

OKLAHOMA STATE REPORT 2018
Academic Year 2016-2017
Southern Nazarene University

Please submit CAEP 2018 EPP Annual Report with this document. (Due April 30, 2018)

- **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 following is the SNU Educator Preparation Foreign Language Proficiency Requirement:

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

The SNU Educator Preparation Program continues to require all candidates to meet this proficiency before the completion of their program. Because Southern Nazarene University no longer has a Modern Languages Department or personnel, to maintain quality and consistency, in 2017, the Ed Prep Program conducted a self-study of current foreign language proficiency requirements and also gathered foreign language coursework syllabi from area institutions for review. Based on that review, as well as a review of all 6 options, the Dean of Humanities and Education, the Chair of the Cultural and Communications Department, and the Modern Languages adjunct instructor have provided written confirmations/assurances to the EPP that the above 6 options and current policy do indeed continue to meet the definition of Novice-high level of proficiency.

Candidates are also required to provide documentation to the Office of Educator Preparation that verifies and documents that they have met one of the 6 options

available. Documentation is then scanned to the individual candidate's data file and noted on their candidate check sheet.

Additionally, for quality assurance and candidate tracking purposes, the EPP requires that all candidates sign a "memo of understanding" that they understand and will comply with the foreign language proficiency policy. This signed document is then placed in the candidates data file and recorded on their individual check sheet.

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

During the 2016-2017 academic year 6 graduate students in our Master of Arts in Educational Leadership program were admitted conditionally. All 6 are currently in "good standing" in the MAEL program with a 4.0 GPA and are scheduled to finish their programs in 2018-2019.

- **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 that are directly related to helping with identified shortage areas.

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

Several significant changes have been implemented as a result of data analysis. The following are examples of actions/decisions resulting from data analysis:

1. As the result of analysis of certification testing scores for SNU candidates, the Educator Preparation Council has implemented a new requirement for all candidates. All candidates in every education program are required to participate in at least one testing preparation session (taught by one of the EPP faculty members). The focus of these sessions is not on individual certification test content, but emphasizes the “constructed response” or essay portion of each certification test. Test-taking skills, organizational tips, and stress-reducing techniques are emphasized.
2. Additionally, as result of analysis of 1st, 3rd, 5th year alumni surveys, additional emphasis has been added regarding classroom management instruction. Emphasis regarding classroom management has been added to two courses: Middle School Curriculum and Design and Professional Decision Making (senior capstone course).
3. Particular emphasis has been placed on Candidate Dispositions. The EPP has pursued intentional efforts to identify specific assessments directly related to Candidate Dispositions and has identified those assessments as they occur at specific checkpoints throughout the program.

- **Clinical Partnerships:** List any professional education courses that are held in the P12 school setting?

All Early Childhood Education courses at Southern Nazarene University are taught on site at our P-6 SNU School for Children. A specific classroom has been set up to accommodate SNU teacher candidates that are Early Childhood Education majors. The Director of the Early Childhood program is also the Director/Principal of the P-6 School. Candidates in EC are afforded the opportunity to work directly with P-6 learners and with teachers in the P-6 school. This on-site approach assists candidates in observing first-hand those pedagogical and practical methods of teaching as they are put into practice.

- **Student Teaching:** Describe your student teaching model?

Student teachers at Southern Nazarene University are required to complete a minimum of 13 weeks of student teaching/clinical practice. This full-time experience takes place during the student teaching (professional) semester. Student teachers are required to complete student teaching experiences in 2 different P-12 settings, with at least 1 of their 2 student teaching assignments in a diverse setting (school/classroom). Mentor/cooperating teachers are assigned utilizing a collaborative approach between the SNU Educator Preparation Program and the individual P-12 school site. Recommendations for assignments of mentor/cooperating teachers are approved through each building principal/administrator in a collaborative and cooperative process. Mentor/cooperating teachers for student teachers are selected and approved based on the following criteria:

**Cooperating Teacher Selection Criteria*

As cooperating teachers are selected, Southern Nazarene University School of Education works collaboratively and cooperatively with administrators/principals in selecting the best cooperating teacher possible for our student teachers. As we work together in this selection process, we can assure that our student teachers will experience positive role models who are effectively impacting P-12 student learning. The following criteria should be followed when selecting a Cooperating Teacher:

- Minimum of three (3) years teaching experience (REQUIRED)
- When possible, selection should consist of a diverse classroom (One (1) diverse assignment REQUIRED)
- When possible, selection of a diverse cooperating teacher is encouraged.
- Cooperating teacher should be a role model and mentor.
- Cooperating teacher is expected to be positive toward the teaching profession.
- Cooperating teacher should possess a degree of energy and enthusiasm towards their students and teaching profession.

*(*Excerpt from SNU Student Teacher Handbook)*

- **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 Educator Preparation Program has revised and adopted a formal Faculty Professional Development Plan. ALL full-time faculty are expected to fulfill the following requirements by April 30 of each academic year. The policy is outlined as follows:

**SOUTHERN NAZARENE UNIVERSITY
SCHOOL OF EDUCATION
Educator Preparation Program
Faculty Professional Development Plan
and
Reporting Procedures**

To fulfill requirements of the Faculty Development Plan, all full time faculty in the Educator Preparation Program, Initial (undergraduate) and Advanced (graduate) will be required to complete the following during each academic year:

1. Complete a minimum of 10 hours of experience in State Accredited P-12 schools (State Requirement) during the academic year (*verification required).
2. Attend at least 1 workshop, seminar or conference with subject matter directly related to P-12 education (*verification required)
3. Attend a State or National Conference for Teacher Education (Educator Preparation) or a State or National Conference in the specific P-12 discipline area of your faculty assignment (*verification required)
4. Please select ONE of three options:

Present (or co-present) a session at a State or National Conference for Teacher Education (Educator Preparation) or a State or National conference in the specific discipline area of your faculty assignment (*verification required).

OR

Be actively involved in a formal research study that corresponds to your specific P-12 discipline area or that involves P-12 student learning (*verification required).

OR

Be a current candidate (in good standing) for a terminal degree in an education-related field (*verification required)

5. Submit documentation/verification of meeting each of the four areas above to the SNU Office of Educator Preparation by April 30 of each academic year.

NOTE: Faculty Development documentation/verification files will be maintained for each individual faculty member (Initial and Advanced) in the Office of Educator Preparation

Additionally, the SNU School of Education Faculty continues to be 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, Commencement Planning Committee, and the Faculty Professional Development Committee. 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. In 2017, SNU experienced a campus-wide

focused visit by the Higher Learning Commission (HLC). Various members of the SNU School of Education Faculty participated at various levels and functions in the process of preparation for the visit and in the visit itself. Additionally, four faculty members in the SNU School of Education continue to serve as NSI (New Student Institute) mentors. Members of the EPP faculty continue to participate in independent and collaborative research projects and in research opportunities in partnership with area P-12 schools.

- **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. The Director of the Social Studies Education program also serves as the General Education Director for the University. 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 5 of our certification areas (Mathematics, Social Studies, Physical Education, Vocal Music Education and Instrumental Music Education). In their roles as individual certification program directors, Arts and Science Faculty have submitted 2 programs receiving national recognition and 1 has submitted program review revisions to their various SPA's. Additionally, the Music Education Programs (Vocal and Instrumental) completed their NASM review process in 2017 with continuing accreditation granted. 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. Music Education and Social Studies Arts and Sciences faculty also provide student teacher supervision and evaluation. Arts and Sciences faculty provide vital service to the EPP by serving on various EPP Committees and Councils. A & S faculty also serve on the Educator Preparation Assessment Committee, providing feedback on reliability and validity efforts for the EPP. A & S faculty also provide a vital service to the EPP by serving as interview panelists for Educator Preparation Admissions Interviews held each fall and spring. While these individuals are not directly affiliated with the Educator Preparation Program, their insight and background experience greatly assist the EPP in interviewing and vetting possible candidates for admission to the program.

- **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 P12 students. **Please provide a table reporting the number of hours of meaningful contact with P12 students of all full-time teacher education faculty members.**

Prof. Jody Bowie – 12+ hours: STEM Curriculum Development, STEM Open House, Diversity and Equity Meetings, Professional Development Presentation, Computer Curriculum Development, Administrator Meetings (Putnam City, Bethany, Oklahoma City Public School Districts)

Prof. Julie Brant – 21+ hours: Student Teacher Observation/Supervision, First Year Teacher Observation, Classroom Observations, Field Experience Monitoring (Putnam City, Bethany, SNU School for Children Districts)

Dr. Stephoni Case – 11+ hours: Technology Symposium, Instructional Coach Review, Administrator Meetings (Tulsa Union, Haileyville, Prairie View, McAlester, Wilburton Public School Districts)

Dr. Kep Keoppel – 30 hours: First Year Teacher Observation, Student Teacher Observations/Supervision, Action Research Project Supervision (Norman, Yukon, Putnam City, Mustang, Deer Creek Public School Districts)

Dr. Tim Taylor – 11+ hours: Student Teacher Observation/Supervision, First Year Teacher, Student Counseling Sessions, School Open House, BPS Partnership, Playground/Cafeteria Monitoring, STEM Open House, Graduate Program Representative to P-12 Faculty (Yukon, Western Heights, Putnam City, Bethany, SNU School for Children Districts)

Prof. Betty Lou Thompson – 20+ hours: Student Teacher Observation/Supervision, Tutoring Program Student Participation, First Year Teacher Observation (Bethany, Putnam City, Yukon, Mustang, Western Heights Public School Districts)

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

The SNU Educator Preparation Program continues to benefit from a substantial estate gift during 2016 that initially enhanced 3 classrooms with state-of-the-art technological tools and programs. Additionally, with funds from this gift and also from a campus academic grant in 2017, the EPP was able to install identical technology in an additional classroom (utilized by the EPP and an additional department on campus). This significant upgrade has added to ‘seats available’ for

current candidates in the program. The EPP also continues to benefit from the expertise and creativity of its Director of Instructional Technology for the EPP. One responsibility for this faculty member is to continually evaluate and propose technological upgrades and updates. As those are developed and proposed, improvements to the EPP's technology are implemented, as funds are available. Additionally, the graduate program (MAEL) continues to utilize technology for every candidate in the program. Both undergraduate and graduate candidates are required to purchase a laptop as part of their program costs. The total spent in 2016-2017 for EPP technology upgrades, improvements, programs and departmental/individual candidate technology equipment (both undergraduate and graduate) was approximately \$173,000.

- **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.

In an effort to continue to assist individuals in pursuing Alternative Certification, the SNU Educator Preparation Program has adopted a new Alternative Certification Plan:

**SNU SCHOOL OF EDUCATION
Educator Preparation Program
Alternative Certification Plan**

The SNU School of Education Alternative Certification Plan leading to Standard Certification applies to individuals who are seeking alternative certification, as well as for those who are currently certified alternatively and working to complete the requirements for standard certification as defined by the Oklahoma State Department of Education.

Individuals desiring to pursue standard teacher certification through the Oklahoma State Department Alternative Placement Program should first contact the Oklahoma State Department of Education at (405) 521-3337 to begin the process. Once an application has been submitted to the OSDE, the OSDE will then notify individuals regarding acceptance and any additional requirements. Information is also available on the Oklahoma State Department of Education website at: [Alternative Certification Program - Oklahoma State Dept. of Education](#)

Individuals are afforded the opportunity to complete coursework required in either the traditional coursework for Educator Preparation (undergraduate), or by taking accelerated graduate level courses offered by the School of Education. To find out more about accelerated Alternative Certification coursework offered at SNU, see [SNU Alternative Certification Coursework](#)

Individuals who possess a bachelor's degree from Southern Nazarene University in a subject area NOT identified as a teacher certification area by the Oklahoma State Department of Education should first contact the OSDE (see contact information above) to begin the process.

Any individual requiring a letter of verification based on transcript review should contact the SNU Director of Educator Preparation at (405) 717-6267. The Director of Educator Preparation will review official transcripts/degree statements provided by the individual and after transcript assessment, will issue a letter of verification to the OSDE. Letters of transcript review/verification will be placed on file with the Alt Cert Plan Advisor. The Director of Educator Preparation will also provide these individuals with advisement regarding any specific coursework requirements stipulated by the OSDE.

All individuals who are identified as participating in the Alternative Certification Plan at SNU will be tracked by the SNU School of Education Alt Cert Plan Advisor. The Alt Cert Plan Advisor records and monitors each individual's progress, coursework completion, and advises as to when they are ready to apply for Standard Teacher Certification through the Oklahoma State Department of Education.

For more information, please contact the SNU School of Education Alternative Certification Advisor at (405) 491-6346.

This new Alternative Certification Plan is now fully implemented and published on the SNU School of Education webpages. Additionally, the EPP has added a new staff person who serves as the EPP's Alternative Certification Advisor. This individual handles all aspects of the process for Alternative Certification. The Director of Educator Preparation provides guidance to the Alt Cert Advisor, as well as the individual seeking Alternative Certification, and provides written verification and advisement/guidance for any courses that the Alt Cert candidate takes at Southern Nazarene University. All records and tracking of Alt Cert candidates are maintained and supervised by the Alt Cert Advisor, with support, advisement and assistance from the Director of Educator Preparation.

During 2016-2017, the SNU EPP had 4 candidates enrolled in the Alternative Certification Program, both undergraduate and graduate.

- **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.

Intentional efforts continue to be pursued to include P-12 stakeholders and partners in the development and quality control of the Educator Preparation Program. High levels of participation by these individuals continue to provide valuable assistance, encouragement and support for candidates and faculty/staff, as well as timely feedback and critique of all aspects of the Educator Preparation Program. Every committee within the EPP includes at least one P-12 teacher and/or administrator in its membership. The P-12 Advisory Committee continues to provide 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. An Annual Public Forum for SNU

Educator Preparation is scheduled during every spring semester. The 2017 Annual Public Forum was held on Wednesday, April 19, 2017 at 3pm in Herrick 131 on the SNU Campus. Notice of this forum was published for 2 weeks prior 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. Various data reports (Annual Data, Title II, EPP Annual Reports, OEQA Annual Reports) have been posted on the School of Education homepage each year since 2014. The CAEP Annual Measures are also posted on the SNU School of Education homepage. This required information consists of data analysis, annual assessment results and reports, as well as statistical information regarding candidates and graduates of the program. A newly developed color brochure has also been designed that provides an overview of the Educator Preparation Program. This brochure contains information regarding individual programs in the EPP, faculty biographies, and testimonials of graduates regarding the positive aspects of the program. This brochure is provided to prospective students/parents, as well as any interested visitor/stakeholder that would require information for the program. 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 site 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. Foreign Language Requirement**
- 2. Input from Stakeholders**
- 3. Content and Pedagogical Preparation**
- 4. Advisement**

5. *Field Experiences (Student teaching minimums)*
6. *Admission Requirements & Exit Requirements*
7. *Faculty Professional Development*
8. *Alternative Placement Program*
9. *Faculty Workload*
10. *Mentor Teachers*