2016 EPP Annual Report

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	◉	○
1.1.2 EPP characteristics	◉	○
1.1.3 Program listings	◉	○

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 2014-2015 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to <u>initial</u> teacher certification or licensure

70

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.)

80

Total number of program completers 150

***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 2014-2015 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/National Reports, Certification Exam Pass Rates, Survey Results, and other Accreditation documents:
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:

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

Our conceptual framework, Experience Based Teacher Education (EBTE), is an "eclectic" program of study that incorporates selected and relevant components of traditional, competency based, and performance based teacher education programs. The acronym represents an emphasis on Exemplary university classroom experiences, Best practice field experiences, Teacher education cohort experiences, and Education related service learning experiences. This program of study allows teacher candidates to demonstrate their content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge skills and professional dispositions. Teacher candidate disposition rubrics are observable and allow for opportunities to grow. They measure the teacher candidates' professional and ethical behavior, development, and commitment to student success. The disposition rubrics have been piloted in paper form but are currently being added as digital surveys to better track dispositions of teacher candidates. Disposition surveys are taken at three points within the degree program (in the Foundations of Education course, admission into the teacher education program, and program completion). Specifically, the teacher candidate dispositions indicate how teacher candidates meet professional, state, and institutional standards. For this reason, we are considering ways to further embed disposition rubrics within the program for more frequent reporting.

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

1. Revised: The unit does not consistently analyze data for unit and program improvement.   (ITP) (ADV)

The Department of Education 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 has created a comprehensive system by which candidates' knowledge, skills, and dispositions are assessed. The data is then 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 fifteen Oklahoma Commission for Teacher Preparation (OCTP) competencies. Teacher candidates demonstrate completion of competencies through their professional portfolios and a system of periodic performance assessments used to gauge the candidates' knowledge, skills, and dispositions. Additionally, 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 candidate work sample completed during student teaching serving as the culmination. The results from performance evaluations during student teaching (undergraduate) and practicum/internship evaluations (graduate) are also utilized along with a portfolio in some 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 considering options 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.

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

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)

In all M. Ed programs, students are required to participate in field experiences and/or clinical practice. The Master of Education degree program at 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 skill 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. Teacher candidates design and implement lessons for diverse learners as well as understand the importance of partnerships for success of all students. Teacher candidates must also evaluate their clinical practice and reflect on their individual strengths and weaknesses. These field experience provide teacher candidates the opportunity to observe in schools, tutor students, participate in education-related community events, interact with students' families, attend school meetings & assist teachers or other school professionals prior to clinical practice. Nevertheless, field experiences help students develop the content, professional, pedagogical knowledge, and 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:

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)

All field experience observations include experiences with P-12 students from different socioeconomic groups, students from diverse ethnic/racial groups, English language learners, and students with disabilities and are arranged through the unit's Coordinator of Field Experience. The unit continues to make an effort to involve P-12 educators in the ongoing development and implementation of our assessment system. In the Foundations of Education course, candidates must complete at least ten of the thirty observation hours in a school district(s) designated as diverse by the 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 student teaching 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.

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

1. Revised: Workload policies limit the engagement of professional educational faculty members in scholarship and assessment.   (ITP) (ADV)

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 workload. In addition, there are January and May intersessions during which faculty may teach one course, which is sometimes cross-listed with two courses) as well as summer school. Currently, there seven faculty members pursuing Ph.D. degrees. Moreover, the unit continues to strive to provide quality instruction and seek professional development, such as attending the American Association of Colleges for Teacher Education (AACTE), in spite of the state's large budget deficit.

Section 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

Recent changes in leadership at the department level and within the accreditation office has prompted new thinking and new analysis 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. At the time, the unit is researching an assessment system which will accurately track information on applicant qualifications, candidate experiences, graduates, and unit and program quality on a consistent basis. The unit is also working towards an action plan that will ensure course and program alignment.

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 2016 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 derided from accreditation documents.