



OKLAHOMA STATE REPORT 2017
Academic Year 2015-2016
University of Science and Arts of Oklahoma

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?

*The Foreign Language Competency Requirement is provided to candidates during their initial advisement session, is discussed during EDUC 2002 Orientation to Teaching, and can be found in the Teacher Education Handbook (Appendix D, Exhibit I) (TE1). All certification program **checksheets** show the requirement. All program completers are required to exhibit competency in a foreign language at the novice-high level by:*

- *Completing two semesters of the same foreign language with a "C" or higher;*
 - *Passing a USAO departmental test in American Sign Language;*
 - *With one or more high school semesters of a foreign language, passing a second semester of the same foreign language at the college level with a "C" or better;*
 - *transferring with one semester of a foreign language with a "C" or better and then passing the second semester of the same language with a "C" or better;*
 - *transferring with the foreign language competency "met/fulfilled" noted on their official transcript*
 - *passing at a novice high level a written or oral language test through ACTFL.*
- **Graduate Students:** Include the number of graduate students admitted conditionally and their success rates.
USAO has no graduate programs.
 - **Supply and Demand:** Describe the efforts made to address supply and demand issues.
Current supply and demand information is discussed when candidates are enrolled in EDUC 2002 Orientation to Teaching. Current "critical shortage areas" in Oklahoma are discussed and provided at the time of a candidate's initial advisement session and during the interview for Admission to Teacher Education. When enrolled in Applied Professional Studies (during a candidate's Professional Trimester), the current job market is discussed and readiness activities are provided. Faculty are provided the newest "critical shortage area" information as it becomes available each year. Future Teacher Scholarship information including the most current "critical shortage areas" is posted for teacher candidates as it becomes available. TSEIP information is posted; math and science faculty encourage/tempt potential candidates with the TSEIP program.

Our Selected Improvement Plan (SIP or is it CIP?) prepared for our Fall 2016 CAEP accreditation visit was heavily geared toward recruiting efforts for all USAO certification

programs. All ten USAO certification programs are currently on Oklahoma's Critical Shortage list. Faculty in our Deaf Education department have initiated an active recruiting campaign. Personnel from that department chaired the CAEP Standard 3 committee whose assignment included consideration of recruiting high quality talent for the education profession.

- **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 Response to Conditions Report was submitted in September 2015 and came back with approval and national recognition without conditions in February 2016. New rubrics for some of the assessments were developed prior to the fall '15 submission and remain in effect. We will continue to collect data as indicated on this last report. New CAEP Elementary Education Standards were scheduled to be released in January 2017. During last year's Elementary Education Program Assessment Meeting, the proposed CAEP Elementary Education Standards were reviewed and discussed, and program faculty members were encouraged to submit comments and recommendations on these draft standards. Once released the new standards will be reviewed by program faculty, and program adjustments or additions will be considered. A newly identified Science Study Guide has been recommended for OSAT prep.*
- **Program Changes:** List any program changes that have occurred in the unit as a result of data analysis.
Art- Minor changes were made to the Art Methods course due to updated standards in Art. Deaf Education-Data indicate candidates would benefit from more emphasis on IEP related issues. A case study from the Jane Brooks lab school has been added to the curriculum as well as adjustments within other courses to better accommodate that need.
Early Childhood-New study guide for the redeveloped licensure exam might be helpful. A renewed emphasis on "inquiry" in one of the science classes seems to coincide with a significant increase on OPTE scores. Faculty have increased class discussions related to behavior trends as a result of teacher evaluations.
Elementary – see above
English – no completers - no changes reported.
Math – Changes related to statistics are being considered but await a new faculty member.
Music – CEOE scores and subsequent student surveys indicate a need to impress more serious personal test preparation is needed. Several changes in music faculty have resulted in revamping of music syllabi, specifically related to standards and competencies.
PE – no changes reported.
Science – Data indicated some difficulty by one student with the Biological Sciences OSAT. Faculty determined recommendations for preparation prior to sitting for the exam but did not recommend program changes.
Social Studies – While data was limited by the small number of completers, cumulative data suggest a program change related to geography and/or non-western world history. Further monitoring will determine the best course of action.

- **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 significantly revised portfolio handbook is not in full use. The process is introduced in the class Orientation to Teaching and a “workshop” is offered each trimester. Most candidates affected by the transition have managed the change with grit.
- **Clinical Partnership & Practice:** Discuss the P-12 partnership efforts, as well as any changes to clinical practice that have occurred in the past year.

 1. *Co-teaching model for student teaching is embedded in the program and growing stronger. Training continues for new mentor teachers and new teacher candidates. Scheduling issues arose with schools that changed to 4 days school weeks, but cooperative efforts continue. Significant changes in clinical evaluation instruments is expected within the next year.*
 2. *Candidates worked with and tutored area students as part of required reading classes.*
 3. *Candidates participated in Special Olympics.*
 4. *Secondary certification candidates spent one full day in an urban middle school setting and one full day in a model middle school environment.*
 5. *Candidates and/or faculty participated in the following activities: Books for Tots, Traveling Tales packs, Classroom Spice newsletters, test monitors, various music efforts in and with public schools, local and state reading council activities, Read across America.*
 6. *The Director of Teacher Education regularly attended meetings with area school superintendents, as well as meetings with other education deans/directors across the state.*
 7. *Physical Education faculty serve on school health and safety committees and assist with field days.*
 8. *Art faculty collaborate with public schools statewide for the spring Montmartre Sidewalk Chalk Art Festival and Innovations, High School Art Competition. Most university faculty assist with the on-campus curriculum contests taking place the same day.*
 9. *Pk-12 teachers or administrators were frequent SNEA and Kappa Delta Pi speakers.*
 10. *A public school administrator and a teacher serve on the Teacher Education Committee along with faculty representation from across the university, and candidates from Early Childhood, Elementary, Pk-12, and 6-12 certification levels.*
 11. *Books for Tots continues to place books into the hands of over 6000 children every Christmas. In the 21 year history of the program 101,000+ books have been distributed to children who might not otherwise have a book of their own. The effort is a significant undertaking involving many agencies, people, teacher candidates, businesses, and schools across the state.*
- **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.

Professional development opportunities included institutional offerings such as the Festival of Arts and Ideas, Abelson Reconciliation Lectures, Giles Symposium, Emerson-Weir Symposium, and the summer History Symposium. Other professional development opportunities specific to the teacher education faculty included the annual Fall Work/Learning Day, Read Across America opportunities, and monthly SNEA speakers. The timing of the OACTE/OEQA/OATE Fall Conference and the CAEP onsite visit precluded participation in 2016, however, the 2015 Conference included some faculty.

Specifically, on campus opportunities included:

Fall Work/Learning Day – 10/30/15

Abelson Religious Reconciliation Lecture – Dr. David Weddle - 11/9/15

Festival of Arts and Ideas – From the Mountaintop: Why Dreams Matter - 1/18/16

Emerson/Weir Symposium – Frans de Waal - Feb. 16, 2016

PD – Feb 19, 9-12 or 1:30-4

Giles Symposium – Dan Fagin – 10/8/15

Dr. Richard Heinzl– 10/6/16

Faculty and students regularly attend area Reading Council events. Faculty and students attend Student National Education Association/Kappa Delta Pi monthly meetings and/or events. During this report period, some of the opportunities were:

“Teach Like Me” - Shawn Seehan, 2016 Ok Teacher of the Year – 9/9/15

“The Secret of Teaching – The One Thing”- Denise Locke, Curriculum Coordinator Mustang Schools – 10/7/15

“Classroom Management Tips, Cautions, and Legal Implications”-Heath Merchen, OEA legal counsel-11/4/15

“Engaging Curious Minds” – Sandra Kent, A+ Schools – 11/9/15

First Year Teacher Panel – 1/18/16

“Keep Calm, We are all Special!”- Ali Gordon, special ed teacher CPS-2/3/16

African American Read-In – 2/3/16

“Bully>Buddy” – Shanna Rice, SW Youth & Family Services – 3/2/16

“Teaching Peace through Anti-bias Ed”-Akash Patel, Ok Multicultural Teacher of the Year 2015-3/9/16

Student Teacher Panel – 4/1/16

- **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 Committee with representatives from all certification programs meets monthly (P12 stakeholders and teacher candidates are also members of the committee). The committee sets all policy related to the education of pre-service teachers, approves candidates for admission to the Teacher Education Program and to the Professional Trimester. Faculty representing Math, Science, English, Social Studies, Art, Music, and PE are outside the Division of Education.

Arts and Science faculty teach courses required for Elementary (Art in the Public School, 12 hours of math, Music in the Elementary School, 13 hours of science classes, a minimum of 9 hours of language arts content, 12 hours of social studies content, PE in the Elementary), Early Childhood (12 hours of math, 13 hours of science content, a minimum of 9 hours of language arts content, 12 hours of social studies content), and Deaf Ed (12 hours of math, 13 hours of science content, a minimum of 9 hours of language arts content, 12 hours of social studies content).

The annual 2015 Fall Work/Learning Day was held October 30, 2015 with teacher education faculty from all program areas. Since the Workday was the day before Halloween and CAEP self-study was active, the theme included webs, cauldrons, witches, spiders, and spells. Faculty looked at CAEP Standards, reviewed and discussed assessment data from the prior year and five year trends, and completed inter-rater reliability training, and validity activities. The day ended with a “spell” by casting CAEP poison and USAO Program positives into a “boiling” cauldron.

The annual 2016 Fall Work/Learning Day was held October 14, 2016 with teacher education faculty from all program areas. Since the Workday was just a few weeks before the CAEP on-site visit, the theme was the “little engine that could” Faculty reviewed and discussed assessment data from the prior year and five year trends, participated in training for evaluating portfolios using the newly revised portfolio process, and finalized preparations for the CAEP visit. Each program received disaggregated data for review and consideration by program faculty.

- **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.**

Faculty Member	2015-16
	PS1
Crow	8.5
Ferguson	12
Gower	12
Hanson, J.	168
Hector	12
Hwang	11
Karner	30.25
Knapp	21.5
Layman	10

Mather	30.5
McCoy	13
McElroy	17
Osborn	39
Rees	10
Reynolds	44.5
Sekula	36.5
Thomas	13

For USAO Faculty Development reporting purposes, PS1 is defined to be *Teaching and/or performing a professionally appropriate role involving direct contact with students at a school.*

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

Equipment Description	Quantity	Price Per Unit	Total Price
Epson PowerLite 955WH LCD projector (3200 Lumens)	1	\$717.00	\$717.00
Logitech C310 HD webcam	3	\$33.69	\$101.07
Lexmark MS315dn B&W laser printer	2	\$198.55	\$397.10
Microsoft LifeCam Studio 1080p HD webcam	1	\$54.95	\$54.95
TOTAL			\$1,270.12

- **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.

USAO has developed an “Application for Approval to Take Course Work through the Alternative Placement Program, Emergency Certification, or Paraprofessional Pathway.” Individuals meet with the Director of Teacher Education to complete the form. Documentation from the Oklahoma State Department of Education regarding course requirements and transcript(s) are required. The application includes background information related to work and teacher experience, CEOE exams, goals, and course plans. With documentation complete, they are permitted to enroll in any education classes offered by the university. The Director of Teacher Education serves as their advisor.

- **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.

In addition to articles in the newspaper, the USAO website includes an epublic forum <http://usao.edu/division/education-and-speech-language-pathology/epublic-forum>. The link includes news articles and welcomes public comments, questions, and ideas related to the preparation of innovative, effective teachers committed to helping all children learn. We began working toward three electronic focus groups seeking input on current issues in education or related to our program.

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**
- 10. Alternative Placement Program**