OKLAHOMA STATE REPORT 2016
Southwestern Oklahoma State University

Please submit CAEP 2016 EPP Annual Report with this document. (Due April 15, 2016)

- **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 candidates both on campus and through distance learning (Interactive TV) to meet this requirement. If desired, arrangements can be made for the candidate to take a proficiency test, but no candidate has requested this in the past three years. Many of our candidates 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 2014-2015 academic year, 52 candidates were awarded graduate degrees in Education. Only three students were admitted conditionally during the 2015 calendar year. All but one of these students have since met requirements for unconditional admission. One is currently on academic probation. 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.

  Most education majors enroll in Foundations of Education as sophomores after thirty credit hours. In this course, students are encouraged to apply for the Oklahoma Teacher Shortage Employment Incentive Program, Stafford Loan Forgiveness for Teachers, TEACH grants and Future Teacher Scholarships. Thirty-seven local scholarships are also available to Education majors. Teacher supply and demand issues are discussed in Foundations of Education as well as teacher shortage areas in Oklahoma. Each year, faculty members attend the Academic Majors fair on the Sayre campus and Weatherford campus. During Homecoming weekend on the Weatherford campus, booths, tail-gating, and other activities are in place to recruit potential candidates. Recently, the Education Department is working in conjunction with Western Technology Center (WTC) in Burns Flat with their implementation of the teacher education program. Two Department of Education faculty members are on their advisory board.

- **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.

  After the NCATE review, the Department of Language and Literature evaluated the use of the portfolio and concluded that the Culminating Performance Assessment Narrative Summary contained in the level four portfolio suited the needs of the assessment process. It has the added benefit of being an aggregated assessment and has reduced the candidates' outstanding workload. The Department has created, tested, and implemented a specific rubric for the Culminating Performance Assessment Narrative Summary. The department also reevaluated the departmental exit exam and determined to adopt 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 has provided us reliable metrics and actionable data needed to support accreditation, drive strategic planning, demonstrate institution effectiveness and improve curriculum. The department focus group continues to assess the viability of the ETS Major Field Test for our English Education Majors. Finally, the Language and Literature Department has added a capstone class to facilitate gathering final NCATE materials. In addition, students are able to demonstrate their analytical and communication skills developed throughout the course of their time in the English Education program. Students explore a topic of interest in depth as well as consider their strengths and weaknesses through reflection. Currently, low numbers of English Education majors are resulting in limited data.

  With implementation of more writing assignments in the Teacher's Course for the Health and Physical Education, Dr. Vicky Hatton, Kinesiology Chair, has noted that anecdotal evidence demonstrates an improvement in writing supported by clear rubric guidelines. This is expected in improvement of the OSAT written response question results. The rubric was developed by her and another member of the Oklahoma Association for Health, Physical Education, Recreation and Dance.

  A number of changes have been made in the Department of Education based upon data analysis and feedback from the 2015 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). Additionally, the department is considering options for overall program and course improvement. For example, the Department is identifying challenges

in course alignment, analyzing teacher candidate scores on state exams, and tracking of field experiences as part of an overall program review to include involvement practices and curriculum alignment.

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

   No activity.

- **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. Typically, we 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 2014-2015 academic year, the Coordinator of Field Experiences reported 107 student teachers and over 100 P-12 cooperating teachers representing over 60 school districts in Oklahoma and Texas. (All field experiences are now tracked through the Field Experience office to ensure student engagement in diverse settings.) During Fall 2014, Spring 2015, and Summer 2015 semesters, there were over 707 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.

   Each faculty member is encouraged to pursue professional development opportunities such as conferences, online seminars, presentations, research, and publication. Faculty members are encouraged to attend professional development conferences, like CAEP CON and AACTE's annual conference, to enhance teacher effectiveness and performance as well as gain new approaches to teaching and learning. Recently, six faculty members attended the AACTE annual conference, and two faculty members attended CAEP CON 2015. Also, a faculty member attended Dr. Eric Mazur's Transformative Learning Conference at UCO, which featured strategies for active/engaged learning and flipped classrooms. Many faculty members are also sponsors for several education organizations and/or part of campus committees and boards.

Canvas and Co-Teaching trainings are two examples common to all faculty too. In addition, our faculty members are constantly seeking opportunities to present leadership skills and instructional strategies and practices in surrounding communities and local businesses and schools.

- **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) continues to review, develop, and approve policies for both INT and ADV 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 both undergraduate and graduate faculty are represented. Each certification area, whether graduate or undergraduate, elementary, K12, or secondary, is represented on the TEC. All departments across campus play a role in developing program policies.

  Moreover, nine members of the Arts & Sciences faculty attended the Transformative Learning Conference at UCO in 2015, keynoted by Dr. Eric Mazur of Harvard University. The focus was demonstrating engaged learning practices and inquiry based strategies. The conference provided these members of the TEC an opportunity to experience explorative practices and discussion outside the realm of normal classrooms in a safe, collaborative environment. Arts & Sciences faculty partnered with Department of Education faculty in exercises which proved effective in modeling effective teaching/ learning strategies for secondary education majors.

- **Public School Direct Contact:** Report the number of hours each faculty member spent in meaningful contact with P-12 students. **Please provide a table reporting the number of hours of meaningful contact with P-12 students of all full-time teacher education faculty members.**

  All full-time teacher education faculty members are directly involved in the teacher education process, including all administrators of teacher education programs. They are required to serve in a state accredited public school for at least ten clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields. This includes but not limited to teacher supervision, professional development presentations, and special events.

  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 supersede the required number of hours for professional development and public school service. The following table provides the number of hours of meaningful contact with P-12 of all full-time teacher education faculty members.

Faculty Name	Contact Hours with P-12 Students
Bruce Belanger	40
Allen Boyd	30
Sherri Brogdon	25
Christi Cook	10
Daniel Farris	48
Fred Gates	10
Vicki Hatton	10
Tracy Henry	25
Ed Klein	12
Evette Meliza	10
Mark Mueller	40
Andy North	14
Ann Russell	10

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

  Due to large purchases in recent years and concerns regarding potential budget restrictions, minimal technology purchases have been made in FY-2015. Software updates and App purchases for iPads have been the primary focus for this year. 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.

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

  All inquiries regarding alternative certification are directed to our Certification Officer, Bruce Belanger, who explains the program in person or by phone. He then sends a confirming email with links to the Oklahoma Department of Education application for alternative placement and the Certification Exams for OK Educators website. A log sheet is kept listing the name and contact information for those who inquire about alternative certification. Prospects are also informed about the two semester sequence of courses at SWOSU that allow applicants to complete their eighteen 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 of 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. The Coordinator of Field Experiences and Chair are also board members for WTC's teacher candidacy education program.

A Department of Education Advisory Council remains in place and is comprised of three school administrators, one counselor, one special education teacher, and two classroom teachers. The advisory council meets annually and seeks to continually garner input from stakeholders.

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 website.

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

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.

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. 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

10. Alternative Placement Program