



OKLAHOMA STATE REPORT 2015

SOUTHERN NAZARENE UNIVERSITY

Please submit CAEP 2015 EPP Annual Report with this document. (Due April 17, 2015)

- **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 Teacher Education program continues to offer 5 approved options for meeting Foreign Language Proficiency prior to recommending for certification. These 5 options are approved and continue to be monitored and reviewed in collaboration with the Chair of SNU's Modern Language Department and Teacher Education faculty, Arts and Sciences Faculty, and other stakeholders working with Teacher Education at Southern Nazarene University. As they meet this requirement, Teacher Candidates continue to be tracked in the SNU School of Education Teacher Education database. Documentation is uploaded to individual candidates' electronic files. Teacher Candidates are required at various checkpoints throughout their programs to sign a "Memo of Understanding," indicating that they understand this requirement and that they have a plan for meeting this proficiency expectation. This document is also included in the candidates' electronic files. At various checkpoints in their programs, candidates are reminded corporately and individually that this requirement must be met prior to their student teaching (clinical practice) experience. In 2014, the Teacher Education Council, with guidance and input from the Chair of SNU's Modern Languages Department, conducted a thorough review of current requirements. Based on this input, as well as on candidate feedback, 2 of the 5 options for meeting this requirement were adjusted, namely the college coursework requirement, and the option for credit in American Sign Language.

Additionally, a new course is being designed and implemented (goal of Spring 2016) that is designed specifically for teacher candidates. This course is being constructed by the Chair of SNU's Modern Language Department and in collaboration with School of Education faculty and will focus on equipping teachers with communication skills needed to meet the needs of all students in their classrooms. This course will be available as an additional option to meet proficiency in addition to the current college coursework option. Also, American Sign Language credit will be accepted (with approval from the Chair of School of Education) from any accredited institution. Current option is to only accept credit for ASL from OSU-OKC. ASL college credit must be a minimum of 3 hours of college credit (documented on transcript) in order to be considered for approval.

- **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, 11 students were provisionally admitted in 2014-2015. Of this number, 4 have completed the program and will graduate May 7, 2015, 3 have had provisional status removed, and 4 are currently in progress toward full admission status.

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

Supply and demand issues, as well as teacher shortage issues, continue to be presented, discussed and analyzed at various checkpoints and opportunities throughout a teacher candidate's experience in their program. These issues are presented specifically concerning the State of Oklahoma, as well as nationwide. In the first course within the Professional Education block, Introduction to Education (ED2111), all beginning teacher candidates receive information regarding supply and demand, and teacher shortage aspects. Candidates are afforded the opportunity to analyze information specific to their own major, thereby providing the opportunity to formulate opinions and to begin to effectively plan for their possible futures in teaching. Additionally, in Student Teaching Seminar (ED 4700), all student teachers receive in depth instruction and information regarding teacher shortages, supply and demand, and how to monitor these issues as they adjust and change throughout the teaching career. Guest speakers (practicing administrators/principals) at this seminar apprise student teachers of supply and demand, shortage areas, the application process, interviewing tips, recommendations for job search, resume construction and various other issues regarding teacher positions.

The SNU Office of Teacher Education also continues to maintain current data and information regarding current teacher supply and demand issues, as well as shortage areas in teaching. The SNU School of Education website maintains links for specific 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. Beginning and average salaries is included in this information, as well as recruiting information for teaching positions in Oklahoma and other U.S. 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.

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

As a result of review of OSAT scores for our Elementary Education candidates, OSAT study sessions and test review/preparation sessions have been implemented

and regularly scheduled. While participation in this opportunity is purely voluntary, we have experienced a 95% participation rate for all our Elementary Education candidates. Because of this strong participation, we have seen marked improvement in our Elementary Education OSAT pass rates with the addition of these test preparation opportunities.

The mathematics competency test (implemented Fall 2014) continues to provide valuable feedback for Elementary and Early Childhood Education candidates. Data from these tests will provide individual candidates with their aptitude and skill in teaching mathematics concepts, as well as providing collective and corporate data for the improvement of our Elementary and Early Childhood program and improving Oklahoma Subject Area Test scores results for these candidates. This assessment is also validated as an indicator and program assessment for the Elementary Education program.

In the course, Mathematics in the Elementary School (ED 3453), a 5-hour tutoring requirement has been added. Candidates in this course will be required to document 5 hours of student contact in mathematics tutoring for an elementary student. Also, in the course Social Studies in the Elementary School (ED 3512), a unit design for Oklahoma History has been added. Candidates in this course will be required to design a teaching unit in Oklahoma History for elementary students. This unit assignment was added in response to candidate OSAT scores in Social Studies.

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

After an analysis of cooperating teacher feedback, and analysis of reflection and closure/feedback forms from the Diversity Panel discussion for student teachers in the Student Teacher Seminar, a new Diversity Essay requirement has been developed for inclusion in the Growth Portfolio beginning Fall 2015. This particular essay will focus on 2 aspects of diversity: 1) how the teacher of observation worked with an individual student representing a diverse area, and 2) how the school to which the student teacher was assigned addressed areas of diversity represented in their school. This articulation and reflection will demonstrate the teacher candidate's understanding of diversity issues and will also articulate the individual candidate's plans for working with diverse populations.

An improved Teacher Education Admissions Interview Rubric is being implemented in Spring 2015. This rubric will more thoroughly assess the candidate's disposition for the teaching profession by clearly articulating descriptions for each particular teaching disposition. The goal for this improved rubric will be to more objectively assess these dispositions, rather than subjectively.

Also, a Self-Evaluation of Teaching Dispositions has been designed. This instrument assists the individual candidate to recognize particular dispositions within themselves. This activity will help prepare candidates to think about their own particular strengths and weaknesses regarding personal teaching dispositions prior to interviewing for admission to the SNU Teacher Education Program. This assessment will be administered to all teacher candidates during their freshman year.

Preliminary feedback from the administration of this self-assessment has been

positive, indicating individual candidate focus and reflection on ownership of dispositions for teaching. We will also be considering this feedback in the process of redesigning our Teacher Education Admission Interview Guide, by constructing a rubric that is more specific and objective in assessing a future candidate's disposition for teaching. Our goal to implement this new rubric would be Fall 2015.

As a result of 7 program reviews being submitted in March 2015, numerous assessments for individual programs have been reviewed, fine-tuned and added or eliminated for individual programs. As these occurred, all assessment adjustments were reported and approved by the Teacher Education Council. In April 2015, a new assessment meeting has been added to the assessment plan for Teacher Education. At that meeting, all 7 program area directors and representatives will come together to discuss experiences and processes regarding the program review process. The goal for this meeting will be to collaboratively discuss obstacles and successes regarding assessments in the program review process. Results and findings of this meeting will be reported to the SNU Teacher Education Council (Governance Unit).

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

Candidate Portfolios continue to be a valuable component for collecting and analyzing data regarding specific individual candidates. All candidates are provided multiple opportunities to include assignments and requirements for their individual portfolios within specific classes (i.e. Introduction to Education – ED2111, and Foundations of Education – ED 2162). These specific courses include portfolio assignments that measure specific candidate knowledge, skills and dispositions. Additionally, a new Diversity Essay has been designed to be included in the Candidate Portfolio (beginning Fall 2015). This essay requirement has been added in response to data indicating the need for more candidate exposure and reflection regarding students from diverse areas. This 4-page essay will focus on 2 aspects: 1) how the teacher works with an individual (non-identified) student representing an area of diversity, and 2) how the school deals with a diverse student population. This essay will be a reflection based on their student teaching (clinical practice) experience and the classroom and school to which they were assigned.

Additionally, SNU School of Education is redesigning the Growth Portfolio system to align with the new InTASC Model Core Teaching Standards. While this new portfolio structure is not required by the State of Oklahoma to be implemented until Fall 2016, the SNU School of Education plans to implement these new portfolio standards for all candidates entering Fall 2015. New portfolio rubrics are being designed and a systematic review process is being constructed with the new InTASC standards in mind. Orientation for the new InTASC portfolio process and requirements will be offered to ALL faculty that work with teacher candidates at SNU.

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

Cooperative efforts continue to be a significant hallmark of teacher preparation at Southern Nazarene University. Not only do we have the privilege of having a State-Accredited Laboratory School (SNU School for Children) sponsored by the SNU School of Education, but our candidates also have the opportunity to work collaboratively with many surrounding school districts in an effort to improve the quality of education for these individual districts.

At the SNU School for Children, ALL faculty are actively involved with the instructional and curriculum development processes. Three members of the SNU School of Education Faculty serve on the School Board for SNU School for Children, thereby being involved at the very foundational, decision-making level. 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. Music festivals, clinics and competitions are hosted on the SNU campus by the SNU Music Education program, while many elementary and middle school groups regularly come to campus for tours and orientation events.

One School of Education Faculty member serves on the Putnam City Schools Foundation Board, while all faculty members actively support the Bethany Public Schools Foundation Board. One faculty member serves on an Oklahoma State Reading Standards committee. This group provides feedback and recommendations to various legislators and decision-makers regarding reading curriculum and instruction.

- **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 continues to be involved at all levels of leadership and collaboration across the campus. Memberships and participation on various committees and councils related to the function of the institution is experienced by all School of Education Faculty. Faculty members also actively participate in "brown bag" discussion sessions regarding many facets of teaching and learning, technology assisted instruction, and improving instructional issues and aspects. During the Spring 2015, School of Education Faculty is actively participating in the upcoming HLC (Higher Learning Commission) evaluation process (December 2015). Three members of the faculty participate on various HLC committees focusing on assessing, writing and reporting on HLC requirements. These committees are comprised of SNU faculty from a cross section of disciplines and academic programs, as well as staff members and non-teaching personnel embedded in the institution. One School of Education faculty member continues to serve as SNU Faculty Senate President and is responsible for a number of forums, meetings and social events for the benefit of the campus faculty. 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. One faculty member serves as a peer-learning tutor for students that may experience academic difficulties. These students are from a broad range of academic areas. Because of SNU School of Education Faculty's extensive experience with assessment, many serve as consultants and/or advisors to other academic areas for their assessment programs. This collaborative effort leads to a healthy, cooperative spirit between academic areas. The SNU School of Education is considered to be an important asset to the overall institutional assessment system and actively contributes to its development, oversight and improvement.

- **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.

Arts and Sciences Faculty at SNU continue to be closely connected with teacher candidates and the SNU Teacher Education program through individual candidate advisement, committee work and participation, and in helping to design and maintain effective teacher program area requirements. These faculty members provide a valuable service to the SNU School of Education by continuing to make themselves available for candidates, and by continuing to offer their assistance in our candidates being able to meet General Education requirements by the University. All Elementary and Early Childhood Education candidates have significant exposure and contact with Arts and Sciences Faculty as they continue to meet their 4x12 curricular/course requirements. These courses are all taught exclusively by Arts and Sciences Faculty.

Within the SNU School of Education Teacher Education Program, there are 6 active oversight and advisory committees. Arts and Sciences Faculty continue to hold positions on all 6 of these particular committees. Their expertise continues to assist the TE Program in maintaining quality and effectiveness. Arts and Sciences Faculty also continue to provide leadership to 6 of our Teacher Education Certification Program areas (English/Language Arts, Science, Social Studies, Mathematics, Music, and Physical Education). In addition to their continued oversight of these individual teacher education programs, 5 of the 6 programs mentioned all completed individual program reviews (submitted March 2015) to CAEP. The collaborative process between Arts and Sciences Faculty and School of Education Faculty continues to provide our Teacher Candidates with balanced, well-rounded and thorough learning experiences from a variety of perspectives and influence.

- **Public School Direct Contact:** Report the number of hours each faculty member spent in meaningful contact with P-12 students.

All 5 full-time faculty in the SNU School of Education spent a MINIMUM of 10 clock hours in meaningful and specific contact with P-12 students and faculty in the 2014-2015 year. Types of contact include observing classrooms, assisting teachers with input and guidance regarding their classroom activities, tutoring, service on

committees and boards, conducting continuing education seminars and workshops, extra-curricular activity assistance and sponsorship, serving on advisory positions in the public schools, and in many other areas that directly assist classroom teachers, parents, administrators and students in public schools. SNU School of Education faculty continues to serve as references and advisors for candidates and school districts to assist in filling positions within those districts. The SNU School of Education faculty continues to value the good working relationships that have been built with individual school districts and continues to endeavor to assist whenever and wherever they are needed. The SNU School of Education implemented a first-year teacher assistance program in 2013-14, and in 2014, a new program, OTIP (Oklahoma Teacher Induction Program) was implemented. This program was collaboratively designed with the Oklahoma Commission for Teacher Preparation (now OEQA) and the Oklahoma Regents for Higher Education. This program has provided funding for first-year teacher assistance, thereby also providing additional opportunities for School of Education faculty to work collaboratively with public school teachers who are graduates of SNU. Anecdotal and formal feedback indicates good working relationships and partnerships between SNU School of Education faculty and numerous public schools in the area.

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

Approximately \$260,000 was spent on technology (equipment, hardware, software) and technology assisted instruction during the past year in the SNU School of Education Teacher Education program (both graduate and undergraduate). These resources provided technology for individual graduate students (Educational Leadership program), as well as providing technology upgrades for the undergraduate program. Candidates in the Master of Arts, Educational Leadership (graduate) program receive a technology package that is included in the cost of their program. In May 2015, a major technology upgrade is scheduled for the technology room in the School of Education. This upgrade will include a giant Ipad for the classroom, new camera equipment, sound equipment and control panels for utilizing both Apple and PC equipment. Upgrades will also include furnishings (computer tables, chairs, etc.) for this particular classroom (classroom is used by graduate, undergraduate education, as well as other academic areas from across campus). The SNU School of Education works closely with Department of Institutional Technology at SNU to monitor technology effectiveness and to evaluate the need for upgrades and additions to the technology component of the SNU Teacher Education program. The administration at SNU continues to support and encourage technology updates and upgrades as funds are available.

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

Procedures for advising alternative placement candidates are clearly outlined in the 2014-2015 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 the alternative placement program at SNU will be kept in the Teacher Education database in the Office of Teacher Education. The SNU School of Education continues to seek opportunities to collaborate with the Oklahoma State Department of Education to strengthen the Alternative Placement Program. 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.

- **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.

All 6 committees and councils in the SNU Teacher Education Program have representation from the P-12 education community, as well as business, civic and stakeholder representation on various committees. These individuals, representing various entities and interests, continue to provide valuable input for the quality control and improvement of the Teacher Education Program at SNU. New individuals representing these various interests and entities are appointed each year so that fresh perspectives can be considered. While these more “formal” means of gleaning information are in place, the SNU School of Education always welcomes inquiry from “outside” entities.

Additionally, Southern Nazarene University as an institution is governed by a Board of Trustees (comprised of outside stakeholders) and the School of Education is accountable to that entity as well. Annual reports to this board are required and special presentations regarding School of Education highlights are reported in formal and informal formats and forums. A member of the SNU School of Education serves as SNU Faculty Representative to the SNU Board of Trustees.

Additionally, an Annual Public Forum is scheduled each year to allow members of the community and other interested parties the opportunity to be informed regarding the various activities, functions and operations of the SNU Teacher Education Program. The Annual Public Form for 2014-2015 has been scheduled for April 22, 2015 at 3 pm, Herrick Building – Room 131, on the campus of Southern Nazarene University. Notice of this time/date will be published for 2 weeks beginning April 8, 2015 in newspaper public notice sections. A notice will also be published in various campus communications beginning April 8.

A new Facebook page for SNU School of Education has been created. While this was initially created for School of Education publicity and announcements, we occasionally receive anecdotal input and feedback from community members and interested parties via this communication vehicle.

THE SECTION BELOW APPLIES ONLY TO THOSE INSTITUTIONS WHO WERE ASSESSED AN AREA FOR IMPROVEMENT ON THE STATE REQUIREMENTS AT THEIR LAST BOE 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.

No AFI's (Area for Improvement) were cited for Southern Nazarene University at last visit (2011)

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***