



OKLAHOMA STATE REPORT 2016

SOUTHERN NAZARENE 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 SNU School of Education Educator Preparation program continues to offer 5 approved options for meeting Foreign Language Proficiency prior to recommendation for teacher certification. These 5 options have been developed and approved with the collaboration of the SNU Modern Languages Department Chair and also in partnership with the P-12 Educator Preparation Advisory Committee. All Teacher Candidates must provide documentation (transcripts, etc.) as proof that they have met at least one of the 5 approved options for meeting this requirement. Once that documentation has been received and verified by the Office of Educator Preparation, documentation is scanned into the Teacher Candidate's electronic tracking file in the School of Education Teacher Candidate database. Teacher Candidates sign a "Memo of Understanding," indicating acknowledgement and agreement with the approved policy, also indicating which of the five options they plan to utilize in meeting this requirement. This document is also scanned to their electronic record. Teacher Candidates are also reminded and advised of this requirement at various checkpoints throughout their programs. During the Spring 2016 semester, the Chair of the SNU Modern Language Department reviewed the options for meeting this proficiency and verified the continuation of the current policy. The Chair of the SNU Modern Language Department has also provided a letter of documentation, verifying this review process. Additionally, a new course is in development (estimated Fall 2016) in collaboration with the SNU Modern Language Department. This course is being designed specifically for Teacher Candidates that that need an additional option for meeting Foreign Language Proficiency. This course will be a practical, "hands-on," communication approach for classroom teachers. Once this course is fully implemented, it will be added to the 5 options currently in place, pending approval by the Chair of SNU's Modern Languages and the Educator Preparation Council. Effective, systematic and regular communication/documentation to our Candidates regarding this proficiency requirement has greatly assisted SNU Teacher Candidates in meeting proficiency requirements early in their Educator Preparation program process.

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

In the Master of Arts, Educational Leadership (graduate education) program at Southern Nazarene University, 9 students were provisionally admitted. Of this number, 5 will graduate May 2016, and 4 will have provisional status removed at the completion of their 3rd course in the program (June 2016).

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

Teacher supply and demand issues and teacher shortage areas/issues continue to be discussed and information presented at various stages and checkpoints in the Educator Preparation Program. In the initial Professional Education course (Introduction to Education/Teaching Lab – ED 2111), Teacher Candidates are presented with information regarding teaching supply and demand/teacher shortage areas, particularly within the State of Oklahoma. Expanded discussion entails information regarding nationwide, as well as individual states' shortage and supply/demand issues and aspects. Teacher Candidates are afforded the opportunity to analyze information about these topics from specific states where they have a possible interest in teaching. Reference and resource materials are distributed whereby Teacher Candidates can begin to process this information for their personal future benefit. Also, in the course Student Teaching Seminar (ED 4700), all student teachers receive information and instruction into current teacher shortage areas, supply and demand issues (local and nationwide), and are advised regarding how to ascertain and gather information regarding these issues. Guest speakers (current, practicing administrators and other school officials) continue to provide valuable resources and information regarding these topics. The SNU Office of Educator Preparation also continues to maintain current data and information regarding current teacher supply and demand issues, as well as shortage areas in teaching positions, both locally and nationwide. The SNU School of Education website also maintains links for specific current information regarding these aspects, plus opportunities for teaching positions in Oklahoma, the United States, as well as opportunities for teaching abroad. Included with this information are specific states' supply and demand aspects, teacher shortage information, certification requirements, and teacher salary data specific to their individual states. Candidates in the undergraduate and graduate programs are also apprised of scholarship information and opportunities that focus on identified teacher shortage areas. Loan forgiveness and other incentive program information that focus on these aspects are continually shared with candidates. At various checkpoints in the Educator Preparation program, all Teacher Candidates are advised and reminded that this information is readily and easily available and attainable. Also, SNU Teacher Candidates actively participate in and have benefitted from Oklahoma state teacher scholarship/incentive programs (Oklahoma Future Teachers Scholarship and Oklahoma Teacher Induction Program).

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

A significant change that has strengthened the Elementary Education program is the addition of a new, full-time faculty member who will teach methods courses in both Elementary Mathematics and Elementary Science. Prior to this year, both of these courses were taught by highly qualified adjunct instructors who are certified in those 2 particular areas. The addition of a full-time faculty member will strengthen the ability for Elementary Education Candidates to have access to an instructor on campus full-time. Another significant change in the Middle School Curriculum and Design course (ED 4534) is a new 10-hour tutoring requirement has been added for all secondary education majors (Mathematics Education, Social Studies Education, Science Education, English Education). This addition enables secondary education majors to accrue more pre-student teaching field experience/observation hours. Also, to better prepare Elementary Education majors for their OSAT (Oklahoma Subject Area Test) – Subtest 1- Reading/Language Arts, an essay question practice session has been added to the course Reading Diagnosis (ED 4333). This required course for all Elementary Education majors utilizes this practice session to strengthen candidate confidence and organization in writing for more effective and clear communication on the constructed-response portion of the Elementary Education (Subtest 1 – Reading/Language Arts) OSAT.

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

As a result of data analysis, the SNU School of Education Faculty determined that Candidate Dispositions needed to be more clearly defined and delineated for each candidate. As a result of that determination, two new assessments were added. The Candidate Disposition Self-Assessment was constructed whereby candidates can articulate specific preferences regarding educator dispositions. A new rubric was developed and score sheet added to provide scores for this assessment. This new assessment will be administered during the annual institutional LEAP (Assessment) Day for every candidate. The results of this assessment will be added to individual candidate’s file to assist in ascertaining Candidate’s dispositional preferences for teaching. Additionally, a new essay, Educator Preparation Admissions Essay, was developed to assist in determining a candidate’s aptitude and “fit” for the teaching profession prior to being admitted to the program. Candidates are required to submit this essay prior to their admissions interviews and prior to being admitted to the Educator Preparation program. Also, as a result of analyzing admissions interview data, a completely revised Educator Preparation Interview Rubric was developed, particularly encompassing the InTASC Standards. Data showed very ambiguous responses to many of the items on the former rubric, thereby prompting revisions with more focused toward specific answers. This new rubric will help eliminate much confusion regarding responses that are acceptable for admission. In reviewing test scores over the past year, the Educator Preparation Council has

decided to implement two (1 per semester) test preparation sessions during the academic year. Each candidate will be required to attend at least one session at any point during their program. Candidate must have completed ED 2162 – Foundations of Education and must have completed their admission interview before they are permitted to participate in the test prep session. These test prep sessions will focus on test-taking skills, organizational skills, writing a constructed response and aligning thought processes during testing, rather than on particular content. A specialist in these areas will be brought in and each candidate's participation will be tracked on the department database on each individual candidate's file. The goal for these test prep sessions is for improved OGET, OSAT and OPTE scores and an overall confidence boost for all Teacher Candidates as they prepare to take certification tests.

- **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 SNU School of Education Educator Preparation has completely redesigned the Growth Portfolio system to align with the new InTASC Model Core Teaching Standards. An electronic Googledocs format has also been constructed, whereby entering Teacher Candidate in Spring 2016 will begin the new electronic portfolio process. New portfolio rubrics have now been designed and a revised systematic review process has been outlined and articulated with the new InTASC standards in mind. NOTE: New rubrics have been submitted to CAEP (February 2016) for feedback, fine-tuning and evaluation. We are hoping to receive feedback in the next few weeks. Teacher Candidates have received instruction and details regarding these new standards, the new electronic portfolio format and process, instruction regarding how to scan and upload documents, and in proper forms of documentation for each of the four sections of the Growth Portfolio. An off-campus instructional designer has been instrumental in assisting the program in designing these electronic platforms, and will continue to consult and advise School of Education faculty in the utilization of this new system. School of Education faculty have also received in depth instruction and orientation into the new electronic portfolio process, as well as details regarding how to effectively evaluate each Candidate's portfolio checkpoint. Teacher Candidates entering before Spring 2016 will continue to utilize "hard copy" portfolios until the completion of their programs.

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

During the Fall 2015 semester, a newly organized committee was formed for advisement and partnership with the SNU School of Education Educator Preparation program. The "SNU P-12 Educator Preparation Advisory Committee" was organized to provide feedback, input and counsel for ALL aspects of the Educator Preparation program. This committee's membership includes public and private education P-12 teaching and administrative personnel, community stakeholders, legal

representation, business leadership, faith-based organization representation, and P-12 parental representatives. The P-12 Advisory Committee provides feedback on policies, procedures, specific rubrics and assessment tools/methods, as well as other practical forms of support and input. Significant and valuable input has already been received by the group, and many suggestions have already been implemented (per approval of the Educator Preparation Council – Governance Group). This group receives information at intermittent times during the semester and provides electronic feedback. The coming year’s goal would be for this group to meet “on-campus” at least once per semester. At the SNU School for Children (OSDE Board of Education accreditation), ALL faculty are actively involved with the instructional and curriculum development processes, as well as serving as advisors to faculty/parents of the school. Two members of the SNU School of Education Faculty and one member of the SNU Arts and Sciences Faculty serve on the School Board for SNU School for Children, thereby being involved at the very foundational, decision-making level. One member of the faculty serves as Chair of the Oklahoma State Department/State Superintendent Committee of OACTE. One member serves on the OEQA Program Review Advisory Board (Reading). One member serves on the teacher certification task force for the Oklahoma State Superintendent of Public Instruction. One Staff Member of the SNU School of Education serves as a Board Member for the Bethany Public Schools Foundation Board. Elementary and Early Childhood majors have numerous tutoring opportunities at surrounding schools embedded in their programs, while secondary programs also have tutoring and observation requirements at selected schools (middle and high schools) in the area. Additionally, many P-12 students from surrounding school districts come to the SNU campus for music festivals, student learning groups, and various other functions. This connection is beneficial to the SNU School of Education in cultivating current/future partnerships in P-12 learning communities.

- **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.

The SNU School of Education Faculty are actively involved in various committees and oversight groups at Southern Nazarene University. Governance committees as well as oversight committees are comprised of School of Education Faculty, such as the Academic Council, Student Learning Committee, Faculty Senate, Board of Trustees Committee, General Education Committee, Athletic Academic Committee, and Student Judiciary Board. By actively participating in overall campus committee functions, the School of Education Faculty builds relationships with other faculty/staff across campus. Much collaborate discussion and corporate decision-making occurs in these various entities. During this past Fall (2015), SNU experienced a campus-wide Higher Learning Commission (HLC) Accreditation visit. Various members of the SNU School of Education Faculty served as chairs, members and hosts for various groups and functional organizations in an effort to support a successful HLC site visit. Four faculty members in the SNU School of Education serve as NSI (New Student Institute) mentors. In this capacity, faculty members

work collaboratively with faculty members from other academic areas to provide empowerment and support for new students during their freshman (or initial transfer) year at SNU. SNU School of Education Faculty regularly participate in on-campus forums, “brown bag” lunch discussions, and various other campus events where other faculty are in attendance, thereby fostering a culture and climate for shared decision-making, collaboration, camaraderie, and team approaches to addressing campus issues and aspects. SNU School of Education Faculty continues to provide leadership not only in departmental assessment aspects and functions, but also for the overall campus wide assessment endeavors. Experience in assessment processes continue to be an asset for SNU School of Education faculty as they work collaboratively with various other entities, departments, divisions and individuals across campus. Additionally, one faculty member in the SNU School of Education is collaborating with another SNU faculty member (outside School of Education) on a chapter in a textbook on the topic of School Funding in the United States.

- **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 SNU School of Education Educator Preparation program continues to value the partnership with Arts and Sciences Faculty at Southern Nazarene University. SNU Arts and Sciences Faculty continue to teach all the 4x12 required courses for all Elementary and Early Childhood majors. Careful monitoring and cooperation with A&S Faculty help keep Teacher Candidates informed and also assist in monitoring quality General Education coursework for all Teacher Candidates. Arts and Sciences Faculty at SNU continue to serve on various committees and councils for the Educator Preparation program. Also, A&S Faculty serve as program directors for 6 of our certification areas (English, Mathematics, Social Studies, Science, Physical Education and Music Education). In their roles as individual certification program directors, Arts and Science Faculty have submitted 1 program receiving national recognition and 3 have submitted program review revisions (March 2016) to CAEP. The Arts and Sciences Faculty at SNU continue to work collaboratively and corporately with the SNU School of Education Educator Preparation program to provide vital, quality General Education instruction, as well as leadership for individual certification program areas. Additionally, the Social Studies Education program director also serves as the institutional General Education Director, thereby provided in depth guidance and direction for the overall General Education program for all SNU Teacher Candidates.

- **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.**

Dr. Stephoni Case – 24 hours: P-12 teachers/administrators for certification test preparation, Judge for speech contest (Hugo PS), Administrator site-based budgeting training (Mustang PS), Public school counselors conference presentation (SW Oklahoma public schools)

Dr. Beverly DeVries – 11+ hours: First year teacher observation/support, “Pen Pal” party with middle school and 2nd grade students, Student Teacher Supervision (Putnam City PS, Western Heights PS, Edmond PS)

Dr. Kep Keoppel – 10+ hours: First year teacher observation/support (Yukon PS, Del City PS), Reading to first grade students (Rollingwood ES), Consulting/Advisement P-12 teachers/administrators (Putnam City PS, Bethany PS, Deer Creek PS)

Dr. Tim Taylor – 13 hours: First year teacher observation/support (Putnam City PS), SNU First Year Teachers Meeting with P-12 Teachers), Tutoring, Cafeteria/Playground Supervision (SNU School for Children – OSDE Accredited), Field trip and Centennial Days (Bethany ES)

Prof. Betty Lou Thompson – 24+ hours: First year teacher observation/support, Tutoring, Student Teacher Supervision (Putnam City PS, Yukon PS, Bethany PS, Deer Creek PS, Mustang PS)

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

Approximately \$187,000 was spent on technology and the technological support of Educator Preparation programs (both graduate and undergraduate). In the Educator Preparation Technology Lab, significant improvements were made during Fall 2015 that included SMART technologies, cameras and various other technological programs/devices. Furnishing upgrades and updated storage were completed during this semester as well. Additional classroom technology upgrades are being planned for implementation in Fall 2016, as funding allows. In the SNU graduate education (Master of Arts/Educational Leadership) program, candidates receive a first-class technology package (laptop, software, etc.) that is included in the cost of their program. A significant development in technological instruction has included the addition of an electronic portfolio platform, designed by an institutional technology designer. This individual has donated countless hours in developing a new portfolio system for the Educator Preparation program. Additionally, due to a restructuring of the department, the SNU Educator Preparation program has hired a new faculty member that is completing their doctorate in Educational Technology (they will begin with the department on July 1, 2016). This individual will be

responsible for the overall instructional technology functions (both graduate and undergraduate) in the School of Education. A major, formal assessment of School of Education technology, equipment, etc. will take place early Fall 2016 by this new faculty member to ascertain the effectiveness of current departmental technology equipment, formats, approaches and philosophies. Both departmental and overall institutional funds have been utilized in these recent technology upgrades and improvements. Additionally, the SNU IT (Institutional Technology) Department continues to provide valuable assistance in maintenance and support of the technology functions of the Educator Preparation program at SNU.

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

Procedures for advising alternative placement candidates are clearly outlined in the 2015-2016 SNU Teacher Education Handbook, Alternative Certification Advisement Plan: *“Individuals desiring to pursue Teacher Certification through the Oklahoma State Department of Education Alternative Placement Program should contact the Oklahoma State Department of Education at (405-321-3337) to begin the process. Once application has been made, the OSDE will notify the individual regarding acceptance and additional requirements. The Director of Teacher Education will meet with individuals seeking Alternative Certification and after a review of transcripts, consultation with the individual, consultation with the Oklahoma State Department of Education, and consultation with unit faculty in the School of Education, will make recommendations of Professional Education coursework. The Director of Teacher Education will coordinate enrollment and oversee progress of the Alternative Certification candidate during the time the candidate is enrolled in Professional Education coursework at Southern Nazarene University.”*

Records of those enrolled in coursework and listed in the alternative placement program at SNU will be kept in the Educator Preparation Program database in the SNU Office of Educator Preparation. Those seeking alternative certification verification must submit official copy of their SNU transcript, along with request for departmental review and verification. Once transcript review and verification for those SNU graduates seeking alternative certification is completed, letters of verification are provided to them by the Director of the Educator Preparation program, and copies are kept on file in the Office of Educator Preparation. The SNU School of Education continues to seek opportunities to collaborate with the Oklahoma State Department of Education to strengthen the Alternative Placement Program. Additionally, as a service to P-12 schools, if requested by the individual school and/or teacher, those who are certified alternatively are also offered assistance and support in their first-year of teaching by SNU School of Education Faculty.

- **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 newly formed P-12 Advisory (2015) Committee currently provides valuable and critical input and feedback regarding all aspects of the SNU Educator Preparation program. Additionally, other committees for the SNU Educator Preparation program (Bias Review Committee, Admissions Committee, Diversity Committee, Curriculum Committee, Assessment Committee, and the Educator Preparation Council) are comprised of members of the P-12 community. These various committees provide valuable input and support for the various aspects and programs within the SNU School of Education. While the Educator Preparation Council is the official governing (decision-making) group for the program, anecdotal and informal information is also shared by various other committees and/or individuals with interest in the program. The SNU Board of Trustees provides governance and guidance for all aspects of Southern Nazarene University. As a part of the overall institutional process, the SNU School of Education regularly provides special presentations and programs for this group. One member of the SNU School of Education Faculty continues to serve as Faculty Representative to the SNU Board of Trustees. An Annual Public Forum for SNU Educator Preparation is scheduled during every spring semester. The 2016 Annual Public Forum is scheduled for April 20, 2016 at 3pm in Herrick 131 on the SNU Campus. Notice of this forum is published for 2 weeks beginning April 6, 2016 in various newspaper public notice sections, as well as in various campus newsletters and publications during this 2-week period. Data and other departmental information are available for discussion and resource at this Annual Public Forum. The SNU institutional website continues to provide Educator Preparation program information, as well as the SNU School of Education Facebook page. Consistent and regular positive feedback continues to be received regarding the communication aspects of the SNU Educator Preparation 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***