidacy/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 Multicultural/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 contact 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 and aid in preparation for Praxis Performance Assessment for Teachers (PPAT) Task 1.*



*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), PPAT, and CFAST (Candidate Preservice Assessment of Student Teaching) evaluations. During subsequent visits, the supervisor and cooperating teacher discuss the candidate's progress and any concerns 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 teacher candidates is truly a collaborative effort involving the candidates, Coordinator of Teacher Candidacy/Field Experiences, cooperating teachers, EPP faculty, and school administrators.*

- **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 2022 OACTE/OEQA Fall Conference. This conference provided opportunities for EPP faculty members to explore strategies to strengthen the educator pipeline. The conference also included important information in meeting state, SPA, and CAEP standards. In addition, faculty members have attended a variety of national and state conferences within the last year, including the National Association for the Education of Young Children Annual Conference, National Social Science Association National Conference, International Literacy Association Conference, Annual Oklahoma Reading Conference, and Oklahoma Association of Colleges of Teacher Education Conference among many others. All 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. Additionally, program coordinators for secondary education programs are selected in collaboration between the Chair of Education and the respective A&S content area chairperson. 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 and the SPA standards 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, EPP faculty, Department Chair, and the Accreditation Assessment Coordinator work with the Arts and Sciences departments*

during continuous improvements efforts and work collaboratively throughout the year to complete program reports as needed.

The Coordinator of Teacher Candidacy/Field Experiences 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.**

<b>Faculty Name</b>	<b>Contact Hours with P-12 students</b>
Veronica Aguiñaga	16 hours
Amy Barnett	10 hours
Allen Boyd	12 hours
Sherri Brogdon	22 hours
Catherine DeVaughan	18 hours
Daniel Farris	62 hours
Fred Gates	10 hours
Jolie Hicks	12 hours
Dawn Keller	174 hours
Ed Klein	10 hours
Evette Meliza	10 hours
Vanessa Nix	32 hours
Andy North	15 hours
Dana Oliver	18 hours
Marla Pankratz	42 hours
Glenda Ross	22 hours
Robyn Randol	34 hours

Robin Sobansky	46 hours
Kendra Smith	17.5 hours
Reggy Yount	21 hours

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

*The EPP is 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 a desktop and/or laptop that are upgraded every 5 years. Technology expenditures for the 2021-2022 fiscal year was \$2,417, 383. This amount includes ITS employee salaries and contracted services, software, hardware, and operating expenses to support the ITS department. The expense allocation to the Department of Education for ITS expenses is \$131,261.*

- 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 the Alternative Placement Program 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. These prospective candidates are also informed about the courses at SWOSU that allow applicants to complete their 6 to 18 hours of professional education coursework. For the 2021-2022 school year, the EPP had 12 candidates complete their alternative certification requirements.*

- 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 has a long-standing and collaborative relationship with surrounding P-12 schools and districts. These collaborative efforts are imperative for the EPP's vision and mission. In addition, the EPP's conceptual framework consists of collaboration and support from external partners. Service-learning opportunities and field experiences require community involvement, networking opportunities, and hands-on practice, which continue to benefit the EPP and P-12 partners. Field experiences and clinical practice provide the opportunity for candidates to apply the knowledge, skills, and dispositions developed during their teacher education program. This cooperation between the EPP and P-12 schools ensures that candidates receive valuable knowledge and guidance from the most capable professional educators available. The Field Experience Coordinator*

*organizes all field experiences and requests placements from P-12 school districts. With each field experience completed, candidates are evaluated on their professional dispositions by their cooperating teachers.*

*The Teacher Education Advisory Board provides input to assist in program review and quality. The Advisory Board ensures that the teacher education programs promote candidates' knowledge, skills, and dispositions that reflect the conceptual framework, as well as state and specialized professional association standards. It consists of EPP faculty, program coordinators, and P-12 partners and meets at least twice a year, once during the fall semester and once during the spring semester. The Advisory Board is led by the Department of Education Chair and includes EPP faculty and P-12 partners from surrounding school districts. Meeting minutes show discussions of state and CAEP accreditation, licensure expectations, disposition rubric revisions, field experiences, recruitment, and other related data. Stakeholder questions, feedback, and suggestions on these topics are also included in the minutes. Data is disseminated to stakeholders via the Canvas CAEP Data Exhibits and the EPP's website.*

- **Content Preparation:** Please provide information on where in your program that candidates study dyslexia, trauma-informed responsive instruction and **multi-tiered systems of support (MTSS)**.

*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, RDNG 5413 Foundations of Reading, ECED Perceptual Development, and 4612 Early Childhood Practicum. Candidates complete nine hours of trauma-informed responsive instruction and MTSS 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**

---

**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. *N/A***

*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 or Emergent Bilingual/English Learning Proficiency***
- 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***
- 8. *Alternative Placement Program***
- 9. *Faculty Workload***
- 10. *Mentor Teachers***