

**SOUTHEASTERN OKLAHOMA STATE UNIVERSITY**  
**Institutional Questionnaire**

Annual Institutional Questionnaire of Teacher Preparation: Academic year: 1999-2000

**Institution name:** Southeastern Oklahoma State University  
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**Section I. Pass Rates**

**Disclaimer.**

Southeastern Oklahoma State University's summary rate is actually 89%, not 88%. The NES computer system was not set up to accept a program completer who passed Elementary/ML OPTE who had previously failed the P-12 OPTE. Therefore, one of our program completers is being counted as a fail when they should be counted as a pass. Appropriate measures were taken with the NES contact person (Timothy Anderson) and the Oklahoma Commission for Teacher Preparation (Dr. Julie Flegal). We were told that this could be taken care of at the Commission level for 1999-2000 reporting purposes. This did not happen. We were notified that the change will occur next year when we update our 1999-2000 cohort of program completers. Southeastern requests to be attributed with an 89% summary pass rate as earned.

Certification Examinations for Oklahoma Educators

Annual Institution Report

**Program Year:1999-2000**

Process date: 03-07-01 09:49:10

Institution: 07 - Southeastern Oklahoma State University

Number of Program Completers:114

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
<b>Basic Skills</b>				
Oklahoma General Education Test	110	106	96%	97%
<b>Aggregate</b>	<b>110</b>	<b>106</b>	<b>96%</b>	<b>97%</b>
<b>Professional Knowledge/Pedagogy</b>				
71 OPTE: Elementary/Middle Level	62	59	95%	98%
72 OPTE: Middle Level/Secondary	26	25	96%	98%
73 OPTE: PK-12	22	13	59%	76%
<b>Aggregate</b>	<b>104</b>	<b>93</b>	<b>89%</b>	<b>93%</b>

<b>Academic Content Areas</b>				
02 Art	1	--	--	95%
03 Vocal/General Music	1	--	--	100%
04 Chemistry	2	--	--	84%
06 Elementary Education	64	63	98%	100%
07 English	6	--	--	100%
08 Earth Science	3	--	--	100%
10 Biological Sciences	4	--	--	98%
11 Advanced Mathematics	2	--	--	86%
12 Physical Education/Health/Safety	23	22	96%	96%
13 Physical Science	2	--	--	100%
16 Speech/Drama/Debate	4	--	--	100%
17 U.S. History/OK History/Govern/Economics	1	--	--	92%
18 World History/Geography	1	--	--	79%
<b>Aggregate</b>	<b>114</b>	<b>112</b>	<b>98%</b>	<b>96%</b>
<b>Summary Totals and Pass Rate</b>				
	<b>111</b>	<b>98</b>	<b>88%</b>	<b>91%</b>

--Indicates less than 10 program completers. There must be at least 10 program completers for data on an assessment to be reported.

Note: This information is intended to be used only for the purpose of federal and state reporting requirements. It is NOT intended to be used for employment decision, college admission screen, or any other purpose.

## **Section II. Program Information.**

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: **939**

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000: **114**

3. Please provide the numbers of supervising faculty who were:

1 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

18 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

0 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher education program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 1

4. The student/faculty ratio was: 1:1

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 35 hours. The total number of weeks of supervised student teaching required is 12. The total number of hours required is 2100 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X YES \_\_\_ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208(a) of the HEA of 1998)? \_\_\_ Yes X No

### Section III. Contextual Information

#### Program Strengths

Southeastern Oklahoma State University is a public, regional university located in the southeastern part of the state in the city of Durant. Southeastern opened its doors in 1909 with the sole purpose of educating teachers for the public schools. Over 90 years have passed since Southeastern began and the University has expanded to approximately 161 acres and 62 buildings with 163 faculty members and 3,590 students. Currently 82% of these students receive financial aid and 33% are Native American. Southeastern's admission requirements allow us to serve teacher candidates who may not have another option. Southeastern also has an institutional warranty on our teacher education graduates (See attached). Proof of our success is documented with the attached performance chart which depicts Southeastern's success rate with entry year teachers. This chart

does not include program completers who are employed out of state. We are proud to say that our Teacher Education Program has been nationally accredited since 1954.

### State Rankings

Some universities in Oklahoma use the tests within the program, resulting in pass rates of 100 percent. Southeastern uses the tests after the program has been completed. In this case, Southeastern will receive a lower ranking because students from other Oklahoma universities who failed the test were screened out of the program prior to program completion.

### Updates of Pass Rates

Teacher Candidates may take (and retake) the tests up to three years following the year in which they complete the program. Thus, Southeastern will publish rates for a current cohort as well as an "update" for an earlier cohort. The pass rates for the earlier cohort will usually be higher than the pass rate for the current year because students who failed the test the first time(s) may have retaken the test and passed it. This reporting method could give the impression that an institution's program is declining in quality over time when in fact the previous cohorts have had the opportunity to be updated 1-3 times.

### Students who Test Out-of-State

Any institution that has graduates who apply for certification in a state other than the one in which the institution has its approved program has a special reporting problem. If students graduate but do not take any of the home-state tests, they are not included in the institutional pass rates. Since some of the institution's best students may be going out of state, this reporting method could negatively affect the institution's summary pass rate.

## Section IV. Certification

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

Dr. Mary Hitchcock \_\_\_\_\_ Name of responsible institutional representative  
for teacher education preparation program

Director of Teacher Education \_\_\_\_\_ Title

Certification of review of submission:

Dr. Glen D. Johnson \_\_\_\_\_ Name of President/Chief Executive (or designee)

President \_\_\_\_\_ Title



**Southeastern produces candidates who are *Managers of Learning*.**

## **Southeastern Oklahoma State University OKLAHOMA TEACHER WARRANTY**

### **Introduction:**

The Oklahoma State Teacher Education Warranty for first-year teachers expresses statewide confidence and pride in the graduates of our teacher preparation programs and communicates to the school districts of Oklahoma the belief that our graduates will contribute significantly to their schools, children, and communities.

### **Warranty:**

Should a graduate of Southeastern Oklahoma State University (SEOSU) encounter instructional difficulty during his/her first year of teaching and remediation of those difficulties extends beyond the level of assistance normally expected of the Residency-Year Committee, and if the problem results from a shortcoming in his/her pre-service teacher preparation program, SEOSU agrees to assist the first-year teacher achieve a satisfactory level of performance at no cost to the teacher or the employing school district. Services in the form of on-site supervision, planning, assessment, and demonstration lessons, as well as individualized inservice training for the first-year teacher, which could include additional tuition-free course work, will be provided as needed.

### **Commitment:**

The warranty covers first-year teachers who are admitted to an Oklahoma Teacher Education Program after September 2000 and who graduate from or complete their programs and are recommended for teacher certification from SEOSU and are employed by a public or private school in Oklahoma which meets the state performance standards or which has been accredited by a regional or national accrediting association. If, after the second meeting or subsequent meetings of the Residency-Year Committee, the Committee considers the teacher's performance in the classroom to be unsatisfactory, SEOSU will, upon the request of the Residency-Year Committee, provide supervisory support and assistance designed to help the teacher in achieving a satisfactory level of performance. This support and assistance will be provided at no cost to the first-year teacher or the employing school system in all situations verified as warrantable by the respective Dean of the School Education or his/her designate. All support and assistance provided by SEOSU will be designed to supplement, not replace, the ongoing support and assistance provided by the Residency-Year Committee under the regulations of the Oklahoma Residency-Year Program. Furthermore, this assistance is not designed to replace staff development services normally provided under the auspices of the consultation, on-site supervision, analysis of curriculum delivery, teacher-made assessment materials and procedures, videotaped lessons or tuition-free auditing of appropriate course and/or workshops.

### **Procedures:**

If, during the residency year of a beginning teacher covered by the Oklahoma State Teacher Education Warranty, the residency-year teacher is judged to be performing unsatisfactorily in the classroom on the basis of appraisals by the members of the teacher's Residency-Year Committee, the employing school system may enact the Oklahoma State Teacher Education Warranty. The chairperson of the residency-year committee shall contact the Director of Teacher Education at SEOSU. The Director of Teacher Education and/or his/her designate shall visit the school site as soon as possible to meet with the Residency-Year Committee and to determine whether the situation is warrantable. If the situation is warrantable, special assistance will continue throughout the residency year in a manner which is mutually agreeable to the residency-year teacher, members of the Residency-Year Committee, the school system, and the Director of Teacher Education and/or his/her designate. In the event that the residency-year teacher does not satisfactorily complete his/her residency year, the Director of Teacher Education and/or his/her designate will meet with the residency-year teacher and his/her Residency-Year Committee to design a plan of support and assistance to be implemented during the summer. Participation of the members of the Residency-Year Committee in the design of this plan in no way obligates the school system to employ residency-year teacher during his/her second year. SEOSU will continue to provide support and assistance to the beginning teacher during the following year in a manner which is mutually agreeable to the beginning teacher, the Residency-Year Committee, the employing school system, and the Director of Teacher Education and/or his/her designate.

**Situations Not Warranted:**

The Oklahoma State Teacher Education Warranty is not applicable when any of the following conditions exist:

1. The teacher is employed in a public school or private school which does not meet state performance standards or which has not been accredited by a regional or national accrediting association.
2. The teacher has been certified through the Alternative Teacher Placement Program or by direct application to the State Department of Education (SDE) without institutional recommendation.
3. Unsatisfactory performance is related to areas not identified in the Oklahoma pre-service teacher preparation competencies.
4. Situations where due process has not been provided by the teacher's Residency-Year Committee.
5. Unsatisfactory performance by the teacher is related to social or emotional needs or due to behavior that is a violation of Oklahoma statutes.
6. The teacher is assigned out of his/her field or is teaching on an emergency certificate.
7. The teacher has excessive preparation and/or assigned duties.
8. A period of more than two years has elapsed since the teacher completed his/her program or was recommended for certification by the state institution of higher education.

**PROFESSIONAL MENTOR PROGRAM**

In order to prepare the highest caliber educational professional, Southeastern Oklahoma State University developed and implemented the Mentoring Project in 1988. The program guides the development of preservice teachers into professional educators.

The Mentoring Project selects and trains a cadre of Professional Mentors from local schools. These Mentors have demonstrated professionalism as demanded by their colleagues and competence as required by State and University guidelines. The Project assumes the cooperating teacher, as Mentor, is best qualified to develop, guide and evaluate the progress of the Mentee; Mentors will receive extensive training and support from the University in assessment and guidance theory. Instead of infrequent visits by a University Supervisor, the Mentor is able to evaluate incremental progress judged from an observed baseline behavior. In essence, the Mentors become the University Supervisor and Cooperating Teacher. University personnel serve as teacher of record and intervene only if problems arise.

The close Mentor/Mentee relationship has the additional benefit of developing a close personal bond, which will facilitate professional development as well as provide a valuable resource for the future. The friendships made during the Mentor Program will serve both the Mentor and Mentee throughout their professional lives.

**THE MENTOR PROGRAM...**

Emphasizes communication between Mentor and Mentee  
Gives clear, concise guidelines for the student teaching experience  
Emphasizes short and long-term goal setting  
Allows for bonding of Mentor and Mentee before student teaching  
Allows the Mentor to play a larger role in teacher education

**A MENTOR TEACHER WILL...**

Coach, supervise, and evaluate one student teacher (Mentee)

Complete periodic evaluation on the Mentee, to be sent to SEOSU

Will be provided with a comprehensive, helpful manual

Be free to contact the university at anytime should a special circumstance or concern arise

Receive a \$300 dollar stipend at the end of the semester

**SOUTHEASTERN OKLAHOMA STATE UNIVERSITY**  
**RESIDENT TEACHER PROGRAM**  
(PERFORMANCE OF SOSU PROGRAM COMPLETERS)

YEAR	RESIDENT TEACHERS	Recommendation after 1st Year in Resident Teacher Program		FIRST YEAR SUCCESS RATE	Recommendations after 2nd Year in Resident Teacher Program	
		AN OKLAHOMA SCHOOL CERTIFICATE	AN ADDITIONAL YEAR IN THE RESIDENT TEACHER PROGRAM		AN OKLAHOMA SCHOOL CERTIFICATE	NON-CERTIFICATION IN OKLAHOMA
1999-2000	131	131	0	100%	2	0
1998-1999	147	145	2	98.6%	1	0
1997-1998	120	119	1	99.2%	N/A	0
1996-1997	117	117	0	100%	1	0
1995-1996	114	112	2	98.2%	1	0
1994-1995	146	145	1	99.3%	1	0
1993-1994	135	134	1	99.3%	1	0
1992-1993	136	135	1	99.3%	N/A	0
1991-1992	171	171	0	100%	1	0
1990-1991	189	188	1	99.5%	N/A	0

