



OKLAHOMA STATE REPORT 2015
(Name of Institution)

Please submit CAEP 2015 EPP Annual Report with this document. (Due April 17, 2015)

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

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

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

During the 2013-14 academic year, 123 candidates were awarded graduate degrees in Education. Only three students were admitted conditionally during the 2014 calendar year. All of these have since met requirements for unconditional admission. It is difficult to report the success rate of these students since it may take them two or three years to complete the program, especially if they apply for financial aid.

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

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

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

The elementary education program was nationally recognized by ACEI on February 1, 2014.

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

The Math Department has discussed the following issues regarding assessment data collected in the 2012-2013 and 2013-2014 academic years. First is the lack of useful information for the program by collecting data on the OPTE (pedagogy) exam since this content is taught and

assessed in the Department of Education. Consequently, the department will no longer collect data from this assessment. The next issue involves a recent change in one of our content knowledge assessments from an Exit Exam to Course Grades. Math faculty believe that course grades provide a better picture of our teacher candidates' content knowledge and will no longer require the Exit Exam for our teacher candidates. It has been helpful to disaggregate our data by teacher candidate. We have done this with course grades and are in the process of extending this to our other key assessments.

The Department Of Language And Literature reported the following changes: 1) faculty evaluated the use of the portfolio after our NCATE review and decided that the Culminating Performance Assessment Narrative Summary contained in the level four portfolio would suit our needs. It had the added benefit of both being an aggregated assessment and reducing the candidates' outstanding workload. We are in the process of creating and testing a specific rubric for our needs. 2) After the last NCTE visit, the department reevaluated our departmental exit exam. The first year, a committee studied other exit exams to make a comparative evaluation of our existing exit exam. The consensus of the committee was that the current exit exam was poorly constructed and not serving our NCATE needs.

After a year of constructing and evaluating different tests, we have decided to test the ETS Major Field Test in Literature. The ETS Major Field Tests are innovative undergraduate outcomes assessments designed to measure the basic knowledge and understanding achieved by students in a major field of study. The test should provide us reliable metrics and actionable data needed to support accreditation, drive strategic planning, demonstrate institution effectiveness and improve curriculum. The department started a focus group this semester to assess the viability of the ETS Major Field Test for our English Education Majors. We do not have data at this time.

Finally, the Language and Literature Department is adding a capstone class to facilitate gathering final NCATE materials as well as allowing students to demonstrate the analytical and communication skills they have developed over the course of their time in the English Education program by exploring a topic of interest in some depth as well as considering their strengths and weaknesses through reflection.

Faculty in History Education report they have filed an application to the Oklahoma State Regents for Higher Education to change course requirements for that program. This is due to an earlier change in the U.S. History course that was divided into two separate courses: HIST 1043 U.S. HISTORY TO 1877 and HIST 1053 U.S. HISTORY SINCE 1877. General education requirements give the candidates the choice of taking either course but not both. The proposed change would require History Education candidates to take the other U.S. History course as one of their electives.

Faculty in Health and Physical Education reported that candidate scores on the constructed response portion of the HPE Oklahoma Subject Area Test are below par. Dr. Vicky Hatton, Kinesiology Chair, indicated she has implemented more writing assignments in the Teacher's Course for HPE. These are scored using a scoring guide template that was developed by her and

another member of the Oklahoma Association for Health, Physical Education, Recreation and Dance.

School Counseling and Psychometry faculty report that students appear to be doing well on the OSAT for school counselors. In 2013-2014, 14 out of 17 students passed the exam. The area they seemed to struggle with the most was the constructed response. According to assessment #6: Electronic Portfolios, students seemed to do well in most areas with the lowest area being on competency nine with an emphasis on continuing professional growth and development. Our students appear to be doing well on the OSAT for School Psychometrist. In 2013-2014, three out of four students passed the exam. According to Assessment #3: Video and Self-Critique, students appeared to be doing consistently well on all aspects of administration and scoring but the lowest area was in selecting research based interventions. Also on assessment #6: Electronic Portfolios, students seemed to do well in most areas with the lowest area being on competency one with an emphasis on continuing professional growth and development.

There were two major programmatic changes which developed from the 2013-2014 data. One was the format of the Capstone Exam and the other was discussion of the implementation of a Continuing Professional Development (CPD) Requirement. In an attempt to better prepare students for the OSAT exam, drastic changes were made to the Capstone Exam in Spring 2014. Previously, school counseling and Psychometry students were given a list of 10 essay questions (one from each of the main courses) two weeks in advance and then on the day of the exam, they wrote on four randomly chosen questions. For both programs, the answers were then scored blindly by two faculty members while using a common rubric. Passing scores were considered a combined score of 70% or more. If a student did not pass, they were given opportunities to re-write the specific questions that were not satisfactory.

In Spring 2014, the program directors (Counseling and Psychometry) and graduate faculty made the decision to streamline the Capstone exam to insure that all competency domains were consistently represented. Further, the changes made are also a strategic attempt to mirror State certification exams (i.e., utilizing a multiple choice format and a case vignette). The current format of the exam is in two parts: timed multiple choice questions pulled from all course areas and a case vignette with guided essay questions. While a student has the opportunity to be studying along the way because of course experiences, the students receive a study guide and the case with its accompanying questions two weeks before the Capstone exam. On the day of the exam, the student has two hours to complete the exam. The exams are then graded. The multiple choice is viewed as an objective measure, the three main graduate faculty utilized the exam statistics to make decisions regarding score adjustment based on the performance of the individual questions. The case vignette was graded by two faculty members. Again, the essays had a rubric and were scored blindly. Passing was determined for each component separately; a 70% or more on each component was considered passing. If either component was not passed, the student had one opportunity to provide oral responses to the missed questions in front of the core graduate faculty. If answers were still determined as not satisfactory, the student did not pass the Capstone and would need to wait to re-enroll in the Capstone course the following semester.

A number of changes have been made in the Department of Education based upon data analysis and feedback from the 2013 BOE Report. These include efforts to improve the fairness and

reliability of assessments such as the Culminating Performance Assessment (CPA) for INT candidates by means of faculty training. Efforts have also been made to improve the fairness and reliability of some assessments for ADV candidates by faculty blind scoring and comparison of results. More rigorous assessment and data collection procedures have been implemented for our Masters of Education candidates who are not seeking advanced certification (such as Elementary Education, Early Childhood and Special Education).

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

Assessment rubrics have been modified to reflect the new InTASC standards.

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

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

Public school teachers, administrators and other certified staff are recruited and trained to serve as mentors to our candidates during their field experience or clinical practice. These professional educators contribute their expertise through participation on advisory committees, in candidate admission interviews, serving as guest speakers in various courses, and by providing feedback on revisions to the conceptual framework. During the 2013-14 academic year, the Coordinator of Field Experiences reported 85 student teachers and over 100 P-12 cooperating teachers representing over 60 school districts in Oklahoma and Texas. During the Spring and Fall 2014 semesters, there were over field experience requests from our teacher candidates (initial and advanced) with placements in nearly 50 school districts. In our Principles of Teaching Elementary/Secondary courses, all candidates are required to participate in a field trip to a diverse school in the Oklahoma City area where they spend the day interacting with administrators, teachers and students.

- **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.

All of our full-time faculty in the Department of Education have received training in the Co-Teaching model over the past year and three DOE faculty serve as primary trainers. Canvas is the newly adopted electronic instructional platform for the university. All faculty have received training on the utilization of Canvas. All instructors who will be teaching an online/blended course in Fall 2015 or later must successfully complete the Canvas course: Certification of Instructors to Teach Online Courses.

Canvas and Co-Teaching training are just two examples common to all faculty. Each faculty member is encouraged to pursue other professional development opportunities such as conference attendance, presentations, research and publication.

- **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 Teacher Education Council (TEC) develops and approves policy for both INT and ADV teacher education programs. The Faculty Handbook definition of TEC was changed in 2014 to include authority for all undergraduate and graduate teacher education programs. Membership includes faculty representatives from each of the INT and ADV programs that make up the unit. An examination of the TEC membership shows that both undergraduate and graduate faculty are represented. Each certification area, whether graduate or undergraduate, whether elementary, K12, or secondary, is represented on the TEC. All departments across campus play a role in developing policy.

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

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

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

The university does not list a line item for technology in department budgets. However, our Comptroller submits data each year to the Oklahoma State Regents for Higher Education (OSRHE). The amount reported in the 2012-13 SRA 6 Report to the OSRHE as the ITS Allocation to the Education Department was \$27,641. Other technology purchases made using department funds include \$15,714 in FY14 for 25 iPads for use by faculty and candidates. They will be used in Media Tech classes to teach future teachers the strategies for using tablet computers implemented in many PK-12 school districts. The iPads have already been used in the Kinesiology Department for teacher education classes, and will also be integrated into the Special Education courses, assessment courses in the education department, and reading education courses, to name a few. In FY15, \$6,700 in department funds were spent to purchase a portable SMART board that can be moved to different classrooms as needed. Four classrooms currently have SMART boards permanently installed. All SMART boards have been purchased with unit funds.

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

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

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

The Coordinator for Field Experiences conducts training sessions each semester for cooperating teachers. Each semester cooperating teachers are asked for their feedback on improving the student teaching experience and overall program through a formal, online survey.

A Department of Education Advisory Council comprised of three school administrators, one counselor, one special education teacher, and two classroom teachers has been formed and will meet annually. The first meeting is scheduled for February of 2015.

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

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

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

OKLAHOMA STATE REQUIREMENTS

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

9. Faculty Professional Development

The one Area for Improvement in the BOE State Report was under Faculty Professional Development. The report stated, “MET WITH AREA FOR IMPROVEMENT – Not all teacher education faculty have direct contact with P-12 students in a state accredited school for 10 clock hours per year.” Teacher Education Faculty are required to submit documentation of 10 hours of service to P-12 students to the department chair annually by June 30. This documentation was included in our electronic exhibits. A review of these documents for 2011-12 revealed one faculty member who reported only six hours rather than the 10 required. The faculty member is part-time in the Department of Education and taught no education courses (only courses in Language/Literature Department). Further examination revealed this faculty member did not supervise student teachers during the 2011-12 academic year (but has in previous years) and does not teach a methods course. The faculty member was notified of this deficiency and has been monitored in the future to ensure the contact hour requirement is met. During the 2012-13 academic year, the faculty member reported supervision of three student teachers for a total of 18 clock hours. During the 2013-14 academic year, all EDU faculty again reported 10 or more hours of direct contact with PK-12 students.

10. Alternative Placement Program