



OKLAHOMA STATE REPORT 2017
Academic Year 2015-2016
Southwestern Oklahoma State University (SWOSU)

Please submit CAEP 2017 EPP Annual Report with this document. (Due April 14, 2017)

- **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. 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 2015-2016 academic year, 11 candidates took the College Level Examination Program (CLEP) for Elementary Spanish I and were granted a waiver of the foreign language requirement due to their proficient score. The majority 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 2015-2016 academic year, 121 candidates were awarded graduate degrees in Education. Sixteen students were admitted conditionally during the 2015-16 academic year. 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. However, all provisionally admitted candidates were able to meet requirements for full admittance.

- **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 introductory 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 our Education majors. Teacher supply and demand issues as well as teacher shortage areas in Oklahoma are discussed in Foundations of Education.

Recently, the unit began working in conjunction with Clinton High School and its teacher cadet program and 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 have added to the unit's promotion and enhancement of educational programs.

The unit's faculty members and university supervisors continue to build positive relationships with public school partners each semester for field experiences and teacher candidacy. SWOSU DOE faculty members connect with future teacher 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 another faculty or staff member in their district.

Additionally, 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 serve on the SWOSU Faculty Senate. Recruitment examples include, but not limited to, freshman enrollment activities, sponsoring student organizational events for Rho Epsilon Alpha Delta (READ), Student Oklahoma Education Association (SOEA), Kappa Delta Pi (KDP), and Student Council for Exceptional Children (SCEC), Parents Day, and Homecoming activities. Several faculty members have also developed class field experiences which are service learning projects that provide community service. For example, teacher candidates in the Exceptional Child class volunteer for Special Olympics and candidates in the Elementary Language Arts class conduct an Earth Week project at Southwest Elementary in Clinton. The unit's faculty members have also demonstrated outreach to our 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), serving as volunteer substitute teachers, and conducting science fairs at East Elementary in Weatherford and Nance Elementary in Clinton.

- **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 unit is currently reviewing course objectives, assignments, and rubrics for curriculum alignment with the new CAEP (Council for the Accreditation of Educator Preparation) standards to ensure all teacher candidates receive the content knowledge, pedagogical skills, and field experience needed to teach diverse students in grades 1-8. This process has included a review of all courses delivered within the program to determine where

specific standards are addressed, what specific measures are utilized, and to what level students are developing understanding of the standard being addressed.

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

Our unit continually seeks to analyze and assess our programs and courses for student satisfaction and achievement as well as student retention. Recent changes in leadership at the department level and within the accreditation office have prompted new thinking and new analysis of existing practices. Currently, our unit is undergoing an adjustment of our teacher disposition rubric, the addition of state exam prep/advisory sessions for students, ECED program analysis to identify where, how, and to what level NAYEC standards are being addressed as well as created an initial plan to adopt an E-portfolio and data management service. We expect a Fall 2017 launch of this service to begin with faculty training, organizational needs assessment, an initial conversion from paper-based data gathering. We expect this program to include options for accurately tracking 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 with SPA (Specialized Professional Association) and CAEP standards.

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

The unit is currently considering embedding teacher candidate disposition rubrics within each course instead of limiting teacher candidate dispositions at each Portfolio level checkpoint. Teacher candidate disposition rubrics conducted by the instructor in each course would serve as an ongoing assessment for teacher candidates. The unit recognizes that certain behaviors and attributes are constantly developing within our teacher candidates, and ongoing, real-time assessment of these dispositions as they related to candidate performance on measures of specific standards will provide greater opportunity to intervene where appropriate.

- **Clinical Partnership & Practice:** Discuss the P-12 partnership efforts, as well as any changes to clinical practice that have occurred in the past year.

The unit continues to recruit and train public school administrators and teachers to serve as mentors to our teacher candidates during their field experience 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.

This semester, there are 58 teacher candidates, 49 in Oklahoma schools, 4 in Texas, and 5 in other states, with 71 P-12 cooperating teachers. There are also 275 field experience requests from 148 teacher candidates with placements in 39 school districts. In the fall semester of 2016, the Field Experience Coordinator reported 43 teacher candidates in 39 Oklahoma schools, 1 in Alaska, and 3 in Texas with 16 school districts using the Co-Teaching Model. During the spring semester of 2016, the Field Experience Coordinator reported 57 student teachers and 80 cooperating teachers representing 65 school districts in Oklahoma, Kansas, and Texas. There were an additional 254 field experience requests from 148 teacher candidates (initial and advanced) with placements in 53 school districts.

Unit faculty members 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, and Oklahoma City schools. The unit has also collaborated with P-12 teachers and administrators by sponsoring professional development to area and regional schools. Last fall, SWOSU DOE hosted Dave Burgess' "Teach like a Pirate" and Rick Wormeli's Re-do's and Retakes: Rationale, Myth-Busting, and Practicalities. These well-known and innovative speakers helped SWOSU faculty, P-12 teachers, and administrators explore powerful teaching and assessment strategies for increasing student engagement and motivation. Both professional development workshops were provided free of charge to all attendees.

Our Field Experience Coordinator and Ag in the Classroom have united to create STAMPEDE to provide a wealth of experiential learning for Weatherford West Elementary School fourth graders, 4th grade teachers, and other area teachers along with SWOSU teacher candidates. A core team of "Ag Allies" provide experiential booths for 4th graders to "Stampede" for higher and deeper levels of learning. The sessions allow for nine 20minute sessions with 3-minute transitions. Each 4th grade teacher rotates with his or her students. There is also one 30 to 40-minute whole-group session before lunch which features a special presentation by a keynote speaker.

Faculty in the Educational Administration Master's Degree Program regularly collaborate with administrators and teachers in P-12 schools. Many program graduates currently 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. Most recently, program faculty attended update training sessions required of all Oklahoma school administrators for the Teacher Leader Effectiveness Evaluation system. As certified evaluators, faculty will be available to provide support and assistance to P-12 administrators in implementing the new evaluation model.

Additionally, Dr. Sherri Brogdon's Media and Technology course for all P-12 teacher candidates continues to participate in field experience for Burcham Elementary's ELL program. Teacher candidates spend at least two hours at Burcham Elementary with ELL students in grades PK-1. This year, Burcham Elementary has three newcomers. Teacher candidates will be responsible for working with these students and other ELL students on language and reading skills using technology, such as podcasts and language and reading comprehension apps. Besides helping with the ELL program at Burcham Elementary, Dr. Brogdon and Dr. Tracy Henry along with their student organizations, KDP and SCEC, have collaborated with the Literacy Alive Project at all elementary schools (Burcham, East, and West) in Weatherford. In the fall of 2016, Dr. Sherri Brogdon also assisted Clinton Middle School with the integration of technology in their algebra classes. This spring, Dr. Brogdon created a collaborative project presentation at the Texas Computer Education Association conference with Clinton Middle School's Technology Integrations Specialist and Spanish teacher using their model of technology integration.

Furthermore, the unit is collaborating with Weatherford Public Schools (WPS) for the 2017-2018 school year by sponsoring and hosting district-wide professional development through available grant funds for teacher development. The WPS professional development committee has chosen a speaker, topic of need, and after session topics for this event to be hosted in October 2017. Costs associated with this event will be managed through SWOSU resources. SWOSU will be offering our facilities to allow WPS to share this opportunity out to other area schools.

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.

Most DOE faculty members were able to attend Dave Burgess' "Teach like a Pirate" and Rick Wormeli's Re-do's and Re-takes: Rationale, Myth-Busting, and Practicalities workshops. Both of these conferences modeled effective teaching styles using inquiry, discussion, and collaborative learning groups. The workshops provided options for teaching to greater levels of learning and mastery for students at all levels as well as boosting creativity and student engagement in the classroom. In addition, faculty members have attended a variety of national and state conferences within the last year including, American Association of Colleges for Teacher Education, National Council Teachers of Mathematics National Conference, Texas Computer Education Association State Conference, Educators' Leadership Conference, Oklahoma Service Learning Conference, Campus Compact Heartland Conference, National Social Science Association Conference, Oklahoma Council for the Social Studies Conference, and the University of Central Oklahoma's Annual Transformative Learning Conference among numerous online seminars.

- **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 unit continues to collaborate 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 continues to communicate with the instructors who teach ART 4452 CMM Art for Elementary Teachers and SECED 4893 Teachers Course in Science for Secondary Natural Science to ensure that the Oklahoma General Competencies are being addressed in the curriculum. Last fall, the unit collaborated with faculty from the Art Department to submit the Art Education program report to the Office of Educational Quality and Accountability. The program report was reviewed and recognized. Additionally, the unit worked with the Science Department to submit the Response to Conditions Report to CAEP and was successfully recognized.

Each semester, the Field Experience Coordinator 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 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 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 more hours of professional development and public school service than required. **Southwestern Oklahoma State University insures 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.***

Public School Direct Contact Hours for Academic Year 2015-2016

Faculty Name	Contact Hours with P-12 Students
Veronica Aguiñaga	15 hours
Bruce Belanger	36.5 hours
Allen Boyd	24 hours
Sherri Brogdon	44 hours
Tracy Henry	20 hours
Ed Klein	20 hours
Evette Meliza	45 hours
Andy North	50 hours
Dana Oliver	6 hours *
Ann Russell	25 hours

** Dana Oliver was employed in August of 2016. Therefore, she was not able to meet the required contact hours with P-12 students for 2015-2016.*

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

The amount of IT expenses allocated to the Department of Education for the 15/16 fiscal year is \$89,363. Unfortunately, that amount was put on hold, and all computer rotation expenses was delayed by one year due to the budget shortfall at the state level. However, the unit bought two large mobile projector screens, two projectors, and some software with its operating account.

The unit is housed in the Hibler Education Center, which also houses the Center for Excellence in Teaching and Learning, previously known as the Center for Distance Education. The sharing of this facility continues to prove advantageous to our unit 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 are still 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.

The 2016 SRA 6 Report to the OSRHE listed \$29,968 as the ITS Allocation to the Education Department.

- **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 sends a confirming email with links to the Oklahoma Department of Education application for alternative placement and the Certification Exams for Oklahoma Educators websites. A log sheet is kept listing the name and contact information for those who inquire about alternative certification by the Certification Officer. These prospective students 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 2015-2016, there were 21 undergraduate 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 Department of Education continues to collaborate 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 and faculty 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 was designed with input from these stakeholders to improve the process of collecting data on specific criterion which address key components in professional growth and demeanor. Teacher candidates enrolled in Foundations of Education course must complete 30 hours of classroom observations. P-12 partners who accept teacher candidates for observations are asked to 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 are asked to provide us with feedback on their teacher candidate's field experience. Survey results for academic year 2015-2016 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 Interactive TV. 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. Since Fall 2013, the Co-Teaching Model for Mentoring Teacher Candidates has grown and involves 23 area school districts and this Spring 2016 involves 23 out of 58 teacher candidates.

This model requires that each cooperating teacher who serves as a mentor of a teacher candidate, along with their respective teacher candidate, complete two trainings which are critical to the model. The first 2-hour training, the Essentials 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.

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 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**

Faculty members seek professional development on their own and collaborate with P-12 schools to provide professional development for partnering schools. As mentioned above, SWOSU DOE has hosted several professional development workshops for SWOSU faculty members and Oklahoma educators. SWOSU DOE plans to continue to offer this service to professional development opportunities in the near future and upcoming years.

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. One faculty member reported only six hours rather than the 10 required for academic year 2015-2016 since she was hired in August 2016 and currently in her first year of employment. Therefore, this faculty member did not supervise student teachers during the 2015-2016 academic year.

- 10. Alternative Placement Program**