



OKLAHOMA STATE REPORT 2018
Academic Year 2016-2017
University of Science and Arts of Oklahoma

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 Foreign Language Competency Requirement is provided to candidates during their initial advisement session, is discussed during EDUC 2002 Orientation to Teaching, and can be found in the Teacher Education Handbook (Appendix D, Exhibit 1) (TE1). All certification program **checksheets** show the requirement. All program completers are required to exhibit competency in a foreign language at the novice-high level by:*

- *Completing two semesters of the same foreign language with a "C" or higher;*
 - *Passing a USAO departmental test in American Sign Language;*
 - *With one or more high school semesters of a foreign language, passing a second semester of the same foreign language at the college level with a "C" or better;*
 - *Transferring with one semester of a foreign language with a "C" or better and then passing a second semester of the same language with a "C" or better;*
 - *Transferring with the foreign language competency "met/fulfilled" noted on their official transcript;*
 - *Passing at a novice-high level a written or oral language test through ACTFL.*
- **Graduate Students:** Include the number of graduate students admitted conditionally and their success rates.
USAO has no graduate programs.
 - **Supply and Demand:** Describe the efforts made to address supply and demand issues.
Current supply and demand information is discussed when candidates are enrolled in EDUC 2002 Orientation to Teaching. Current "critical shortage areas" in Oklahoma are discussed and provided at the time of a candidate's initial advisement session and during the interview for Admission to Teacher Education. When enrolled in Applied Professional Studies (during a candidate's Professional Trimester), the current job market is discussed and readiness activities are provided. Faculty are provided the newest "critical shortage area" information as it becomes available each year. Future Teacher Scholarship information including the most current "critical shortage areas" is posted for teacher candidates as it becomes available. TSEIP information is posted; math and science faculty encourage/tempt potential candidates with the TSEIP program.

Our Selected Improvement Plan (SIP) prepared for our Fall 2016 CAEP accreditation visit was heavily geared toward recruiting efforts for all USAO certification programs. All ten USAO certification programs are currently on Oklahoma's Critical Shortage List. Our faculty in our Deaf Education department continue to heavily recruit high quality talent for the education department.

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

Art – Minor changes were made to the ART 3273 Teaching Art in the Public School by adding a research paper and increasing emphasis on national standards rather than state standards since the Art OSAT focuses on national standards.

Deaf Education – New content related to transitions has been added. GoReact has been added. In ASL one instructor used full immersion and literacy discussions about deaf culture. Writing prompts have been added to several classes.

Early Childhood – No changes because the instructor was new.

Elementary – Intensifying text analysis, co-teaching strategies and writing. A book club was added as a resource book.

English – No changes.

Math – As we await a new faculty member, discussions center around changes to current courses to more up-to-date math literacy courses.

Music – No changes.

PE – No changes.

Science – Enhanced use of inquiry has lead to higher CEOE scores.

Social Studies – Discussion continued about adding physical geography in some form.

- **Clinical Partnerships:** List any professional education courses that are held in the P12 school setting?
 1. *Co-teaching model for student teaching is embedded in the program and training continues for new mentor teachers and candidates. Changes have been made in the clinical evaluation instruments during the past year.*
 2. *Candidates worked with tutoring area students as part of a required reading course.*
 3. *Candidates participated in Special Olympics.*
 4. *Secondary certification candidates spent one full day in an urban middle school setting and one full day in a rural middle school environment.*
 5. *Candidates and/or faculty participated in the following: Books for Tots, Traveling book bags, state assessment monitors, various music efforts in the public schools, local and state reading councils, Read Across America, Drover Difference Day.*
 6. *The Director of Teacher Education regularly attended meetings with area school superintendents, as well as meetings with other education deans/directors across the state.*
 7. *Physical Education faculty serve on school health and safety committees and assist with field days.*
 8. *Art faculty collaborate with public schools statewide for the spring Montmartre Sidewalk Chalk Art Festival and Innovations, High School Art Competitions. Most university faculty assist with the on-campus curriculum contests taking place the same day.*

9. *PK-12 teachers or administrators were frequent SNEA and Kappa Delta Pi speakers.*
10. *A public school administrator and teacher serve on the Teacher Education Committee along with faculty representation from across the university, and candidates from early childhood, elementary, PK-12 and 6-12 certification levels.*
11. *Books for Tots continues to place books into the hands of over 6000 children every Christmas. In the 22 year history of the program 107,000+ books have been distributed to children who might not otherwise have a book of their own. The effort is a significant undertaking involving many agencies, people, teacher candidates, businesses and schools across the state.*

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

The professional trimester uses the co-teaching model and is the culminating experience in the Teacher Education Program. Minimum requirements for approval for the professional trimester are as follows: admitted to teacher education; overall minimum grade point average of 2.5 with 2.75 in the major area; demonstrated ability to speak and write correctly; demonstrated a knowledge of subject matter in the selected teaching field; demonstrated evidence of social and intellectual maturity; satisfied the English Proficiency requirement; successfully completed the methods courses in his/her teaching field; attended a pre-professional trimester meeting and applied for approval for the professional trimester.

Students are placed in two sites, supervised by a mentor teacher and a university supervisor who report to the field experience faculty.

- **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.

Professional development opportunities included institutional offerings such as Festival of Arts and Ideas, Abelson Reconciliation Lectures, Giles Symposium, Emerson-Weir Symposium, and the summer History Symposium. Gubernatorial candidates also were on campus. Other professional development opportunities specific to teacher education faculty included the annual Fall Work/Learning Day, Read Across America Day opportunities, and monthly SNEA speakers and OACTE/OEQA/OATE Fall conference. Faculty and students regularly attend reading council events.

- **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 Teacher Education Committee with representatives from all certification programs meets monthly (PK-12 stakeholders and teacher candidates are also members of the committee). The committee sets all policy related to the education of pre-service teachers, approves candidates for admission to the Teacher Education Program and to the

Professional Trimester. Faculty representing Math, Science, English, Social Studies, Art, Music and PE are outside the Division of Education.

Arts and Sciences faculty teach courses required for Elementary (Art in the Public School, 12 hours of Math, Music in the Elementary School, 13 hours of science content, a minimum of 9 hours of language arts content, 12 hours of social studies content), and Deaf Ed (12 hours of math, 13 hours of science content, a minimum of 9 hours of language arts content, 12 hours of social studies content).

The Annual 2016 Fall Work/Learning Day was held October 14, 2016 with teacher education faculty from all program areas. Since the Workday was just a few weeks before the CAEP on-site visit, the theme was the “Little Engine That Could”. Faculty reviewed and discussed assessment data from the prior year and five year trends, participated in training for evaluating portfolios using the newly revised portfolio process, and finalized preparations for the CAEP visit. Each program received disaggregated data for review and consideration by program faculty.

The Annual 2017 Fall Work/Learning Day was held November 2, 2017 with teacher education faculty from all program areas. Faculty reviewed and discussed assessment data from the prior year and five year trends, participated in PPAT discussions and reviews and SPA reviews of data.

- 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.**

TE Faculty Member	Public School Service
Crow	16.5
Ferguson	0
Gower	21
Hanson	151
Hector	18
Hwang	14.5
Knapp	28
Layman	19
Mather	36.5
McElroy	32
Osborn	11
Rees	9
Reynolds	50.5

Sekula	11.5
Thomas	13

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

Equipment Description	Quantity	Price Per Unit	Total Price
Apple iPads	5	\$250.00	\$1250.00
Lexmark MS315 B&W laser printer	1	\$198.55	\$198.55
Dell Optiplex 5040, 3.4GHz Quad-Core Intel Core i7 processor, 8GB DDR3 RAM, 500GB HDD	1	\$948.96	\$948.96
Acer V206HQL 20" LED monitor	6	\$68.64	\$411.84
Speechbox	5	\$50.00	\$250.00
TOTAL			\$3059.35

- **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.

USAO has developed an "Application for Approval to Take Course Work through the Alternative Placement Program, Emergency Certification or Paraprofessional Pathway." Individuals meet with the Director of Teacher Education to complete the form. Documentation from the State Department of Education regarding course requirements and transcripts are required. The application includes background information related to work and teacher experience, CEOE exams, goals and course plans. With documentation complete, they are permitted to enroll in any education classes offered by the university. The Director of Teacher Education serves as their advisor. During this year, three candidates were advised.

- **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.

In addition to articles in the newspaper, the USAO website includes an epublic forum [Http://usao.edu/division/education-and-speech-language-pathology/epublic-forum](http://usao.edu/division/education-and-speech-language-pathology/epublic-forum). The link includes news articles and welcomes public comments, questions, and ideas related to the preparation of innovative, effective teachers committed to helping children learn. We began working toward three electronic focus groups seeking input on current issues in education or related to our 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**