



OKLAHOMA STATE REPORT 2022
September 1, 2020 – August 31, 2021

SOUTHERN NAZARENE UNIVERSITY

Please submit CAEP 2022 EPP Annual Report with this document. (Due April 30, 2022)

- **Foreign Language or Emergent Bilingual/English Learning Proficiency:** How does the unit assess proficiency for this requirement?

For Foreign Language Proficiency to be established, the SNU Educator Preparation Program has adopted the following policy:

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. 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**) (*NOTE: See new policy below)
2. 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. 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. 4) CLEP credit – Pass the CLEP test in a foreign language to demonstrate competency.
5. 5) Foreign Language Proficiency Test (ACTFL-OPI/Oral Proficiency Interview – must achieve *novice-high* level on test)
6. 6) One 3-hour (minimum) college course in *American Sign Language* (Credit must 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 modern foreign language faculty member to maintain quality and consistency, the Educator Preparation 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 SNU Provost, the VP of Undergraduate Studies, the Chair of the Cultural and Communications Department, and a 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. This policy continues to be regularly and systematically reviewed by the Educator Preparation Council (Governance Committee) to assure that the policy continues to meet these standards.

Beginning in Fall 2021, the EPP will revise its Foreign Language Policy to include Emergent Bilingual/English Learning Proficiency option by outlining specific avenues for meeting proficiency requirements. These options will be reflected in a revised Foreign Language/Emergent Bilingual/English Learning Proficiency “Memo of Understanding” that all candidates must sign upon entering the Educator Preparation Program.

Candidates continue to be required to provide documentation/transcripts to the Office of Educator Preparation that verifies 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 individual candidate check sheet. Annual audits are conducted for each candidate to assure candidates are meeting and/or are intending to meet requirements prior to completion of their individual programs.

As previously mentioned, 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 requirements of the EPP’S foreign language proficiency policy. This signed document is then scanned to the candidate’s electronic data file and recorded on their individual degree plan on file in the Office of the Registrar. Candidates are regularly apprised of their progress in meeting this proficiency requirement at various checkpoints throughout their programs. Also, during candidate interviews for admission to the Educator Preparation Program, candidates are required to articulate how they have met or how they plan to meet the foreign language proficiency requirement. In 2019, the EPP added a scheduled annual audit of candidates that have meet this requirement and in 2020-2021, that process continues This audit was again systematically conducted in Spring 2021 semester. After the Spring 2021 annual audit, reminder letters are sent to candidates that are still needing to meet the FL Proficiency Requirement. Follow up reminders are subsequently sent following the reminder letters.

In 2019, the EPP added a requirement that all incoming freshmen teacher candidates are required to submit a copy of their high school transcript to the Office of Educator Preparation during their first semester of enrollment. Continuing in 2020-2021, this newly established procedure continues to effectively assist the EPP in verification and tracking those candidates who have met the Foreign Language Requirement through high school coursework. The Office of Educator Preparation has access to university registrar records for securing high school transcripts and adds these to the individual candidate electronic data file following review and verification by the Director of Educator Preparation. In 2020-2021, the EPP established a regularly scheduled contact session to ascertain current candidate HS transcript status.

Through ongoing tracking and communication, future candidates are advised of these requirements in their very first Professional Education course, Introduction to Education and again in their second Professional Education course, Foundations of Education. The SNU EPP continues to experience a substantial increase in the number of candidates that either complete this requirement or provide documentation of having already met this requirement by the time they enter their junior year in the program.

During 2020-2021, the EPP noted gains in the number of candidates meeting this requirement by the start of their professional semester/student teaching semester.

Even though SNU does not currently have a Modern Languages program/department, it is still a future goal of the SNU EPP to offer a course in foreign language (Spanish), taught by an adjunct instructor, that meets the Foreign Language Proficiency Requirement specifically focused on teachers and working with students/classrooms/families in P-12 schools. This course would be designed and taught by a certified foreign language teacher and would be available to any teacher candidate that did not qualify for the 6 options listed on the Foreign Language Proficiency Requirements. It is anticipated that this course would be offered in Spring semester of each academic year and that it would be a 3-credit hour course. If developed, this course and its ability to satisfy the FL Requirement would be required to be approved by the SNU Educator Preparation Council. Additional discussions and a framework for the Spanish course structure was discussed in Spring 2021, with the hope that this course could be offered for the first time in Spring 2022. Securing qualified instructors with P-12 classroom experience will be required for all possible instructors for this course. Currently, the EPP is working with P-12 Spanish teachers to ascertain possible future instructors for the course. Additionally, in 2020-2021, the EPP has investigated the possibilities of offering an American Sign Language course on campus that would qualify for meeting foreign language proficiency. Discussions with the academic oversight groups on campus are continuing and inquiry is being made into qualified instructors available to teach the course if approved. The EPP will continue to determine feasibility and timelines for offering an ASL course for education majors. The EPP will also continue to seek ways its candidates can meet Foreign Language/Emergent Bilingual/English Learning Proficiency requirements and provide more approved opportunities for candidate success.

- **Graduate Students:** Include the number of graduate students admitted conditionally and their success rates.
In 2020-2021, 12 graduate students were admitted conditionally to the Advanced/Graduate Program, Master of Arts/Educational Leadership. Currently, all 12 candidates are in “good standing” and all 12 are on schedule to complete the MAEL program/graduate degree in 2022.
- **Supply and Demand:** Describe the efforts made to address supply and demand issues.

The SNU EPP intentionally focuses on advising candidates and graduates of supply and demand issues, as well as teacher shortage areas in Oklahoma and nationwide. Through coursework, webpage information, student teacher seminars and through distribution of advertising materials, the EPP utilizes the following efforts:

Professional Education coursework – Supply/demand and teacher shortage areas are embedded and discussed in the following courses:

- ED 2111: Introduction to Education/Teaching Lab

- ED 2162: Foundations of Education
- ED 4273: Professional Decision Making (senior candidate capstone course)

Student Teaching Seminars – The EPP requires student teachers to participate in three student teaching seminars during their student teaching (professional) semester. During these seminars, various guest speakers provide information regarding teacher supply and demand, as well as information regarding teacher shortage areas. These guest speakers include practicing P-12 administrators; principals, superintendents, public school human resource officers and other individuals involved with the hiring process for teachers.

Southern Nazarene University Educator Preparation Program webpages:

The EPP provides a specific link on its webpage that directs individuals to teaching positions available in area school districts. These live links are updated and current with available teaching positions in each district. Additionally, links to the Oklahoma State Department of Education, as well as other states' education sites, provide information for those particular state's supply and demand, teacher shortage areas, and overall teacher job information for their particular state.

Teacher Shortage Areas Student Loan Forgiveness, Scholarships and Grants:

The EPP continues to advise candidates of “loan forgiveness” opportunities for particular teaching areas in the State of Oklahoma.

The EPP continues to promote the TSEIP (Teacher Shortage Employment Incentive Program) program for Mathematics Education majors through the Oklahoma State Regents Office.

The EPP and the Office of Financial Aid continue to apprise candidates of TEACH grant opportunities.

Minority Teacher Recruitment Opportunities:

The EPP continues to recruit minority candidates in specific shortage areas through the SNU endowed Burkinshaw Ethnic Minority Future Teachers Scholarship. During 2020-2021, two \$4000.00 scholarships were awarded from this fund to two individual candidates representing minority populations. As the fund grows, the EPP intends to award additional future scholarships each academic year.

Southern Nazarene University Admissions Department:

The EPP continues to work closely with the SNU Admissions Department in identifying prospective candidates in identified teacher shortage areas. The EPP has partnered with the Admissions Department in printing SNU School of Education brochures and other advertising/publicity materials.

SNU School of Education “Ambassadors”

The SNU School of Education Ambassadors are a group of 3 candidates selected each academic year by the EPP faculty to represent the SNU EPP at various functions and recruiting events. Primarily, the Ambassadors visit area high schools with “future teacher” organizations to promote the Educator Preparation Program at SNU. During these events, the Ambassadors provide not only specific information about the SNU EPP, but also provide information regarding current teacher shortage areas and supply/demand for the

State of Oklahoma. The Ambassadors have provided information and awareness of these critical teacher issues for individual students and groups in their representation efforts.

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

During the 2020-2021 academic year, program changes, revisions and adjustments were implemented in the EPP based on data analysis and feedback from alumni, current candidates, exiting completers, and P-12 stakeholders/partners. The following are selected examples of data driven decisions:

- Addition of Virtual Instruction training for teacher candidates based on senior exit survey data
- Addition of Google Classroom instruction and Google certification embedded in ED 2143 – Educational Technology based on 1-3-5 Year alumni surveys and senior exit surveys
- Implemented PPAT timeline and structure to provide systematic approach to candidate success in PPAT process based on senior exit surveys and candidate feedback.
- Addition of Professionalism and Ethics unit to student teaching seminars based on 1-3-5 Year alumni surveys
- Revisions of Principal Cooperating Diversity Teacher survey based on feedback from administrators in cooperating schools
- Implementation of survey of prospective interview panelists (P-12 educators) for participation in EPP Admissions Interviews based on P-12 educator feedback
- Implementation of survey of prospective EPP committee members (P-12 educators) for participation in supporting committees and councils based on P-12 educator feedback
- Revisions of all EPP committee/council membership to assure P-12 participation on every EPP support group based on Ed Prep Faculty feedback
- Revision of case study in Advanced Program (MAEL) to address new Advanced CAEP Standards based on CAEP Standards review
- Revision of School of Education “Ambassadors” policy based on feedback from high school organizations and sponsors
- Development of revised Science Education program based on shortage areas survey feedback from P-12 administrators (Science Ed program will be submitted for State approval – Spring 2022)

- Revision of EPP Faculty Professional Development Plan to include virtual training options based on feedback from EPP departmental faculty.
- During the 2020-2021 academic year, the EPP completed an extensive academic catalog “clean up” process to assure that catalog descriptions matched the EPP’s advising documents, program review documents, and various other supporting documents in the EPP. This action was prompted by exit interview feedback and various EPP committee feedback.
- **Clinical Partnerships:** List any professional education courses that are held in the P12 school setting?

In the Early Childhood Program in the EPP, all EC coursework is taught in the P-8 SNU Lab School. The SNU Lab School is fully accredited by the OK State Department of Education and is recognized as a school of excellence. Currently, there are 3 classrooms dedicated to the Early Childhood program and all courses are taught in these 3 specific locations at the Lab School. In each of these 3 classrooms, technology is installed and up to date. It should be noted that in the 2020-2021 academic year, 8th grade was added to the Lab School. Beginning in the 2021-2022 academic year, candidates in secondary and P-12 certification programs in the EPP (Social Studies, Mathematics, Physical Education and Music Education) will begin working directly with Lab School Middle School Staff to design learning experiences through instructional planning for their particular program area. These collaborations will also occur on site at the Lab School. Additionally, each candidate in the SNU EPP is required to successfully complete the course, ED 3223 – Educational Psychology. In this course, each candidate completes a case study on an individual student at the SNU Lab School. To complete the case study, candidates interview their student on site at the Lab School. Parent permissions are secured prior to the initiation of the case study interviews. Due to Covid-19 concerns, some interviews were conducted virtually.

Candidates in the Early Childhood/Elementary Education programs work in partnership with Bethany Public Schools (Elementary) during the course ED 3553 – Reading Theory and Practicum. Candidates conduct on site tutoring with selected elementary education classes. The ED 3553 instructor initiates contact with those teachers where the tutoring sessions will be conducted. Due to Covid-19 concerns some tutoring sessions were conducted virtually. ED 3553 students were required to submit a reflection artifact that articulated the completion of learning objectives for the course.

Additionally, students enrolled in the 2 STEM courses in the EPP, ED 3452/3 – Elementary STEM 2: Studies in Mathematics and ED 3442 - Elementary STEM 1: Studies in Science, participate in annual STEM Nights at Bethany Public Schools. These 2 courses are taught by an adjunct professor, the Bethany PS Technology Director. The instructor assigns students to assist with specific exhibits at the STEM Night. Students help demonstrate skills and projects developed during these 2 courses.

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

All 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). Documentation of experience in diverse settings is recorded on individual candidate data files. Student teaching 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 (NOTE: excerpts from SNU Student Teaching/Clinical Practice Handbook):

**Cooperating Teacher Selection Criteria*

Minimum of three (3) years teaching experience (REQUIRED) 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:

- *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 2020-2021)*

In Spring 2021, the Diverse Cooperating Teacher Principal Survey was revised and distributed to area administrators. As we continue to administer the cooperating teacher administrator survey, building principals/administrators continue to assist the EPP in recommending student teaching cooperating teachers for future consideration (criteria #2). For this survey, particular attention is devoted to building principal recommendations of future cooperating teachers from diverse ethnic and multicultural backgrounds. Through this collaborative process, through administrator input, the EPP has been greatly assisted in expanding its pool of cooperating teachers representing diversity for its student teaching experiences. In the past 3 years, the SNU EPP has seen a significant increase in the number of cooperating teachers representing diverse backgrounds for consideration of future cooperating teacher/student teacher assignments.

All student teachers are required to participate in three Student Teaching Seminars during their Professional (student teaching) Semester. Representatives from various professional agencies and organizations related to education and teaching, as well as P-12 representatives (teachers, principals, superintendents, etc.) present sessions in each of the three Student Teaching seminars on various topics affecting the teaching profession, such as personal finance, interviewing techniques, substance abuse/mental health/trauma issues, school safety and security, professional organizations, classroom management, and professionalism and ethics in teaching, to name a few. During Seminar II, student teachers participate in the Diversity in Education Seminar (ED 4710) which continues to be taught by SNU's Vice-President of Intercultural Learning and Engagement. In ED 4710, student teachers are required to complete diversity awareness self-assessment and growth activities. Candidates are also required to develop and submit a Diversity Awareness Essay as a culminating closure assignment to ED 4710. Data gathered from this Essay is utilized by the EPP to assure that candidates develop an understanding of diversity and inclusion aspects. Student Teacher Diversity Awareness Essay scores continue to indicate that student teachers/candidates demonstrate understanding of diversity issues in the schools and are adept at understanding specific strategies that can be utilized in addressing specific needs of diverse learners. Additionally, student teachers are required to participate in a seminar course, English Language Learner Strategies (ED 4720) taught by an ELL specialist from Edmond Public Schools. Through information presented in ED 4720, student teachers learn strategies and information to better serve individual students who are identified as English as a second language learners. As a significant assessment for the SNU Educator Preparation Program, the candidate electronic portfolio (aligned with InTASC standards) continues to provide valuable information and data regarding the progress of each candidate through the program. Student teacher candidates participated in final portfolio checks (Checkpoints #3 and #4) during their student teaching semester. Additionally, a Student Teacher (Program Completer) Exit Interview is required for all candidates completing their student teaching semester. This electronic survey continues to provide valuable feedback to the EPP from completers. These exit surveys continue to provide the EPP with candid and informative feedback for improvement of the program and candidate experiences. Suggestions emanating from these surveys continue to assist the EPP in fine-tuning its programs and policies to better serve candidate transitions throughout the program.

Additionally, beginning in Spring 2021, with the implementation of the PPAT (Praxis Performance Assessment for Teachers) process in the State of Oklahoma, all student teachers are required to attend PPAT session for information and/or training in PPAT Tasks 1-4. These sessions are held one afternoon each week during the student teaching semester. During these sessions, candidates are instructed in how to submit documents, portfolio artifacts and other supporting documentation, as well as advisement regarding deadlines and expectations for successful completion of the PPAT process. PPAT data is now collected and included in the EPP's data assessment system.

- **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.

In Spring 2021, the Faculty Professional Development Plan was reviewed and revised based on EPP faculty feedback. The revised plan is as follows (NOTE: inquiry, group discussion, collaborative learning aspects are identified below with (*)):

**SOUTHERN NAZARENE UNIVERSITY
SCHOOL OF EDUCATION**

Educator Preparation Program
Faculty Professional Development Plan & Reporting Procedures
REVISED SPRING 2021

Approved by Educator Preparation Council Spring 2021

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/documentation required).
NEW Spring 2021 - Due to Covid-19 issues, experience can be virtual (Zoom, etc.)
2. Attend/participate in at least 1 workshop, webinar or seminar OR State or National conference with subject matter directly related to P-12 education or to your specific P-12 discipline area of your faculty assignment (verification required)
NEW Spring 2021 - Due to Covid-19 issues, webinar, workshop, conference can be virtual (Zoom, etc.)
3. Please select **ONE** of the following six options:
 - a. * Present (or co-present, co-prepare) 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).
NEW Spring 2021 - Due to Covid-19 issues, presentations can be delivered virtually (Zoom, etc.)
 - b. * Be actively involved in a formal research study (i.e. P-12 Action Research Project, etc.) that corresponds to your specific P-12 discipline area or that involves P-12 student learning (verification/documentation required).
 - c. * Be working collaboratively and in partnership with a P-12 classroom in ongoing P-12 learning project(s) directly aligned with your specific P-12 discipline area (description of project required).
 - d. * Be a current candidate (in good standing) for a terminal degree in an education-related field (verification required)
 - e. **NEW - Spring 2021** * Develop/present faculty/staff development presentation to a P-12 school. Faculty members should work collaboratively with school/building leadership

to focus on selected professional development issues/topics that would benefit that school's faculty/staff.

f. **NEW - Spring 2021** *Develop and present research at SNU Faculty Meeting for general campus faculty in a specific area/topic approved by SNU Administration. Faculty meetings are held once per month. Guidelines for presentations are provided by the SNU Provost.

4. Maintain current Oklahoma State Teacher Certification in your specific discipline, teaching area (copy of certification required).
5. Submit annual Faculty Activity Report to the Office of the Provost (additional copy of annual Faculty Activity Report should also be submitted to Office of Educator Preparation)

Submit documentation/verification of meeting each of the four areas above to the SNU Office of Educator Preparation by **May 15** of each academic year. (**NOTE: Date changed Spring 2021**)

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

- **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.

In the SNU EPP, Arts and Sciences Faculty continue to be significantly involved with and regularly interact with future teacher candidates and the EPP in the following specific ways:

- SNU Arts and Sciences faculty continue to teach General Education coursework that assists EPP Early Childhood/Elementary Education candidates meet the 4x12 requirement by the State of Oklahoma
- SNU Arts and Sciences faculty members continue to serve on EPP support and oversight committees/councils/advisory groups. Every EPP committee has A&S representation in its membership. These groups provide oversight and advisement for EPP candidates.
- SNU Arts and Sciences faculty members are EPP Program Directors in the following program areas: Social Studies Education, Mathematics Education, Physical Education, and Music Education. These individual Program Directors work closely with their individual program accreditation organizations (SPAs) to assure that candidates are prepared according to and aligned with specific standards. It should also be noted that during Spring 2021, plans were implemented to proposal that the Science Education Program at SNU be reinstated. In 2017, the Science Ed Program was suspended due to

low enrollment and other issues. The head of the SNU Division of Science, a member of the A&S faculty, has agreed to serve as Science Ed Program Director if the Science Ed Program is approved.

- The Social Studies Education Program Director (a member of the A&S faculty) also serves as the SNU General Education Director, thus providing direction to the EPP regarding General Education requirements. In 2020-2021, an EPP faculty member served on the SNU General Education Council.
- Arts & Sciences faculty members at SNU continue to provide assistance for the admissions process of the EPP by serving as interview panelists for EPP admissions interviews. All candidates admitted to the Educator Preparation Program are required to participate in the interview process.
- EPP faculty members and A&S faculty members continue to serve together on various committees and councils at SNU. Through this collaboration, the EPP benefits from input on its programs and policies.
- Members of the EPP faculty serve alongside A&S faculty members on the Academic Council at SNU. This group provides oversight and approval of all academic programs and coursework at the institution. Through this collaboration and cooperation, EPP faculty provide insight into evolving and emerging accreditation issues and aspects to members of the campus general faculty.
- Selected EPP courses are aligned with General Education outcomes and are approved as courses that will fulfill Gen Ed outcomes for non-education majors. These courses were approved by the General Education Council and are cross-listed in the university catalog.
- EPP Faculty serve on the SNU Student Learning Committee with members of the A&S faculty. Through this collaboration, student learning outcomes (General Education and program specific) are reviewed and evaluated each semester to assure that all students are benefiting from Arts and Sciences coursework/programs, as well as their own individual programs of study. EPP candidates also serve alongside A&S and EPP faculty on the Student Learning Committee.
- **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.**

The following EPP full-time faculty members and their clock hours spent during 2020-2021 in direct contact (in-person and virtual due to Covid-19 closures) in accredited P-12 schools:

Dr. Stephoni Case:

10+ hours in virtual/face to face contact with school superintendents to discuss strategic planning, and consultations with principals, building site leadership, and assistant principals re: site management and leadership aspects in the Bethany, Shawnee and Mustang public school districts.

Dr. Kristen Hoyt:

20+ hours in student teaching supervision/observation, P-3 instructional support, and first year teacher supervision in the following P-12 schools: Putnam City, Moore, Bethany

Dr. Kep Keoppel:

18+ hours in student teaching supervision/observation in the following P-12 schools: Putnam City, Bethany, Yukon and Mustang.

Dr. Kent Shellenberger:

10+ hours in contact/communication with OK Public School Superintendents in consultation, conferencing and advisement
10+ hours of consulting with P-12 Union City School District

Dr. Tim Taylor:

10+ hours in first year teacher support in the following P-12 schools: Bethany, Putnam City, and (state accredited) SNU Lab School

Prof. Betty Lou Thompson:

25+ hours in student teaching supervision/observation and first year teacher support in the following P-12 schools: Bethany, Putnam City, OKCPS

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

Undergraduate and Graduate candidates in the Educator Preparation Program have access to 5 classrooms and 1 dedicated seminar room with current technology available for classroom instruction, webinars, online conferences, and other technology assisted opportunities. In 2020-2021, the EPP upgraded technology in one classroom and in the dedicated seminar room. New hard drives were installed as well as Apple TV in these two locations. All classrooms/meeting spaces include large touch screen monitors with one larger classroom containing a large screen projector system. Additionally, the Candidate Reading Clinic contains a computer system that is dedicated to searching and cataloging the clinic's holdings. This computer system is connected directly to the campus library and the professional holdings in that particular site.

Due to Covid-19 concerns and issues prompting virtual instruction, the EPP, as well as the entire campus, conducted audits of technology capabilities. Pursuant to those evaluations, the EPP upgrades all classroom cameras and auditory capabilities for remote learning. Each EPP classroom received an upgrade in at least one of the multiple areas for technology upgrades. The EPP, as well as the institution, provided funding for these upgrades. The SNU IT department provided the labor for installation of these upgrades and equipment.

At the SNU P-8 Lab School, early childhood candidates complete program coursework on site at the Lab School. Currently, there are 3 dedicated spaces for EPP candidates to take courses at the school site. In these specific classrooms, current technology identical to campus classrooms is available for candidates.

The Graduate Education department utilizes technology for its online degree programs in MAEL (Master of Arts Educational Leadership), MAASE (Master of Arts in Special Education Administration) and the DEAL (Doctor of Education in Administration and Leadership). Currently, in addition to face-to-face formats, each of these programs have multiple online groups completing the program. These online groups utilize technology extensively for their course delivery systems.

In 2020-2021, the EPP spent the following funds for technology upgrades and technology-supported instruction:

- \$41,000 was spent by candidates in EPP programs for laptops and upgrades for personal equipment
- \$54,000 was spent by the EPP for upgrades and expansion of equipment, i.e. laptops for faculty/adjunct faculty, Apple TV, “hotspots,” desktop units for faculty members, “Owl” cameras/ceiling mounted cameras, classroom recording equipment, new seminar room touchscreen monitor with stand, as well as for continuing licenses (Google, etc.) for individual candidates in the program.
- **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.**

To assist individuals in pursuing Alternative Certification, the SNU Educator Preparation Program has adopted the following Alternative Certification Plan:

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

(Revised Spring 2021)

The SNU School of Education Alternative Certification Plan leading to Standard Certification granted by the Oklahoma State Department of Education (OSDE) 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 OSDE.

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 SNU Graduate Studies in Education and Leadership.

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 Graduate Studies in Education and Leadership Alternative Certification Advisor at (405) 491-6346.

**SPECIAL NOTE TO SNU GRADUATES: 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.*

This Alternative Certification Plan is fully implemented and is currently published on the SNU School of Education webpages. A part-time staff person (certified teacher) serves as the EPP's Alternative Certification Advisor. This individual is responsible for 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 available for the Alt Cert candidate 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.

The following 6 graduate credit courses have been developed and approved to assist those seeking alternative certification:

ED 6523 – Classroom Leadership

ED 6553 – Reading Assessment and Instruction

ED 6233 – Education Technology

ED 6223 – Education Psychology

ED 6133 – Secondary Teaching Methods

ED-5043 - Collaborative/Interdisciplinary Teaching Practices

These graduate level courses are offered in online and face-to-face formats at scheduled times during the year. These courses are approved by the Oklahoma State Department of Education to assist alternatively certified candidates in meeting requirements for full certification. Individual candidates receive guidance regarding appropriate classes that align with their specific needs as determined by the OSDE.

During the 2020-2021 academic year, there were 137 candidates enrolled in the SNU Educator Preparation Program for Alternative Certification. Also, during the 2020-2021 academic year, 7 individuals were enrolled in OSDE’s “Troops to Teachers” program. While 137 candidates were officially enrolled and tracked in the program, it should be noted that a significant number of individuals also received general/anecdotal guidance, information, and advisement.

- **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.

Public and Stakeholder input is solicited and received through the following:

- Public Forum (virtual forum in Spring 2021) on April 15, 2021. Notice was posted in public newspaper 2 weeks prior to the forum date.
- Information about the SNU EPP and its programs, policies and requirements are posted on the Southern Nazarene University webpages: snu.edu/school-of-education
- Multi-page brochure providing EPP information distributed by the SNU Admissions Department to prospective students
- School of Education “Ambassadors” – 3 high-achieving candidates (selected by EPP faculty) represent the SNU EPP in high school visits to “Future Teacher” student organizations and clubs. NOTE: In 2020-2021, many of these visits were conducted through virtual sessions.

The public is also informed through the participation of various public stakeholders in the oversight and advisement committee function for the EPP. The EPP at Southern Nazarene University has 9 oversight committees/groups that provide ongoing direction and guidance to the EPP. Group membership in every committee includes individuals representing P-12 stakeholders (teachers, administrators, parents, community members). Group descriptions and functions are as follows (NOTE – EPP Committees were restructured in Spring 2021 based on EPP faculty feedback.).

Educator Preparation Council (EPP Governance)

The Educator Preparation Council serves as the governance unit for the Educator Preparation Program at Southern Nazarene University. All policy, program, candidate admissions and assessment decisions affecting the Southern Nazarene University Educator Preparation Program are made by this organization. Membership includes Educator Preparation faculty (School of Education), Educator Preparation Program-specific faculty (P-12 Program Areas), SNU faculty, SNU Administration, P-12 community/stakeholder representatives (teachers and administrators, public and private) and an EPP teacher candidate. The Educator Preparation Council meets twice during both fall and spring semesters.

Educator Preparation P-12 Stakeholder Advisory Group

The Educator Preparation P-12 Advisory Group is an accountability, advisory and assessment focused group of individuals representing P-12 community members/stakeholders. This committee regularly evaluates program effectiveness, reviews data and assessment practices and policies, and makes recommendations for program improvement to the Educator Preparation Council. The Educator Preparation Council will make all final decisions regarding recommendations from the P-12 Stakeholder Advisory Group. All correspondence and communication with the P-12 Stakeholder Advisory Group is delivered through electronic formats.

Educator Preparation Bias Review Committee

The Educator Preparation Bias Review Committee is responsible for regularly reviewing all School of Education documents, forms, data collection methods, policies, and publications for accuracy, bias, and fairness based on specific criteria. The Bias Review Committee is comprised of individual faculty and staff representatives from outside the SNU School of Education, and also includes local community and P-12 stakeholder representation. School of Education information for review will be sent to individual Bias Review Committee members at least once per academic year for individual review. The Bias Review Committee will then make recommendations to the Educator Preparation Council for consideration. The Educator Preparation Council (the School of Education governance committee) will make final decisions regarding the recommendations of the Bias Review Committee. All correspondence and communication with the Bias Review Committee are delivered through electronic formats. Bias Review Committee members include Educator Preparation faculty, SNU faculty, P-12 teacher/administrator representative, and an EPP teacher candidate.

Educator Preparation Teacher Candidate Advisory Committee

The Teacher Candidate Advisory Committee consists of 4 students (teacher candidates) representing every P-12 area of emphasis/major in the SNU teacher education program, both graduate and undergraduate, and the Chair/Director of Educator Preparation. Through their representatives on this committee, all teacher candidates in the SNU Educator Preparation Program have the opportunity to formally express concerns/feedback/suggestions regarding the programs and policies of the Educator Preparation Program at Southern Nazarene University. Any program and/or policy

recommendations by the Teacher Candidate Advisory Committee will be submitted to the Educator Preparation Council for consideration and/or any final decisions.

The Teacher Candidate Advisory Committee meets twice during the academic year (or as needed when concerns/feedback/suggestions are submitted).

Educator Preparation Program Admissions Interview Committee

The Southern Nazarene University Educator Preparation Program Admissions Interview Committee is a group comprised of Educator Preparation Program faculty, General Education (Arts and Sciences) faculty, P-12 administration and program-specific faculty, and P-12 community/stakeholder representation.

The Admissions Interview Committee is responsible for conducting Educator Preparation Program admissions interviews in the fall and spring semesters of each academic year, and as needed for individual teacher candidates required to repeat interviews.

Based on established criteria and requirements for admission to the SNU Educator Preparation Program, the Admissions Interview Committee will make recommendations to the Director of Educator Preparation and the Educator Preparation Council for admission of teacher candidates to the program. Admissions Committee members conduct interviews of candidates based on the following areas based on specific InTASC Standards, as well as the SNU Teacher Candidate Characteristics of Effective Teaching. The Admissions Interview Committee also follows the established requirements (coursework, GPA, OGET, etc.) for recommending admission of teacher candidates to the Educator Preparation Program. Interviews are conducted utilizing the SNU Educator Preparation Program Interview Rubric and are scored using *UNACCEPTABLE*, *ACCEPTABLE*, and *TARGET* indicators for each of the areas of evaluation.

Educator Preparation Program Curriculum Committee

The Educator Preparation Program Curriculum Committee at Southern Nazarene University is responsible for oversight of the SNU Reading Resource Center, the professional education collection at the SNU Learning Resource Center (Campus Library), and for reviewing EPP professional education syllabi and coursework bibliography/reference material. It is also responsible for monitoring and updating bibliography and resources for the Conceptual Framework for SNU Educator Preparation. The Curriculum Committee also provides direction and oversight for the Teacher Candidate Resource Center located in the School of Education. Membership on the Educator Preparation Program Curriculum Committee includes SNU Educator Preparation Faculty, SNU Learning Resource Center (Library) Staff Member, a member of the P-12 community/stakeholders, and the student assistant in the SNU Reading Resource Center who is also a teacher candidate (admitted to SNU Educator Preparation Program). The Curriculum Committee meets twice during the academic year.

Educator Preparation Program Diversity Committee

The Educator Preparation Program Diversity Committee at Southern Nazarene University consists of SNU campus community members, professional community (stakeholders) members, P-12 community and representatives of both current teacher candidates and graduates of the SNU Educator Preparation Program. The Diversity Committee is available to provide information and participating in discussions and special presentations within

individual courses in the Educator Preparation Program. The Diversity Committee is also available to assist in monitoring diversity aspects embedded in coursework in the Educator Preparation Program. Any program recommendations from the Diversity Committee can be submitted to the Educator Preparation Council for consideration. The Diversity Committee meets twice during the academic year. Committee members consist of Educator Preparation faculty members, SNU faculty members, P-12 stakeholder (teacher/administrator) representatives, parent representatives, faith-based community representatives, and an EPP teacher candidate representative.

Educator Preparation Program Assessment Committee

The Educator Preparation Assessment Committee is responsible for reviewing current Educator Preparation Program data, assessments, rubrics, and assessment policies, and will regularly review all program assessments for validity and reliability based on specific criteria and methods. The Assessment Committee meets twice during the academic year during the fall and spring semesters and communicates as needed via electronic formats. The Assessment Committee consists of Educator Preparation Faculty, Educator Preparation Assessment/Data Coordinator, SNU Mathematics Faculty, SNU Statistics Faculty, additional SNU Faculty Members, P-12 stakeholder (teacher/administrator) representative, and a teacher candidate in the Educator Preparation Program. Based on the aforementioned reviews, the committee will make recommendations for program adjustments, changes, and data-driven decisions to the Director of Educator Preparation and the Educator Preparation Council. The Educator Preparation Council will make final decisions re: adoption and/or implementation of any recommendation by the Assessment Committee.

Educator Preparation Program Technology Committee

The Educator Preparation Technology Committee is responsible for oversight of all educational and instructional functions, programs, equipment, software, and curriculum and technological functions related to instructional and educational technology and program operations in the Educator Preparation Program. Committee will be responsible for recommending updates and upgrades to program technology to the Educator Preparation Council. The Educator Preparation Council will review all equipment related (new, upgrade, updates) recommendations by the Technology Committee and as funds are available, will approve technological improvements. The Technology Committee will also make recommendations for curriculum changes and will review technology aspects embedded in coursework in the Educator Preparation Program. Curricular recommendations from the Technology Committee will also be presented to the Educator Preparation Council for consideration. Members of the Technology Committee consist of Educator Preparation Faculty Member/Coordinator of Educational and Instructional Technology, an additional Educator Preparation Faculty Member, a representative from SNU Institutional Technology staff, SNU Computer Science/Network Engineering Faculty Member, a P-12 stakeholder (Instructor/Director of Technology-STEM), and a teacher candidate in the Educator Preparation Program. The Technology Committee meets twice during the academic year.

- **Content Preparation:** Please provide information on where in your program that candidates study dyslexia, trauma-informed responsive instruction and multi-tiered systems of support (MTSS).

Dyslexia response awareness, identification, intervention, and instructional strategies are studied in the three required Reading courses for Elementary Education and Early Childhood Education majors: ED 3553 – Reading Theory (includes awareness instruction and a required report on dyslexia as an exceptionality), ED 4333 – Reading Diagnosis (dyslexia class session/project), and ED 3323 – Developmental Reading (dyslexia intervention strategies class sessions).

Trauma-informed responsive awareness and instruction are studied in the following courses for all candidates in the Educator Preparation Program:

ED 2111 – Introduction to Education/Teaching Lab (class session on introduction to student trauma issues)

ED 2162 – Foundations of Education (class session on awareness and intervention strategies)

ED 3223 – Educational Psychology (class sessions and trauma issues included in required student case study final project)

ED 4141 – Survey of the Exceptional Child (class session, guest speaker and article reviews re: student trauma awareness and intervention strategies)

Student Teaching Seminar I and II – Guest speakers (P12 Interventionist, Clinical Psychologist/Counselor) – Student Trauma Issues and Intervention Strategies

Additionally, student trauma issues and intervention strategies resources are posted on individual course Canvas instructional platform pages and available as resources to all candidates participating in the aforementioned coursework.

Multi-tiered systems (MTTS) of support are being addressed in the following courses in the Educator Preparation Program:

ED 3553 – Reading Theory and Practicum (Emphasis on student presentations of exceptionalities that emphasize the need for multi-tiered support systems; case study review for discussions and problem-solving activities/scenarios that would prompt MTTS.)

ED 3323 – Developmental Reading (Students are encouraged to identify student learning challenges in the development of reading skills, in order to direct those needs to a specific elements of multi-tiered support system early in the learning process.)

ED 4141 – Survey of Exceptional Child (Required for every candidate. Students are assigned special readings and discussion topics in multi-tiered support systems. Class discussions re: special readings are processed during class sessions. Written articulations and reflections on how multi-tiered systems of support for P-12 students are determined, addressed, and evaluated are submitted by students during the course.)

ED 4522 - Characteristics of Early Adolescence (Guest speakers emphasize the need for multi-tiered support and often represent members of the multi-tiered support team in P-12 and community agency practice.)

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 or Emergent Bilingual/English Learning Proficiency**
- 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**

In our Spring 2018, the SNU EPP received an “Area for Improvement” for #7 – *Faculty Professional Development* at our accreditation site visit. Since that visit, the SNU School of Education continues to follow the following guidelines for Faculty Professional Development (NOTE: In Spring 2021, the Faculty Professional Development Plan was reviewed and revised. The revised plan is as follows (inquiry, group discussion, collaborative learning aspects are identified below with *):

SOUTHERN NAZARENE UNIVERSITY SCHOOL OF EDUCATION

Educator Preparation Program
Faculty Professional Development Plan & Reporting Procedures
REVISED SPRING 2021

Approved by Educator Preparation Council Spring 2021

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/documentation required).
NEW Spring 2021 - Due to Covid-19 issues, experience can be virtual (Zoom, etc.)
2. Attend/participate in at least 1 workshop, webinar or seminar OR State or National conference with subject matter directly related to P-12 education or to your specific P-12 discipline area of your faculty assignment (verification required)
NEW Spring 2021 - Due to Covid-19 issues, webinar, workshop, conference can be virtual (Zoom, etc.)
3. Please select **ONE** of the following six options:
 - a. * Present (or co-present, co-prepare) 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).
NEW Spring 2021 - Due to Covid-19 issues, presentations can be delivered virtually (Zoom, etc.)
 - b. * Be actively involved in a formal research study (i.e. P-12 Action Research Project, etc.) that corresponds to your specific P-12 discipline area or that involves P-12 student learning (verification/documentation required).
 - c. * Be working collaboratively and in partnership with a P-12 classroom in ongoing P-12 learning project(s) directly aligned with your specific P-12 discipline area (description of project required).
 - d. * Be a current candidate (in good standing) for a terminal degree in an education-related field (verification required)
 - e. **NEW - Spring 2021** * Develop/present faculty/staff development presentation to a P-12 school. Faculty members should work collaboratively with school/building leadership to focus on selected professional development issues/topics that would benefit that school's faculty/staff.
 - f. **NEW - Spring 2021** *Develop and present research at SNU Faculty Meeting for general campus faculty in a specific area/topic approved by SNU Administration. Faculty meetings are held once per month. Guidelines for presentations are provided by the SNU Provost.
4. Maintain current Oklahoma State Teacher Certification in your specific discipline, teaching area (copy of certification required).
5. Submit annual Faculty Activity Report to the Office of the Provost (additional copy of annual Faculty Activity Report should also be submitted to Office of Educator Preparation)

Submit documentation/verification of meeting each of the four areas above to the SNU Office of Educator Preparation by **May 15** of each academic year. (**NOTE: Date changed Spring 2021**)

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

8. Alternative Placement Program

9. Faculty Workload

10. Mentor Teachers