OKLAHOMA STATE REPORT 2017
Academic Year 2015-2016
Southern Nazarene University

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?

Southern Nazarene University's Educator Preparation Program has established foreign language proficiency requirements and options for meeting those requirements for all teacher candidates to meet foreign language competency at the "novice high level" according to ACTFL (American Council on the Teaching of Foreign Languages) prior to the completion of their programs. The EPP also continues to pursue collaboration and accountability with the SNU Cultural Communications Department to assure that the options offered continue to meet the definition of "novice high." Within those approval and accountability perimeters, the EPP has established the following policy regarding establishing foreign language competency:

*All education majors (teacher candidates) at Southern Nazarene University are **required** to meet Foreign Language Proficiency requirements before being able to apply for their Oklahoma certification. **It is the teacher candidate's responsibility to make sure that this proficiency is met.** **Choose 1 of the following 6 options:***

- *1) 2 years (4 semesters) of a high school foreign language (same language) with a 'B' average for all coursework **(Must appear and be verified on high school transcript)***

- *2) One 5-hour Elementary-level college foreign language course with a grade of 'C' or better **(Credit must appear on a college transcript)***

- *3) One 3-hour 2nd Level Elementary college foreign language course with a grade of 'C' or better (i.e. Elem. Spanish II, Elem. French II, etc.) with a grade of 'C' or better **(Credit must appear on a college transcript)***

- *4) CLEP credit – Pass the CLEP test in a foreign language to demonstrate competency.*

- *5) Foreign Language Proficiency Test (ACTFL-OPI/Oral Proficiency Interview – must achieve novice-high level on test)*

- *6) One 3-hour (minimum) college course in American Sign Language **(Credit must be appear on a   college transcript)** with a grade of 'C' or better*

Additionally, each candidate's progress in meeting this proficiency requirement is tracked on individual candidate electronic data file. When foreign language proficiency is established, documentation of completion is recorded on individual candidate files in the Office of Educator Preparation. Before recommending licensure for any candidate, the Director of Educator Preparation accesses this information and reviews documentation to confirm that this requirement has been met.

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

  During the 2015-2016 academic year 8 graduate students in our Master of Arts in Educational Leadership program were admitted conditionally. All 8 are currently in "good standing" and are scheduled to finish their programs in 2017.

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

  In addition to continuing to include this information in our Student Teaching Seminars, we have also added this information to our School of Education website. Information on the website not only includes supply and demand aspects for Oklahoma, but also nationwide, as well as information regarding salaries (Oklahoma and nationwide) and hiring trends and shortage areas for states other than Oklahoma. Our desire is to keep this website information current and applicable particularly to the specific majors that our program offers. Also on our website are links with announcements of job openings at various area school districts, both public and private. International and overseas job openings in teaching are also posted on our website. We also continue to cover this information in our introductory Educator Preparation course, Introduction to Education/Teaching Lab (ED 2111). We believe that early exposure to this information greatly assists candidates in decision-making regarding their future career goals in teaching. In addition to providing actual information, we discuss skills for teacher candidates to utilize in continuing to access this information in the future, i.e. various states' websites and Departments of Education, statistical data regarding trends in teacher supply and demand, and future projections regarding teacher shortages, salaries and supply/demand issues affecting future employment.

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

  In our Elementary Education program (and indeed ALL our Ed Prep programs), we have made a deliberate effort to focus on diversity and technology issues and aspects throughout coursework and program requirements. All courses in every program in our EPP now must contain a class session, exercise, assignment and/or assessment that directly relates to both diversity and technology. We are also adding a new Teacher Work Sample assignment to our Middle School Curriculum and Design course (ED 4534) that all Elementary Education majors are required to take. This new TWS assignment will assist our Elementary Education majors in the focus on middle school students and curriculum aspects in impacting student learning.

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

  As a result of review of our annual 1st-3rd-5th Year Alumni Survey, we have endeavored to strengthen our communication and instruction of effective classroom management techniques and ideas. Many of the survey's respondents indicated that they wished they had received more in depth instruction and practical ideas regarding classroom management, discipline and other classroom dynamics aspects. We have strengthened and emphasized classroom management, etc. issues and aspects not only in our capstone course, Professional Decision Making, but also in our Student Teaching Seminars as well as in early introductory coursework. Special guest speakers, including current P-12 teachers and administrators, have been guest speakers and presenters for these sessions. We have also strengthened our diversity and technology aspects based on candidate feedback. Additionally, based on survey feedback from our Admissions Committee/ Admissions Interview Panelists, we have extended our admissions interview times from 30 to 45 minutes. Feedback indicated an insufficient amount of time to cover all aspects on the newly designed Admissions Interview Rubric aligned with InTASC 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."

  Significant changes and innovations in our Growth Portfolio system have occurred during the past year. First, we have moved to an entirely electronic portfolio process. We have begun "phasing in" this process, while "grandfathering" our former "hard copy" portfolio process. This technology assisted portfolio program, designed by one of our faculty members, has proven very "user friendly" and efficient with our teacher candidates and with our faculty. A Google Docs system was utilized in this process and our candidates have enthusiastically embraced this new electronic format. We have also completely redesigned our portfolio rubrics for each of the four Checkpoints/Transition Points to accurately reflect InTASC Standards, CAEP Standards, Oklahoma Competencies, and SNU Standards (SNU Characteristics for Effective Teaching). These newly formatted rubrics clearly delineate not only the particular portfolio artifacts and scoring for each checkpoint, it also clearly specifies how each artifact aligns with these particular standards. This electronic format has also proven "user friendly" with our staff's ability to enter scores and electronic evaluations for candidate portfolios. Pursuant to this process, we have completely restructured our Growth Portfolio Handbook to reflect specifics of this new format and processes. During this handbook review, it has also afforded our Educator Preparation Program to revisit and reaffirm our portfolio philosophy.

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

  A significant effort to communicate with our P-12 partners more effectively has been pursued. We have fine-tuned our Student Teacher articulation agreements with school districts so that we can more effectively communicate clear expectations for both the

cooperating teacher and the student teacher. These articulations clearly delineate student teaching/clinical practice requirements for the candidate and for the Educator Preparation Program. A future goal is to continue to fine-tune our electronic orientation program (video, etc.) for our cooperating teachers and administrators so that clear guidelines are given for timelines, evaluation rubrics and standards/expectations for all candidates completing student teaching/clinical practice experiences. The EPP continues to carefully monitor diversity experiences in field experiences and student teaching/clinical practice. Our Student Teaching Diversity Awareness Essay, implemented last year, continues to afford the candidate the opportunity to observe and report on diversity issues (student and school) they have experienced and observed in their assignments. Our P-12 partners have embraced the objective and spirit of this assignment, allowing our student teachers to access (with specific confidentiality agreements/approvals) Special Education information for individual students and individual school site demographics and various diversity data for the school site/district where they are completing their student teaching/clinical practice experiences.

- **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.

  Educator Preparation faculty members are actively involved with other faculty across campus through membership on various committees at the institution. One faculty member serves on the SNU Student Learning Committee. This group regularly meets (monthly) and collaborates on skills and strategies that focus on student achievement and improvement of student learning across curricular lines. These collaborative opportunities afford our faculty member the opportunity to interact with colleagues (faculty and staff) and to share ideas that promote quality educational experiences. Another faculty member serves as Faculty Senate Representative for the School of Education. Faculty Senate regularly meets (monthly) to assess and address common faculty issues affecting employment, continuing education, administrative expectations, and other aspects that directly affect all faculty members across campus. Another faculty member serves on the Diversity Task Force, a recently formed group that addresses student, faculty and staff diversity issues. This collaborate group brings voice to student concerns regarding diversity issues and seeks ways that all diverse groups represented on campus can come together for common good of all members of the campus community. School of Education faculty are very visible in leadership roles across campus and actively serve on campus support functions, such as class sponsorship, New Student Institute mentorships, peer assessment facilitators, and special events coordinators (commencement and social committees). One Educator Preparation faculty members participates in collaborative learning in the Learning Community Program here at SNU. This faculty member teaches one course each semester in collaboration with an outside faculty member and their course. This partnership is strengthened by the concept of Ed Prep majors taking courses in cohort structures.

- **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 Arts and Sciences faculty continue to be significantly involved with our Educator Preparation Program, serving on various committees in support and collaboration with our program. Arts and Sciences faculty serve as individual program area directors for our secondary and P-12 program areas. Our Elementary and Early Childhood candidates continue to take various coursework in the Arts and Sciences area in pursuit of completion of their 4x12 requirements. Arts and Sciences faculty continue to collaborate and communicate with the Educator Preparation to regularly monitor General Education coursework required for teacher candidates. The Chair/Director of Educator Preparation serves on the Academic Council for the University. This particular Council continually monitors all academic programs and coursework in Arts and Sciences and is responsible for approving and reviewing new programs and adjustments to existing programs in the Arts and Sciences academic area. Another faculty member serves on the General Education Council. This entity reviews proposals for new General Education policies and maintains data collection to support and improve the General Education curriculum for all students at the institution. An additional faculty member serves on the Student Learning Committee. This committee reviews assessment processes for all coursework/programs in the institution, including all Arts and Sciences coursework/programs. Additionally, all teacher candidates in the SNU Educator Preparation Program are required to complete a well-rounded General Education curriculum in the effort to continue to support our Liberal Arts Educational entity.

- **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 - 12+ hours: Internship Supervision, Student Teacher Observation/Supervision, Administrator Meetings, Faculty Meetings (Sallisaw PS, Sulphur PS, Bethany PS, Western Oaks Middle School, Cooper Middle School)

  Dr. Beverly DeVries – 21+ hours: Student Teacher Observation/Supervision (Mustang Valley Elementary, Hefner Middle School, Western Oaks Middle School, Greenvale Elementary)

  Dr. Kep Keoppel - 14+ hours: Student Teacher Observation/Supervision (Yukon, OK Middle School, Deer Creek Middle School)

Dr. Tim Taylor 12+ hours: First-Year Teacher Supervision/Meeting, Cafeteria/Playground Supervision, Field Trip Supervision/Special Speaker Presentation Student Supervision (SNU School for Children, Harvest Hills Elementary, Bethany Elementary)

Prof. Betty Lou Thompson - 20+ hours: Student Teacher Observation/Supervision, Tutoring Supervision of Elementary Ed Candidates, First-Year Teacher Supervision (Bethany PS, Mustang PS, Putnam City PS)

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

  For our undergraduate program, a substantial estate gift was received from an anonymous donor that has been designated for technology enhancement for the Educator Preparation Program. A needs assessment for technology hardware and equipment was conducted and a major upgrade is being implemented at the time of this report. Approximately $28,000 in upgrades to our 3 main classrooms will result in the significant strengthening of knowledge, skills and dispositions for instructional technology. These state-of-the-art upgrades will also result in the School of Education having the most advanced, current technology as any entity, department or division on campus. Additionally, a new faculty member for Educational Technology has joined our faculty. This individual is a current Ph.D. candidate in Educational Technology and through his efforts we have been able to adequately assess technology needs. These new classrooms have also allowed us to develop a new course, "Digital Fluency (ED 3143), that we are currently offering as an upper-division elective course for any education major/teacher candidate. Our goal is to be able to build this into program requirements for Mathematics Education and Science Education majors in the coming academic year.
  For our graduate program, Master of Arts in Educational Leadership, approximately $225,000 has been spent during the past year on student and/or program technology. Major technology upgrades for MAEL classrooms are current and ongoing.

- **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.

  A review of our Alternative Placement Program has resulted in restructuring our current Alternative Certification Advisement Policy during 2015-2016. The Office of Educator Preparation continues to maintain records of prospective alternative certification candidate inquiries, advisement letters and/or recommendations. A total of 18 individuals indicated interest in pursuing alternative certification during 2015-2016 and requested transcript review and analysis and/or letters of recommendation, however, none of these individuals enrolled in any SNU coursework and/or requested academic counseling from the Director of Educator Preparation. The current Alternative Placement Program policy is as follows:

  SNU Educator Preparation Program 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 at (405) 521-3337 to begin the process. Once application has been made, individual will be notified regarding acceptance and additional requirements. Information is also available on the Oklahoma State Department of Education website at: ok.gov/sde/faqs/oklahoma-alternative-placement-program

The Director of Educator Preparation 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 departmental faculty in the School of Education, will make recommendations of Professional Education coursework available from Southern Nazarene University. The Director of Educator Preparation will coordinate enrollment and oversee progress, and will serve as advisor of the Alternative Certification candidate during the time candidate is enrolled in Professional Education coursework at Southern Nazarene University.

Data files for individuals enrolled in SNU coursework (undergraduate and graduate) who are participating in the Alternative Certification Program are maintained in the SNU Office of Educator Preparation. Letters of recommendation for those seeking Alternative Certification are also on file in the SNU Office of Educator Preparation.

--Excerpt from Educator Preparation Handbook, p.70

- **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.

During this past year, our Educator Preparation P-12 Advisory Committee has been very active in reviewing and providing feedback for various aspects and program documents within the SNU Educator Preparation Program. A newly designed and implemented electronic format has been developed whereby committee members can provide input and feedback on each entry and can also comment and respond to each other in providing this feedback. P-12 Advisory Committee members represent various areas of stakeholders with a connection and interest in Educator Preparation as it applies to their particular area. Not only P-12 individuals (administrators and teachers) serve on this committee, but also business leaders, faith-based entity representative, elementary/secondary parents, and legal/civic representatives (attorneys and holders of public office). Through this process, valuable feedback is provided to our EPP and as a result of reviewing this feedback, several changes and adjustments have been implemented. One significant adjustment based on P-12 Advisory Committee feedback has been to strengthen our classroom management discussions with our teacher candidates in early coursework, as well as in Student Teaching Seminar sessions. We have also adjusted and emphasized

professionalism aspects with our student teachers based on feedback from this particular committee. Additionally, our various committees supporting our Educator Preparation have included in their membership members of the P-12 community. Our EPP Bias Review Committee, with members of our P-12 community, continues to provide input and feedback while reviewing EPP documents and policies for any possible bias and for accuracy and fairness. Our EPP Diversity Committee also has P-12 representation, as well as our EPP Curriculum Committee and Educator Preparation Council (EPP governance group). Our EPP Admissions Committee (admissions interview panelists) also includes P-12 administrators and teachers in its committee membership. Also, our 2016 Educator Preparation Annual Public Forum was held on April 20, 2016 at 3 pm on the SNU campus. Community newspaper and campus communications were utilized to publicize and advertise this forum. Additionally, our departmental website is being completely revamped and updated to a more effective and streamlined communication tool. We are in the process of posting 3 years of the following reports; 1) EPP Annual Reports, 2) Title II Annual Reports, and 3) Annual Oklahoma State Reports (OEQA). We will also be updating all degree and program information on our website for prospective students.

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.

NOT APPLICABLE

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*