



NCATE

The Standard of Excellence
in Teacher Preparation

INSTITUTIONAL REPORT

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

1405 North Fourth Street
Durant, OK 74701
3/27/2010-3/31/2010

Type of Visit:

Continuing visit - Initial Teacher Preparation

Continuing visit - Advanced Preparation

Institutional Report

OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

A. Institution

A.1. What is the institution's historical context?

On March 6, 1909, the second Oklahoma State Legislature approved an act designating Durant as the location of a normal school to serve the following 12-county region: Atoka, Bryan, Carter, Choctaw, Latimer, LeFlore, Love, Marshall, McCurtain, McIntosh, Pittsburg, and Pushmataha. Southeastern first opened its doors to students on June 14, 1909, as Southeastern Oklahoma Normal School. The early program of instruction consisted of four years of high school and the freshman and sophomore college years.

The original mission of Southeastern was the education of teachers for the public schools in southeastern Oklahoma. In 1921, the institution became a four-year college and was renamed Southeastern State Teachers College. The primary function remained that of teacher education and the degrees of Bachelor of Arts in Education and Bachelor of Science in Education were authorized.

One hundred years have passed since Southeastern first opened its doors. The university holdings of 20 acres and no buildings in 1909 has expanded to approximately 268 acres and 40 buildings. The 39 faculty members and 324 students have increased to approximately 249 faculty and 3881 students. Southeastern Oklahoma State University has a branch campus in McCurtain County and offers courses and programs at two higher education centers located in Ardmore and McAlester, Oklahoma. In addition, Southeastern has an agreement with the Texas Higher Education Coordinating Board and offers the elementary education program at Grayson County College in Denison, Texas.

A.2. What is the institution's mission?

Southeastern Oklahoma State University provides an environment of academic excellence that enables students to reach their highest potential. By having personal access to excellent teaching, challenging academic programs, and extra curricular experiences, students will develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning.

<http://www.se.edu/about/mission>

A.3. What are the institution's characteristics [e.g., control (e.g., public or private) and type of institution such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?

Southeastern is a regional state university under the legal of control of the Oklahoma State Regents for Higher Education and the Regional University System of Oklahoma. The university is located in Durant, Oklahoma, and serves southeastern Oklahoma and northern Texas and primarily serves rural school

districts and communities. In the past few years the communities in north Texas have experienced a tremendous population growth and are becoming suburban areas.

A.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the institutional context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

B. The unit

B.1. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?

The professional education unit at Southeastern consists of 10 initial programs and four advanced programs. These 14 programs are offered through nine departments in the School of Arts and Sciences and the School of Education and Behavioral Sciences. A new program, Mathematics Specialist, accepted its first cohort in January 2009. Since no data was available prior to the writing of the institutional report, preliminary information on this program will be in the Standard 1 exhibits.

B.2. How many professional education faculty members support the professional education unit? Please complete Table 1 or upload your own table at Prompt B.7 below.

**Table 1
Professional Education Faculty**

Professional Education Faculty	Full-time in the Unit	Full-time in the Institution, but Part-time in the Unit	Part-time at the Institution & the Unit (e.g., adjunct faculty)	Graduate Teaching Assistants Teaching or Supervising Clinical Practice	Total # of Professional Education Faculty
Number of faculty	14	20	17	0	51

B.3. What programs are offered at your institution to prepare candidates for their first license to teach? Please complete Table 2 or upload your own table at Prompt B.7 below.

**Table 2
Initial Teacher Preparation Programs and Their Review Status**

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE
Art	Bachelor's	11	State	No	Recognized	

Elementary	Bachelor's	400	ACEI	Yes		Recognized
English	Bachelor's	45	NCTE	Yes		Recognized
Health and Physical Education	Bachelor's	161	NASPE	Yes		Recognized
Mathematics	Bachelor's	22	NCTM	Yes		Recognized
Music	Bachelor's	50	NASM	Yes		Recognized
Science	Bachelor's	21	NSTA	Yes		Recognized w/conditions
Social Studies	Bachelor's	26	NCSS	Yes		Recognized
Spanish	Bachelor's	26	ACTFL	Yes		Not Recognized
Special Education	Bachelor's	37	CEC	Yes		Recognized

B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals? Please complete Table 3 or upload your own table at Prompt B.7 below.

**Table 3
Advanced Preparation Programs and Their Review Status**

Program	Award Level (e.g., Master's or Doctorate)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE
Reading Specialist	Master's	16	IRA	No	Recognized w/conditions	
School Administration	Master's	36	ELCC	Yes		Recognized
School Counseling	Master's	19	State	No	Recognized	
Mathematics Specialist (1-09)*	Master's	0 - Fall 08	State	No		New Program 1-09*
Programs removed from offerings						
M.ED - General Elementary	Master's	0		No		Dormant
M. Ed. Elementary Education - Special Education	Master's	0		No		Dormant
M.Ed. Secondary w/options	Master's			No		
Secondary Ed. - English	Master's	4				Removed from program offerings
Secondary Ed. - HPER	Master's	8				Removed from program offerings
Secondary Ed. - History	Master's	0				Removed from program offerings
Secondary Ed. - Mathematics	Master's	0				Removed from program offerings
Secondary Ed. - Music	Master's	1				Renioved from program offerings
Secondary Ed. - Science	Master's	0				Removed from program offerings

Secondary Ed. - Social Studies	Master's	2				Removed from program offerings
Secondary Ed. - Speech & Drama	Master's	0				Removed from program offerings

B.5. Which of the above initial teacher preparation and advanced preparation programs are offered off-campus or via distance learning technologies? What alternate route programs are offered? [In addition to this response, please review the "Institutional Information" in AIMS and, if updating is needed, contact NCATE with details about these programs.]

The elementary education program is offered at the main campus in Durant, McCurtain County branch campus, Ardmore Higher Education Center, and Grayson County College in Denison, Texas. The reading specialist program is offered off-campus in cohorts at selected school sites with a blended format which includes face-to-face and web-based sessions. The school administration program is, also, offered in a blended format. The mathematics specialist program is offered in cohorts at the McCurtain County branch campus with a blended format. The school administration program is the only program which has an alternate route certification component.

B.6. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? [These changes could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.]

The following substantive changes have taken place in the unit since the last NCATE visit:

The M. Ed. in Secondary Education degree with options in English, Health and Physical Education, History, Mathematics, Music, Science, Social Studies, and Speech and Drama was removed from program offerings in July 2009.

The addition of M. Ed. in Mathematics Specialist as an advanced program for licensed teachers was approved and implemented in January 2009.

The school administration program was revised as a blended program with face-to-face instruction, as well, as web-based instruction.

Dr. Larry Minks was appointed interim President in July 2009.

Dr. Michael Turner was appointed President on January 1, 2008.

Dr. Jesse Snowden was appointed interim President on January 17, 2007.

The M. Ed. in Reading Specialist was dormant and then significantly revised. The first cohort for the new program was selected in fall 2006

The B. S. in Business Education was deleted in fall 2006.

B.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

CONCEPTUAL FRAMEWORK

This section provides an overview of the unit's conceptual framework(s). The overview should include a brief description of the framework(s) and its development.

C.1. How does the unit's conceptual framework address the following structural elements? [Please provide a summary here. A more complete description of the conceptual framework should be available as an electronic exhibit.]

- **the vision and mission of the unit**
- **philosophy, purposes, goals, and institutional standards of the unit**
- **knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit**
- **candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards**
- **summarized description of the unit's assessment system**

The conceptual framework for the teacher education unit at Southeastern Oklahoma State University establishes the shared vision that directs the preparation of candidates to work effectively as professionals in P-12 schools. The intent and function of the conceptual framework is to provide direction for the programs' courses, instruction, candidate performance, service, and accountability for the teacher education unit.

Vision

The teacher education unit at Southeastern Oklahoma State University strives to be an exemplary provider of high quality teacher education programs in southeastern Oklahoma and northern Texas for the development of educational practitioners.

Mission

The mission of the teacher education unit is to produce graduates who demonstrate academic and practical excellence in their respective fields. Through quality instruction grounded in current research and supported by diverse field and clinical experiences and technology usage, graduates will develop the professional competencies necessary to become lifelong learners who are competent, committed, and ethical practitioners.

Philosophy

The unit's philosophy begins with the fundamental belief that all students can learn; however, students learn in different ways and at different rates. Therefore, educators must be knowledgeable about the content they teach and be committed to utilizing a variety of instructional strategies and approaches appropriate to the diverse learning needs of all students. The educational needs of all students should be provided in a caring, non-discriminatory, and equitable manner.

Another major component of our philosophy is the belief that teachers and other school professionals must have the knowledge and skills necessary to utilize technology in order to assist all students in achieving their full potential as learners and citizens of the world. Schools and classrooms must have professionals who are equipped with technology resources and skills and who can effectively teach the necessary subject matter content while incorporating technology concepts and skills (ISTE, 2008, p. 3)

Purpose

The purpose of the teacher education unit is to train competent, committed and ethical teachers and other school professionals to teach, counsel, administer, and lead in P-12 schools.

Goals

The teacher education unit has established the following five unit goals which are aligned with university's strategic goals:

1. The teacher education unit will have highly regarded programs in education that meet the changing demands of the 21st century with an emphasis on technology.
2. The teacher education unit will provide a nurturing environment and education programs that attract and retain faculty, staff, and candidates from diverse backgrounds to work with diverse learners in a changing world.
3. The teacher education unit will make progress in providing up-to-date facilities and technology for education candidates in order to meet the learning goals of the unit.
4. The teacher education unit will increase its resources obtained from private funding sources, grants, and contracts and collaboration/partnerships with external constituents.
5. The teacher education unit will increase its enrollment by optimizing recruitment/retention strategies and by expanding its service area through alternative delivery formats and new delivery sites.

Institutional Standards

The teacher education unit has established institutional standards in the areas of knowledge, skills and dispositions to utilize in the assessment of the unit, programs, and candidates. The standards are aligned with the state competencies and national standards of various learned societies. The conceptual framework outlines 29 standards and elements which form the foundation for the development of candidates who are competent, committed, and ethical educational practitioners.

Knowledge Bases

The unit's programs are guided by a comprehensive knowledge base including standards, best practice, and research. The knowledge base upon which the unit's conceptual framework is based applies to all educator preparation programs at Southeastern. An overview of the knowledge base is included in full text in the conceptual framework document.

Candidate Proficiencies

The candidate proficiencies are assessed through the 29 institutional standards and are aligned with Oklahoma competencies, the INTASC Standards, NBPTS principles, and the standards of various learned societies.

Assessment System

The unit's assessment system for initial programs includes five transition points with seven types of assessments. The five transition points for initial programs are: admission to teacher education, admission to student teaching, exit from student teaching, graduation from program, and licensure. The

seven types of assessments are: grade point averages, state licensure exams, disposition assessment, portfolio assessment, student teaching assessment, teacher work sample, and follow-up studies with alumni and employers. The unit's assessment system for advanced programs includes five transition points with seven types of assessments. The five transition points are: admission to graduate school and program, admission to candidacy (12 hours), permission to take comprehensive examinations (27+ hours), graduation from program, and licensure. The seven types of assessments are: grade point averages, dispositions, portfolio assessment, clinical practice assessment, comprehensive exams, state licensure exams, and follow-up studies with alumni and employers. Assessment data are collected at each transition point and are analyzed by faculty and other members of the professional unit. The continuous process of analyzing data provides a basis for recommending program modifications to enhance the candidate's performance. Data-driven changes occur at the unit, program, and candidate level based on the data collected through the assessment system.

<http://www.se.edu/teacher-education/documents/doc-conceptual-framework.pdf>

<http://www.se.edu/teacher-education/documents/conceptual-framework-model.pdf>

C.2. (Continuing Visits Only) What changes have been made to the conceptual framework since the last visit?

During 2006-07, a committee was formed to review the conceptual framework and to obtain input from all teacher education faculty, mentor teachers, candidates, school administrators, and community members on the recommendations for possible changes. In June 2007, an additional committee was formed to obtain further input from various stakeholders and to consider the recommendations for revisions. During September and October 2007, two focus groups were held to provide specific input from arts and science faculty. Candidate input was obtained from various classes at the sophomore, junior and senior level, as well as at the advanced level. Mentor input was obtained from the mentor teachers for the fall and spring student teachers. Administrators from Oklahoma and Texas provided additional input on the conceptual framework. Based on the input the conceptual framework was revised and approved by Teacher Education Council in April 2008.

The revised conceptual framework represents a commitment to the knowledge, skills, and dispositions established in the previous versions of the conceptual framework with updates that have occurred as a result of new knowledge and conceptualizations in the profession of teacher education. The overall theme of "Teacher: Manager of Learning" in the previous conceptual framework has been replaced by the new theme "Professionals for the 21st Century: Competent, Committed, and Ethical." In the knowledge component, the importance of knowledge in the specific uses of technology in the candidate's content area was added. In the skills component, the emphasis of educators having strong and current technology skills was included. The prior conceptual framework encompassed the four dispositions of integrity, professionalism, competence, and commitment to education for all students. In the revised conceptual framework, the unit will seek to develop candidates who are competent, committed and ethical.

C.3. (First Visits Only) How was the conceptual framework developed and who was involved in its development?

C.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the conceptual framework may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Institutional Standards 2008
Institutional Standards 2002-08

See **Attachments** panel below.

STANDARDS

This section is the focus of the institutional report. A description of how the unit meets each standard element must be presented. Significant differences among programs should be described as the response is written for each element under subheadings of initial teacher preparation, advanced teacher preparation, and other school professionals. Significant differences among programs on the main campus, in off-campus programs, in distance learning programs, and in alternate route programs should be identified. Links to key exhibits to support the descriptions may be attached to the last prompt of each element.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Directions When Programs Have Been Reviewed Nationally or by a Similar State Review

To reduce burden and duplication, units have fewer reporting requirements for Standard 1 when programs have been submitted for national review or similar state review. These review processes cover many of the elements in Standard 1. For programs that have been submitted for national review or similar state review, units are asked to report in the IR only the following information:

- State licensing test data for Element 1a (content knowledge for teacher candidates) and Element 1e (knowledge and skills for other school professionals)
- Assessment Data for Element 1c (professional and pedagogical knowledge and skills)
- Assessment data for Element 1g (dispositions)
- Results of follow-up studies of graduates and employers (all standards elements)

Because program standards do not generally cover general professional knowledge and skills nor professional dispositions, the unit must respond to all of the prompts in Elements 1c (Professional and Pedagogical Knowledge and Skills for Teacher Candidates) and 1g (Professional Dispositions for All Candidates) regardless of whether programs have been submitted for national or state review.

The prompts for each element in the IR include reminders of when data for these programs need not be included. The term "similar state review" refers to state review processes that require institutions to submit assessments and assessment data for evaluation and/or approval.

For more information on "similar state review," click on the HELP button at the top right corner of your screen.

1a. Content Knowledge for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1a.1. What are the pass rates of teacher candidates in initial teacher preparation programs on state tests of content knowledge for each program and across all programs (i.e., overall pass rate)? Please complete Table 4 or upload your own table at Prompt 1a.5 below. [This information could be compiled from Title II data submitted to the state or from program reports prepared for national review.]

Table 4
Pass Rates on Content Licensure Tests for Initial Teacher Preparation

For Period:

2008-09

Program	Name of Content Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all initial teacher preparation programs)	Oklahoma Subject Area Tests	117	100%
Art Education	Art	1	100%
ELED - Ardmore	ELED Subtest 1 & 2	10	100%
ELED - Durant	ELED Subtest 1 & 2	38	100%
ELED - Grayson	ELED Subtest 1 & 2	17	100%
ELED - McCurtain	ELED Subtest 1 & 2	4	100%
English Education	English	10	100%
Health and Physical Education	Physical Education/ Health/Safety	19	100%
Mathematics Education	Advanced Mathematics	4	100%
Music Education	Instrumental/ General Music; Vocal/ General Music	4	100%
Science Education	Biological Science	1	100%
Social Studies Education	U. S. History/OK History/ Government/ Economics	6	100%
Spanish Education	Spanish	1	100%
Special Education	Mild/Moderate Disabilities	2	100%

1a.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

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1a.3. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

1a.4. What do follow-up studies of graduates and employers indicate about graduates' preparation in the content area? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to content knowledge could be attached at Prompt 1a.5 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

Initial Programs. In spring 2009, surveys were sent to 65 employers of initial program graduates from the 2007-08 program completers and 39 surveys (60%) were returned. The employers were asked to rate these first-year teachers using a 3 point scale on 29 elements in the areas of knowledge, skills and dispositions as outlined in our conceptual framework. A rating of 1 indicates they were not prepared to meet an element of the standard - Unacceptable, a rating of 2 indicates they met this element of the standard- Acceptable, and a rating of 3 indicates they exceeded the standard - Target. The same survey was sent to the 65 alumni in those positions and sixteen surveys (25%) were returned. The responses represent graduates from six of the 10 initial programs.

Two elements of the follow-up studies provide indicators concerning the initial graduates' preparation in the content area. On element K1 and K2, the alumni reported 100 percent of the candidates scoring Acceptable or Target. The employers reported 95 percent of the candidates scoring Acceptable or Target on element K1 and 92 percent of the candidates scoring Acceptable or Target on element K2. Data from the alumni and employer surveys demonstrate that the initial candidates have a strong foundation in the content area. The complete data set is attached at 1a.5.

1a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the content knowledge of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Follow up Studies Initial - Summary 2008-09

See **Attachments** panel below.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1b.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the pedagogical content knowledge and skills delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

1b.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices they make in their practice. [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

1b.3. What do follow-up studies of graduates and employers indicate about graduates' preparation in pedagogical content knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to pedagogical content knowledge and skills could be attached at Prompt 1b.4 below.]

Initial Programs. Two elements of the alumni/employer survey provide indicators concerning the initial graduates' preparation in pedagogical content knowledge. On element K3 and K4, the alumni reported 100 percent of the candidates at Acceptable or Target. The employers reported 95 percent of candidates scoring Acceptable or Target on element K3 and K4. Data from the alumni and employers surveys demonstrate that the initial candidates have a strong foundation in the pedagogical content knowledge. The complete data set is attached at 1a.5.

1b.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the pedagogical content knowledge of teacher candidates may be attached here. (Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.)

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1c.1. What data from key assessments indicate that candidates in initial teacher preparation and advanced teacher preparation programs demonstrate the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Initial Programs. Three unique and varied key assessments form the basis of demonstrating professional and pedagogical knowledge and skills of initial program completers at Southeastern. The first assessment is the Oklahoma Professional Teacher Examination (OPTE) which demonstrates professional and pedagogical knowledge and skills. The minimum competency level performance is 240 points. The OPTE is the third of the three examinations which must be passed in order for initial candidates to be eligible for a certificate. Ninety-six percent of the 2008-09 program completers passed the OPTE test. A summary of the data is attached at 1c.5.

A second assessment which demonstrates the initial candidates' professional and pedagogical knowledge and skills is the student teaching evaluation which is completed by the mentor of the student teacher. The three subsections which assess professional and pedagogical knowledge and skills are teacher management indicators, teacher instructional indicators and teacher product indicators. In fall 2008, 100 percent of the candidates scored More than Acceptable or Target on the three subsections. In spring 2009, 97 percent of the candidates scored More than Acceptable or Target on the three

subsections which assess professional and pedagogical knowledge and skills. A summary of the data is attached at 1c.5.

A third key assessment which assesses the professional and pedagogical knowledge and skills is the teacher work sample (TWS) which is completed by the candidate during student teaching. The TWS is assessed by a major subject area professor and is scored with a performance rubric based on the following scoring criteria: Target is rated as a 3, Acceptable is rated as a 2, and Unacceptable is rated as a 1. Two components of the TWS, design for instruction and instructional decision making, assess the professional and pedagogical knowledge and skills of the initial candidates. The overall mean for all initial candidates for design for instruction was 2.62 with 98 percent of the candidates scoring Acceptable or Target. The overall mean for instructional decision making was 2.69 with 97 percent of the candidates scoring Acceptable or Target. The TWS scores demonstrate the program completers have strong skills in professional and pedagogical knowledge and skills. A summary of the data set is attached at 1c.5.

1c.2. What data from key assessments indicate that candidates in initial teacher preparation programs consider the school, family, and community contexts and the prior experiences of students; reflect on their own practice; know major schools of thought about schooling, teaching, and learning; and can analyze educational research findings? If a licensure test is required in this area, how are candidates performing on it? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Three key assessments demonstrate the candidates' ability to consider the school, family, and community contexts and the prior experiences of students in planning and delivering instruction. In the teacher work sample (TWS), the contextual factors component assesses the candidates in both areas. In 2008-09 the overall mean for all initial programs on the contextual factors component was 2.34 with 97 percent of the candidates scoring Acceptable or Target. A summary chart is attached to 1c5. In the second assessment, alumni/employer survey, the participants were asked to evaluate one element which assesses candidate's ability in contextual factors and the use of prior experiences. The alumni survey provided a mean of 2.81 with 100 percent of the candidates scoring at Acceptable or Target, and the employer survey provided a mean of 2.31 with 87 percent of the candidates scoring at Acceptable or Target. The follow-up studies is attached to 1a.5. A third assessment which assesses this concept is the dispositions assessment. The mean score on this element provided by the mentors for spring 2009 student teachers was 2.72 with 100 percent scoring Acceptable or Target. (1c.5)

The first key assessment which evaluates the candidates' ability to reflect on their own practice is the reflection and self-evaluation component in the teacher work sample (TWS). The overall mean for reflection for the initial programs in 2008-09 was 2.56 with 99 percent of the candidates scoring Acceptable or Target. A second key assessment is the alumni/employer survey which assesses reflection on practice. The alumni survey provided a mean of 2.75 with 100 percent of the candidates scoring Acceptable or Target, and the employer survey provided a mean of 2.47 with 100 percent of the candidates scoring Acceptable or Target. A third assessment of reflection on practice is in the dispositions assessment. The mean score on reflection provided by the mentors for spring 2009 student teachers was 2.83 with 100 percent of the candidates scoring Acceptable or Target. (1c.5)

The key assessments which provide data for assessing the knowledge of major schools of thought about schooling, teaching and learning for initial candidates are provided by the Oklahoma Professional Teaching Examination (OPTE), the alumni/employer survey, and the student teaching evaluation. The Oklahoma Professional Teaching Examination (OPTE) is divided into the following three subtests: Learners and the Learning Environment, Instruction and Assessment and the Professional Environment. The first two subtests provide evidence that the candidates have knowledge of the major schools of

thought about school, teaching, and learning. The passing score on the test is 240 on the overall score, and a candidate may score below 240 on a subtest but pass the test. The mean scores for the Learners and the Learning Environment was 264 on the P-8 test and 260 on the 6-12 subtest. The mean scores for Instruction and Assessment was 261 on the P-8 test and 259 on 6-12 subtest. Ninety percent of the candidates passed the first subtest and 89 percent of the candidates scored 240 and passed the second subtest. The complete summary is attached to 1c.5.

On the alumni/employer survey the participants were asked to assess two components which rely on the candidates' knowledge of major schools of thought about schooling, teaching, and learning. The mean scores from the alumni survey was 2.75 and 2.63 with 100 percent of the candidates scoring Acceptable or Target on both skills. The mean scores from the employer survey were 2.38 and 2.47 with 92 percent of the candidates scoring Acceptable or Target on both skills. On the student teaching evaluation, the mentors for the fall 2008 student teachers rated the element (skill 7) which states, "explains the content using a variety of methods, with 100 percent of the candidates scoring at Acceptable or Target. The mentors rated 98 percent of the spring 2009 student teachers at Acceptable or Target. The candidates must have knowledge of major schools of thought about school, teaching and learning in order to select and utilize a variety of strategies with diverse students. (1a.5)

Initial candidates complete a key assessment for their portfolio in EDUC 4443 – Classroom and Behavior Management which demonstrates research skills. The candidates develop and write a personal behavior management philosophy. The first step in developing his/her behavior management philosophy is to review five (5) major behavior management theories and write a detailed review of the theories. The next step is for the candidate to align his/her personal behavior management beliefs with one or more of the theories researched. In 2008-09, 92 and 100 percent of the candidates scored at Acceptable or Target, respectively, on the two research elements in developing a personal discipline philosophy. (1c.5)

1c.3. What data from key assessments indicate that advanced teacher candidates reflect on their practice; engage in professional activities; have a thorough understanding of the school, family, and community contexts in which they work; collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession? [A table summarizing these data could be attached at Prompt 1c.5 below.]

1c.4. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional and pedagogical knowledge and skills could be attached at Prompt 1c.5 below.]

Initial Programs. Five elements of the alumni/employer survey provide indicators concerning the initial graduates' preparation related to professional and pedagogical knowledge and skills. Data from the alumni and employer surveys demonstrate the initial candidates have a strong foundation in professional and pedagogical knowledge and skills. The alumni reported 100 percent of the candidates scoring Acceptable or Target on elements S1, S2, S3, S4, and S5. The employers reported 87 percent of the candidates scoring Acceptable or Target on S1 and 92 percent of the candidates scored Acceptable or Target on S2, S3, S4, and S5. The complete data set is attached at 1a.5.

1c.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the professional and pedagogical knowledge and skills of teacher candidates may be attached here.

[Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Student Teaching Summary Spring 09
TWS Summary Chart 08-09
OPTE Summary Scores 08-09
Dispositions Summary 08-09
Research Activities - EDUC 4443 - 08-09

See **Attachments** panel below.

1d. Student Learning for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1d.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

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1d.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning; regularly apply them in their practice; analyze student, classroom, and school performance data; make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

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1d.3. What do follow-up studies of graduates and employers indicate about graduates' ability to help all students learn? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to help all students learn could be attached at Prompt 1d.4 below.]

Initial Programs. Five elements of the alumni/employer survey provide indicators concerning the initial graduates' preparation related to professional and pedagogical knowledge and skills. Data from the alumni and employer surveys demonstrate the initial candidates have a strong foundation in professional and pedagogical knowledge and skills. The alumni reported 100 percent of the candidates scoring Acceptable or Target on elements S1, S2, S3, S4, and S5. The employers reported 87 percent of the candidates scoring Acceptable or Target on S1 and 92 percent of the candidates scored Acceptable or Target on S2, S3, S4, and S5. The complete data set is attached to 1a.5.

1d.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1e. Knowledge and Skills for Other School Professionals

1e.1. What are the pass rates of other school professionals on licensure tests by program and across all programs (i.e., overall pass rate)? Please complete Table 5 or upload your own table at Prompt 1e.4 below.

Table 5
Pass Rates on Licensure Tests for Other School Professionals

For Period:

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all programs for the preparation of other school professionals)	Oklahoma Subject Area Test	16	94%
Reading Specialist	Reading Specialist	4	100%
School Administration	Principal Common Core and one speciality test	10	90%
School Counseling	School Counselor	2	100%

1e.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that other school professionals demonstrate the knowledge and skills delineated in professional, state, and institutional standards? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1e.4 below.]

1e.3. What do follow-up studies of graduates and employers indicate about the knowledge and skills of other school professionals? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to knowledge and skills could be attached at Prompt 1e.4 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

Reading Specialist. Alumni/employer surveys were sent to five alumni who graduated from the reading specialist program in 2007-08 and two (40%) were returned. The same survey was sent to four employers and three (75%) were returned. The alumni and employers were asked to rate the elements using a 3 point scale on nineteen elements based on the International Reading Association standards. A rating of one indicates the candidate was not prepared to meet an element of the standard - Unacceptable, a rating of two indicates the candidate met this element of the standard - Acceptable, and a rating of three indicates the candidate exceeded the standard - Target. The complete data set for both surveys are attached to 1e.4.

There are four elements under the foundational knowledge component which assesses the knowledge as

perceived by the alumni and employers. The alumni mean score for the four elements was 2.75 with 100 percent of the candidates scored Acceptable or Target, and the employers rated the four elements of knowledge at 3.00 with 100 percent of the candidates scoring Target. Eight elements were identified as assessing skills of the reading specialist. The alumni and employers rated 100 percent of the candidates with Acceptable or Target.

School Administration. Alumni/employer surveys were sent to 35 alumni of the school administration program who graduated in 2007-08 or 2008-09 and eight (23%) were returned. The same survey was sent to five employers and four (80%) were returned. The alumni and employers were asked to rate the elements using a three point scale on 21 elements based on the Educational Leader Constituent Council standards. A rating of one indicates the candidate was not prepared to meet an element of the standard - Unacceptable, a rating of two indicates the candidate met this element of the standard - Acceptable, and a rating of three indicates the candidate exceeded the standard - Target. There are 11 elements under three standards which assess the knowledge and skills by the alumni and employers. The alumni mean score was 2.43 with 100 percent scoring Acceptable or Target, and the employers rated the knowledge and skills at a mean score of 2.48 with 100 percent scoring Acceptable or Target. The complete data set for both surveys are attached to 1e.4.

School Counseling. Follow-up surveys were sent to 17 alumni who graduated in 2007-08 or 2008-09 from the school counseling program and six (35%) were returned. The same survey was sent to three employers and two (67%) were returned. The alumni and employer were asked to rate the elements using a three point scale on 17 elements based on the Oklahoma School Counseling and CACREP standards. A rating of one indicates the candidate was not prepared to meet an element of the standard – Unacceptable, a rating of two indicates the candidate met this element of the standard - Acceptable, and a rating of three indicates the candidate exceeded the standard - Target. There are 11 elements on the survey under five standards which assess the knowledge and skills by the alumni and employers. The alumni mean score was 2.79 with 100 percent scoring Acceptable or Target, and the employer rated the knowledge and skills at a mean score of 2.77 with 100 percent of the candidates scoring at Acceptable or Target. The complete data set is attached at 1e.4.

1e.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the knowledge and skills of other school professionals may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Follow-up Studies Reading Specialist 07-09
Follow-up Studies School Administration 07-09
Follow-up Studies School Counseling 07-09

See **Attachments** panel below.

1f. Student Learning for Other School Professionals

1f.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing

these data could be attached at Prompt 1f.3 below.]

1f.2. What do follow-up studies of graduates and employers indicate about graduates' ability to create positive environments for student learning? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to create positive environments for student leaning could be attached at Prompt 1f.3 below.]

Reading Specialist. There are five elements under two International Reading Association (IRA) standards which relate to creating positive environments for student learning. The alumni and employer mean score was 3.00 for those five elements and with 100 percent of the candidates scored Target . The complete data set is attached to 1e.4.

School Administration. There are four elements under one Educational Leadership Constituent Council (ELCC) standard which relate to creating positive environments for student learning. The alumni and employer mean score for the four elements was 2.50 with 100 percent scoring Acceptable or Target. The complete data set is attached to 1e.4.

School Counseling. There are seven elements under six Oklahoma school counseling standards which relate to creating positive environments for student learning. The alumni mean score was 2.71 with 100 percent of the candidates scoring Acceptable or Target, and the employer mean score was 2.79 with 100 percent of the candidates scoring Acceptable or Target. The complete data set is attached to 1e.4.

1f.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to other school professionals' creation of positive environments for student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1g. Professional Dispositions for All Candidates. [Indicate when the responses refer to the preparation of initial teacher candidates, advanced teacher candidates, and other school professionals, noting differences when they occur.]

1g.1. What professional dispositions are candidates expected to demonstrate by completion of programs?

During the school years of 2006-07 and 2007-08, the dispositions identified in the unit's conceptual framework were integrity, professionalism, competence, and commitment to the education of all students. The conceptual framework was revised during 2007-08 and beginning in fall 2008 the unit's adopted dispositions were competent, committed, and ethical. The revised disposition assessment form and rubrics were first utilized in spring 2009. Both sets of dispositions have elements which can be viewed on the attachment at 1g.5. The dispositions were adopted by the initial programs for teacher candidates and the programs for other school professionals. The school counseling program adopted seven additional elements under the three main dispositions which related to specific dispositions identified by the Oklahoma School Counseling and CACREP standards. The complete dispositions list is attached to 1g.5.

1g.2. How do candidates demonstrate that they are developing professional dispositions related

to fairness and the belief that all students can learn? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Initial Programs. In fall 2008 under the disposition integrity, element three states, “exhibits fairness”. The mean score for student teachers in fall 2008 on fairness was 4.96 on a five point scale with five as Target. Ninety-six percent of the candidates scored Target and 4 percent scored More than Acceptable. The disposition, “commitment to the education of all students” was rated by faculty for student teachers in fall 2008 as 4.94 on a five point scale with 5 as Target. One hundred percent of the candidates scored Target or More than Acceptable.

Under the disposition competent, element two which states, “An educator who is competent promotes positive learning outcomes for all students.” The score for this element for student teachers in spring 2009 was 2.88 with 100 percent of the candidates scoring Acceptable or Target. Under the disposition committed, element one and two relate to fairness and the belief that all students can learn. The mean for these elements for initial candidates seeking admission to student teaching was 2.60 and 2.70, respectively, with 100 percent of the candidates scoring Acceptable or Target. The mean score for the spring 2009 student teachers was 2.89 and 2.83, respectively, with 100 percent of the candidates scoring Acceptable or Target. The first element under the disposition ethical states, “an educator who is ethical respects and values all students and others for their diverse talents, abilities, and contributions.” The mean score for this element for spring 2009 student teachers was 2.94 with 100 percent of the candidates scoring Acceptable or Target. The complete data set is attached to 1c.5.

Reading Specialist. Under the disposition competent, element two which states, “An educator who is competent promotes positive learning outcomes for all students.” The mean score for reading specialist candidates in 2008-2009 was 2.86 on a three point scale with 100 percent of the candidates scoring Acceptable or Target. Under the disposition committed, element one and two relate to fairness and the belief that student can learn. The mean for these elements for reading specialist candidates in 2008-2009 was 2.86 and 2.86, respectively, with 100 percent of the candidates scoring Acceptable or Target. The first element under the disposition, ethical, states, “An educator who is ethical respects and values all students and others for their diverse talents, abilities, and contributions.” The mean score for reading specialist candidates in 2008-2009 was 2.86 with 100 percent scoring Acceptable or Target. (1g.5)

School Counseling. Under the disposition competent, element two which states, “An educator who is competent promotes positive learning outcomes for all students.” The mean score for school counseling candidates in 2008-2009 was 2.93 on a three point scale with 100% of the candidates scoring Acceptable or Target. Under the disposition committed, element one and two relate to fairness and the belief that all students can learn. The mean for these elements for school counseling candidates in 2008-09 was 2.90 and 3.00 respectively, with 100 percent of the candidates scoring Acceptable or Target. The first element under the disposition, ethical, states, "An educator who is ethical respects and values all students and others for their diverse talents, abilities, and contributions." The mean score for school counseling candidates in 2008-09 was 2.90 with 100 percent scoring Acceptable or Target. (1g.5)

School Administration. The eleven school administration candidates in 2008-09 scored a mean of 3.00 with 100 percent scoring Target on three elements which demonstrate the candidates have developed professional dispositions related to fairness and the belief that all students can learn. (1g.5)

1g.3. What data from key assessments indicate that candidates demonstrate the professional dispositions listed in 1.g.1 as they work with students, families, colleagues, and communities? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Initial Programs. The dispositions of initial candidates are assessed by faculty and school-based mentors at least five times prior to program completion. Mentors assess candidates in EDUC 2000 and EDUC

3002 which are the two required pre-student teaching field experiences. During 2008-09 school years 343 candidates were assessed on dispositions with 98 percent rated as Acceptable or Target. Faculty members evaluate initial candidates prior to admission to teacher education and student teaching. During 2008-09, 166 initial candidates were evaluated on dispositions prior to admission to teacher education with 98 percent of the candidates scoring Acceptable or Target. Fifty-three initial candidates in spring 2009 were assessed on dispositions prior to admission to student teaching with 100 percent scoring at Acceptable or Target. Sixty-six student teachers during 2008-09 were assessed on dispositions during student teaching by the mentor with 100 percent scoring Acceptable or Target. (1c.5)

Reading Specialist. Reading specialist candidates are assessed upon entrance into the program, during ELED 5633 – Reading Diagnosis I and ELED 5643 – Reading Diagnosis II, and during practicum – ELED 5683 and ELED 5693. During 2008-09, seven candidates were assessed on dispositions with 100 percent of the candidates scoring Acceptable or Target. (1g.5)

School Administration. Data from the assessments from internship I and II demonstrate, the school administration candidates are developing dispositions. In spring 2009, seven candidates scored a mean of 2.55 with 100 percent scoring Acceptable or Target on the disposition competent. The candidates scored a mean of 2.45 with 93 percent scoring Acceptable or Target on committed. On the disposition, ethical, the candidates scored a mean of 3.00 with 100 percent scoring target. (1g.5)

School Counseling. School counseling candidates are assessed upon entrance into the program and during COUN 5543- Practicum. During 2008-09, seven candidates were assessed on dispositions with 100 percent of the candidates scoring Acceptable or Target. (1g.5)

1g.4. What do follow-up studies of graduates and employers indicate about graduates' demonstration of professional dispositions? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional dispositions could be attached at Prompt 1g.5 below.]

Initial Programs. There are 18 elements under the dispositions of competent, committed, and ethical which are identified on the follow-up studies of alumni and employers. The alumni mean scores were 2.77, 2.80, and 2.79, respectively, with 100 percent of the candidates scoring Acceptable or Target. The employers mean scores were 2.39, 2.47, and 2.49, respectively, with 91 percent, 94 percent, 94 percent, respectively, of the candidates scoring Acceptable or Target. The complete data set is attached 1a.5.

Reading Specialist. There are two elements under one IRA standard which relate to dispositions on the follow-up studies of alumni and employers. The alumni and employers mean score for the two elements was 3.00 with 100 percent of the candidates scoring Target. The complete data set is attached at 1e.4

School Administration. There are four elements under one ELCC standard which relates to dispositions on the follow-up studies of alumni and employers. The alumni mean score for the four elements was 2.48 with 100 percent of the candidates scoring Acceptable or Target, and the employer mean score was 2.50 with 100 percent of the candidates scoring Acceptable or Target. The complete data set is in table 1e.4.

School Counseling. There are three elements under two Oklahoma school counseling standards which relate to dispositions on the follow-up studies of alumni and employers. The alumni mean score for the three elements was 2.83 with 100 percent of the candidates scoring Acceptable or Target, and the employer mean score was 3.00 with 100 percent of the candidates scoring Target. The complete data set is attached at 1e.4.

1g.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to professional dispositions may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Dispositions Reading Specialist 08-09
Dispositions School Counseling 08-09
Dispositions School Administration Spring 09

See **Attachments** panel below.

Optional

1. What does your unit do particularly well related to Standard 1?

2. What research related to Standard 1 is being conducted by the unit or its faculty?

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

2a. Assessment System

2a.1. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

The unit's assessment system is based on the knowledge, skills, and dispositions outlined in the unit's conceptual framework, as well, as the Oklahoma Commission for Teacher Preparation (OCTP) standards, and Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Each program addresses the unit and state standards and every program is aligned with the appropriate specialized professional association standards (SPA) from selected learned societies. The unit's assessment plan includes the NCATE program assessment model and requires all initial and advanced programs to identify six to eight assessments which assess candidates' proficiencies in relation to professional, state, and unit learning outcomes. In addition, the unit's assessment system includes multiple internal and external assessments at transition points established throughout the initial and advanced programs. The six to eight unit-specific and program-specific key assessments provide comprehensive evidence that all initial and advanced candidates are assessed on the proficiencies outlined in the unit's conceptual framework, state standards, and appropriate learned societies standards.

Assessment data are collected, summarized, and reported on an annual cycle. Data are utilized to support decisions made to enhance candidate performance, to improve programs, and to ensure the unit's outcomes are aligned with the institutional, state, and professional standards.

2a.2. What are the key assessments used by the unit and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6? Please complete Table 6 or upload your own table at Prompt 2a.6 below.

Table 6
Unit Assessment System: Transition Point Assessments

Program	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program completion
Art Elementary English HPER Mathematics Music Science Social Studies Spanish Special Education	GPA - 2.5 or higher - at SE, Overall, Major; Pass OGET (240 or higher): Satisfactory Disposition Assessment	GPA - 2.5 or higher - at SE, Overall, Major; Pass OSAT (240 or higher): Satisfactory Disposition Assessment Satisfactory Completion of Portfolio Module, I, II, III	Satisfactory Student Teacher Assessments; Satisfactory Disposition Assessment	GPA 2.5 or higher at SE, Overall, and Major; Satisfactory Teacher Work Sample - Portfolio Module IV	Pass appropriate level OPTE (240 or higher); Alumni/Employer Survey - one year after graduation

2a.3. How is the unit assessment system evaluated? Who is involved and how?

The unit assessment system is evaluated and refined on a continuous basis by the Teacher Education Council (TEC). The TEC is comprised of the following stakeholders: one public school administrator, two candidates, two public school teachers, one parent, a university representative from each program area – initial and advanced, one university representative from each off-campus site, chair of Educational Instruction and Leadership Department, Graduate Coordinator of the School of Education and Behavioral Sciences, Director of Teacher Education, and Certification Officer. The Teacher Education Council meets six times a year for the purpose of approving teacher education unit curricula, setting and approving policy, implementation of regulations and standards, reviewing data and making decisions based on data to improve the teacher education preparation program. Unit-specific and program-specific assessments are reviewed and approved by TEC. The unit's assessment system has been revised continuously since its development in 2002 based on input from TEC members, program faculty, and candidates.

An example of the revision of the assessment system was the addition of a teacher work sample to be completed by all initial student teachers beginning fall 2006. The unit-specific assessment provides evidence of candidates' impact on student learning and provides data for programs to utilize in their specialized professional association's program reports. An additional example of the revision of the assessment system was in fall 2008. The unit revised the conceptual framework in spring 2008 and TEC adopted a new rubric for the assessment of the dispositions in the revised conceptual framework.

2a.4. How does the unit ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

Fairness. To ensure fairness of the assessment of candidates, multiple strategies are in place to provide candidates opportunities to acquire the knowledge, skills, and dispositions which are being evaluated. In addition, candidates receive instruction to ensure their understanding of the expected performance

criteria and how assessments are scored. Assessment rubrics are provided prior to an assignment and candidates continue to have access to the rubrics as they complete the assignments. The candidates are informed on the outcomes expected and the criteria utilized for assessing each level of the assessment rubric.

Accuracy. Course objectives have been aligned with program specific professional standards, Interstate New Teacher Assessment and Support Consortium (INTASC), Oklahoma Commission for Teacher Preparation (OCTP), and the unit's institutional standards. A standardized format for course syllabi which includes performance expectations, grading measures, and professional standards ensures the course requirements and outcome expectations are clear to all candidates.

Consistency. Unit-wide and program-specific assessments are reviewed and approved by the Teacher Education Council. Raters which utilize the assessments and rubrics are trained to promote similar scoring. For example, the mentors for the initial programs attend an orientation and training session in which they receive training on the assessment instruments utilized during the student teaching process. In the advanced programs, the university supervisor meets with the school-based supervisor in an individual training session to discuss the practicum or internship evaluations prior to supervising an advanced candidate.

In addition, in order to establish consistency in the rating of the program-specific assessments for various programs, the appropriate department chair selects a faculty member to work with an adjunct instructor if they are teaching a course. The faculty member provides the assessment project and rubric to the adjunct instructor and provides support in the rating process.

Avoidance and elimination of bias. The assessment procedures and rubrics are reviewed continuously to remove any bias which would adversely impact candidates' performance. Directions and rubric criteria are rewritten to eliminate vague or poorly worded instructions or questions. Assessment accommodations for candidates are designated by Student Support Services and are provided to the candidate's instructor prior to the beginning of the semester. The assessment accommodations are implemented by the instructor, in conjunction with Student Support Services, to ensure the elimination of bias in the assessment process. Various types of assessments are included within a course to provide multiple opportunities for candidates to demonstrate the knowledge and skills they acquired.

2a.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the unit?

Multiple assessments are used to manage and improve the operations and programs of the unit. Assessment and evaluation measures used to improve programs include data that are collected through the university's data base (POISE) such as ACT scores, course grades, GPAs, and state testing scores. Summaries of clinical evaluations are aggregated and disaggregated by program and campus site measure unit and program standards and dispositions. The portfolio and course competency data are maintained by the program and are utilized in their annual program outcomes assessment report (POAR) to provide information for program evaluation and improvement. Employer and alumni surveys are utilized for candidate self-perception of program quality and to record employer perception of the recent graduate's performance. An additional source is the teacher education course evaluation which is completed by the candidates in each course every semester. Results are shared with faculty members so they can address any needed changes in their courses.

Another source of data for operations improvement is the mentor teacher evaluation completed by student teachers each semester. This assists in the assessment of the quality of supervision the candidates receive from their mentors. The candidates in advanced programs also evaluate the school-

based supervisors of their clinical experiences. An exit survey by student teachers and program-specific exit surveys completed by candidates provide the unit with information on the overall quality of the program. On the alumni survey, previous candidates are asked to indicate the degree to which the unit operations met their needs. The alumni are asked to rate the program in the areas of academic advisement, accessibility of faculty, procedures for admission to teacher education, admission to student teaching procedures for portfolio development, availability of classes, quality of teaching and overall satisfaction with the program. Additional areas are included in the survey for the advanced program graduates.

2a.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's assessment system may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Advanced Programs Transition Points
TEC Membership

See **Attachments** panel below.

2b. Data Collection, Analysis, and Evaluation

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

- **How are the data collected?**
- **From whom (e.g., applicants, candidates, graduates, faculty) are data collected?**
- **How often are the data summarized and analyzed?**
- **Whose responsibility is it to summarize and analyze the data? (dean, assistant dean, data coordinator, etc.)**
- **In what formats are the data summarized and analyzed? (reports, tables, charts, graphs, etc.)**
- **What information technologies are used to maintain the unit's assessment system?**

Data are collected through a variety of methods. Information such as grades and GPAs are collected through the university's data-base system. Alumni/employer surveys, state test scores, field and clinical experiences, and disposition assessments are collected offline and are analyzed on spreadsheets. Some program-specific assessment data are collected on-line through a university developed system which can be converted to spreadsheets. With the implementation of the Chalk and Wire e-portfolio in fall 2009, the unit plans to simplify the data collection process with more online data collection and more centralized analysis and distribution.

Data are collected from applicants, candidates, graduates, faculty, and employers on a systematic basis. The unit uses an assessment calendar to ensure that assessments are collected, analyzed, and distributed on a regular basis. Data are summarized by semester or the school year depending on the type of data.

The unit-specific data for initial programs are collected and summarized by Teacher Education Services and data for the advanced programs are collected and summarized by the M.Ed. coordinator or the program coordinator. Program-specific assessment data are collected and summarized by the program

faculty and coordinators. Data are summarized and analyzed in various formats but the most common is a table; however, reports, charts, and graphs are utilized when appropriate.

Assessment data are collected, stored, and analyzed in several technology systems. The candidate advisement system is available to faculty and provides access to data on individual candidates. A university-developed system (POISE) maintains data on admission to teacher education and student teaching, state testing information, and mentor demographic and training information. An additional university-based system maintains data for program-specific assessments if the data is collected through a course. With the implementation of the Chalk and Wire e-portfolio system in fall 2009, the data base will be expanded each year to include more options for collecting and storing data in a technology-based information system.

2b.2. How does the unit disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs?

In the initial programs, unit-specific assessments such as student teaching summative evaluations, teacher work samples, dispositions, GPAs for admission to teacher education and student teaching, and employer and alumni follow-up studies are disaggregated by program and campus site. Advanced programs are disaggregated by program and, if appropriate by campus site.

Alternative certification candidates work directly with the state department of education and unless they identify themselves to Teacher Education Services no record will be on file. If candidates identify themselves as alternative certification candidates, then Teacher Education Services maintains a record of the letter the candidates received from the state department indicating the number of professional education courses the candidates are required to take. Southeastern does not provide an alternative certification program for initial candidates. The only alternative certification program at Southeastern is the school administration program. The M.Ed. Coordinator or program coordinator maintains separate program-specific records on those candidates, and Teacher Education Services maintains separate certification records on the alternative certification candidates.

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?

The unit follows the university's policies on student complaints on specific issues. Records are maintained by the appropriate department or committee which has the authority to resolve the issue or concern. It is recommended that candidates address the complaint at the level the issue occurred.

If a complaint involves a grade in a course, the candidate contacts the faculty member to resolve the situation. If it is not resolved, the candidate may file a complaint with Academic Affairs (initial) or Graduate Council (advanced). The records containing the resolution would be maintained by the department or appropriate committee. This grade appeal procedure is outlined in the university catalog.

If the complaint involves admission to teacher education or student teaching, the complaint would be resolved by the Teacher Education Admission and Retention Committee, and if not resolved may be appealed to the Teacher Education Council. For advanced candidates, if the complaint involves admission to a program or a restriction at a transition point, the complaint would be resolved by the program coordinator with appeal to the Graduate Council. The procedures for the initial and advanced candidates are outlined in the initial and advanced program handbooks.

2b.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's

data collection, analysis, and evaluation may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

2c. Use of Data for Program Improvement

2c.1. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?

The Teacher Education Council (TEC) plays a key role in regularly and systematically using data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experience. For example, data are summarized and provided to TEC at the end of each semester on initial field experiences and clinical practices (EDUC 2000, EDUC 3002, EDUC 4919) assessments. In addition, conceptual framework evaluations, student teacher course evaluations, and mentor evaluations are reviewed by the TEC each semester. In addition, data are summarized and provided to the TEC annually on the teacher work samples, disposition assessments, and alumni/employer follow-up studies. Following each meeting of the Teacher Education Admission and Retention Committee, a summary report is provided to the Teacher Education Council in order to discuss data collected at transition points.

Each program, initial and advanced, develops a POAR which is due the second Friday in September. These reports summarize the data from unit-specific and program-specific assessments collected during the previous school year and identify areas of strengths and concerns. Based on this information, each program develops plans of improvement and implement changes in their program.

2c.2. What data-driven changes have occurred over the past three years?

Some of the data driven changes that have occurred in the past three years are as follows:

In 2006-07, Teacher Education Council (TEC) approved a change in the process for teaching candidates the knowledge, skills, and dispositions needed to teach students with special learning needs. In previous years, the special education pedagogy and content was embedded in various courses, but based on the data from the student teacher evaluations, the unit approved a separate special education course which is provided to the candidates early in their programs so they may utilize this information throughout the remainder of their courses.

In 2006-07, TEC approved to change the semester in which EDUC 4443, Classroom and Behavior Management, was completed. In previous years, the class was taken concurrently with student teaching. The candidates took the class in a four week block prior to the 12 weeks of student teaching or it was completed as a one-night a week class while they were completing student teaching. Based on the data from the student teacher evaluations, the unit approved moving the class from the student teaching block to the semester prior to student teaching.

In 2007-08, TEC approved a new course for the art education program. Based on data from the art program-specific assessment, the candidates demonstrated a lack of understanding of color. The department attempted to correct the situation by embedding more information on color in an existing course. However after two years, the test scores did not indicate improvement and a recommendation to TEC requested the inclusion of a new course in the program.

In 2008-09, TEC approved to change the grade requirement for ELED 4444 to a minimum grade of "C".

This is the last course in a sequence of four reading courses and the first three courses had a minimum grade requirement, but the last course did not. Based on the data from the reading subtest on the elementary education state specialization test (OSAT), this action was necessary to improve the reading subtest scores.

2c.3. What access do faculty members have to candidate assessment data and/or data systems?

Faculty members have access to candidate assessment data through the university's advisement system on (POISE). Grades, GPAs, courses completed, advisement histories, and admission to teacher education and student teaching are available to faculty on this system. State testing information is available to the faculty after each testing period. The information is provided to the chair of each department housing the program and the chair shares the information with appropriate faculty. The teacher work sample, initial field experience, student teaching, and initial dispositions data are provided to the program coordinators through Teacher Education Council (TEC). Employer and alumni follow-up studies for initial and advanced programs, state testing trends and residency teacher trends are also reported to the various programs through TEC. Student teaching formative evaluations are sent to the department every three weeks on individual candidates to inform the program faculty of the student teachers' progress. In the advanced programs, the clinical practice evaluations are sent directly to the program coordinator from the school-based supervisor. With the implementation in fall 2009 of Chalk and Wire for the e-portfolios, the initial and advanced programs will have more access to the candidate data in a timely manner.

2c.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?

Assessment data are shared with candidates, faculty, and other stakeholders through reports, meetings, and presentations continuously during the school year. Initial and advanced candidates receive feedback on their performance on program-specific assessments at the time of submission. In addition, as candidates proceed through the transition points, they are informed of their admission and exit status. This provides the candidates the opportunity to reflect on and improve their performance. Assessment data are shared with program faculty and stakeholders through Teacher Education Council, departmental meetings, and reports to the program departments. Title II reports and TEC minutes are posted on the teacher education website to enable all stakeholders to review the test data and be informed on matters considered by the Teacher Education Council.

<http://www.se.edu/university-committees/teacher-education-council/minutes/>

<http://homepages.se.edu/sebs/undergraduate-degree-programs/teacher-education/title-ii/>

2c.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the use of data for program improvement may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Change/Improvement Data Chart 08-09

See **Attachments** panel below.

Optional

1. What does your unit do particularly well related to Standard 2?

2. What research related to Standard 2 is being conducted by the unit or its faculty?

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

3a. Collaboration between Unit and School Partners

3a.1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

Initial Programs. For field and clinical experiences at the initial level, the unit partners with public school administrators and P-12 teachers primarily in a thirteen-county area of southeastern Oklahoma and a three-county area in northern Texas. The school districts currently used most often in Oklahoma are located in Ardmore, Broken Bow, Idabel, Kingston, Lone Grove, Madill, Plainview, Rattan and the school districts in Bryan County. The schools used most often in Texas are located in Bonham, Denison, Howe, Pottsboro, Sherman, and Whitesboro. The school districts in Oklahoma and Texas are administered locally rather than by county. Candidates in the elementary education program at the McCurtain County branch campus, the Ardmore Higher Education Center, and the Grayson County Texas campus utilize the same unit partners as candidates on the main campus.

Other School Professionals. The school administration and school counseling programs utilize the same school districts in Oklahoma and Texas as the initial programs. The candidates in school administration and school counseling often utilize the school district in which they currently work to complete their field and clinical experiences. The reading specialist program is only offered through cohorts at Oklahoma school sites. In the past three years, cohorts have been established in the schools of Hugo, Kingston, and Tishomingo which are school districts within the thirteen-county area of Oklahoma served by the unit.

The Teacher Education Council (TEC) serves as the main vehicle for the design, delivery and evaluation of all aspects of the unit. Representatives of the P-12 school partners are selected from our service area to serve a two-year term on the council. Those partners include an elementary teacher, a secondary teacher, a public school administrator, two candidate representatives, and a parent. Through these representatives the unit's partners have a voice in the design, delivery, and evaluation of the field and clinical experiences.

3a.2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

Initial Programs. P-12 teachers play a vital role in the design, delivery, and evaluation of the unit's field and clinical experiences at the initial level by providing invaluable input regarding the teacher preparation program each semester at mentor return day. At Southeastern after the school-based supervisor is selected, they are hired by Southeastern to be the university-based supervisor of the student teacher. The supervisor/mentor is trained, supported and supervised by the coordinator of field experiences. After the student teachers have been in their placement for six weeks, the mentors participate in mentor return day.

In addition, the teacher education unit's annual public forum is held each fall semester, in conjunction with Mentor Return Day. All members of the service area have an opportunity to attend a meeting and submit their suggestions and evaluations regarding the teacher preparation programs at Southeastern.

The TEC serves as the main system for the design, delivery and evaluation of all aspects of the unit. Through the TEC representatives the unit's partners have a voice in the design, delivery, and evaluation of the field and clinical experiences. In addition, the site coordinators from each of the five off-campus sites are ex-officio members of the TEC which provides opportunities for input from all of the regions in Oklahoma and Texas which the unit serves.

Other School Professionals. The school administration and school counseling programs have a faculty member who serves as a program coordinator who are members of the Teacher Education Council and serve with the other unit's partners on all issues discussed and voted on by the council. The school administration and school counseling candidates have a university supervisor and a school-based supervisor who designs, delivers, and evaluates field experiences based on the individual candidate's needs.

Additionally, the school administration program coordinator maintains open lines of communication with area superintendents through the Texoma Association for Public School Improvement. This association is a consortium of area school district administrators who work together to provide staff development and other training opportunities to their instructional staff members. Executive committee members of the association serve as an advisory group to Southeastern faculty regarding the efficacy of the school administration program.

The reading specialist program coordinator serves as a member of TEC and serves with unit's partners on all issues discussed and voted on by the council. The program coordinator collaborates with a cohort administrator to design the appropriate clinical experiences.

3a.3. What are the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

Initial Programs. For field experiences, the unit and its school partners jointly determine how and where candidates are placed. The unit makes formal requests to the P-12 school administrators for placement of its candidates for field experiences, and the administrators are given the option to accept or deny the unit's requests. In order to ensure completion of field experiences at a variety of school sites, candidates may not complete clinical experience/student teaching in the same school district where they completed their 75 hours of field experiences.

For the 60 day clinical experience, candidates request a placement preference on their student teaching

applications which requires the approval and signature of the respective department chair. The candidates' applications are reviewed and approved by the Teacher Education Admission/Retention Committee (TEARC), a subcommittee of the Teacher Education Council. Membership of the TEARC includes one public school administrator, representatives from various initial programs, and the Coordinator of Teacher Education Services. Applications from candidates from all campus sites are reviewed by the TEARC at the same meetings.

Once initial candidates enroll in student teaching (EDUC 4919), Teacher Education Services sends request packets to the superintendents or directors of human resources at the public school sites. Acceptance of student teachers is voluntary, and the school administrators are asked to assign initial candidates to mentor teachers who meet the university requirements and have the ability and desire to work with student teachers. The Student Teacher Assignment Agreement must be signed by the mentor, principal and superintendent. The school must submit the signed agreement along with a completed copy of the mentor biographical form and a copy of the mentor's teaching credential. After approval, confirmation packets are sent to the initial candidate and to the assigned P-12 mentor.

Other School Professionals. In the school administration and school counseling programs, the candidates apply for field experiences and clinical practice through the program coordinator. The candidate and the university supervisor select an appropriate school site to complete the field or clinical experience. The candidate must then secure the written approval of the selected school-based supervisor and/or appropriate school administrator.

In the reading specialist program, the coordinator collaborates with the cohort school district representative to arrange diverse opportunities for field and clinical experiences. The program standards require candidates to have field and clinical experiences with students at the four grade levels of primary, intermediate, middle and high school; therefore, field and clinical experiences will involve a number of schools within the cohort district.

3a.4. How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

Initial Programs. In field and clinical experiences at the initial level, the unit's school partners share their expertise and resources not only by sharing their classrooms and students, but also by providing expert P-12 teachers who model and evaluate the knowledge, skills, and dispositions that we want our candidates to learn and to fully develop. The initial candidates learn to apply theory to practice by observing and assisting P-12 teachers and their students in real-life classrooms, and they have access to all of the resources that are available to the P-12 teacher.

For the initial clinical experience, Southeastern developed and implemented the Professional Mentor Program in 1988 whereby P-12 teachers receive training and support from the university in assessment and guidance prior to having a student teacher. The program assumes that the cooperating teachers, as mentors, are best qualified to supervise and evaluate the progress of our candidates since they observe the candidates daily throughout the entire clinical experience. The university pays each mentor \$300 for training, supervising, and evaluating a student teacher for 12 weeks; therefore, mentors are the clinical faculty employed by the university.

The unit also shares resources through the Student Teaching Compensation Program, which provides a further incentive for school districts to participate in the professional mentor program. In return for accepting one twelve-week student teacher at the initial level, school districts receive \$135 of tuition credit for use by their P-12 teachers who enroll at Southeastern. Use of the compensation credit is at the

discretion of the P-12 superintendent.

Other School Professionals. Dialogue between program coordinators and school-based supervisors in school administration and school counseling provides opportunities to share expertise and resources to support the candidates' learning in field experiences and clinical practice. Practicing administrators are generous with their time and are often willing to speak with university classes about contemporary issues.

In the reading specialist program, the university's faculty coordinates the assessment and implementation of literacy tutoring services to P-12 student identified by the school district as having a significant deficit in literacy skills. The resources of the school district are utilized in the tutoring service for the cohort P-12 students.

3a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to collaboration between unit and school partners may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

TEC Membership 08-09

See **Attachments** panel below.

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3b.1. What are the entry and exit requirements for clinical practice?

Initial Programs. To meet admission requirements for clinical practice, candidates must have a 2.50 GPA overall, at Southeastern, and in their major. To begin clinical practice, candidates must have passed the appropriate OSAT in their major, completed all other required coursework, and completed Modules I, II, and III of the undergraduate portfolio. To exit clinical practice, the candidate must complete a 60-day experience, average 3.0 overall on a 5.0 scale on all items evaluated on the student teacher evaluation form, and not have more than one "needs to improve" in any one category on the form. Candidates' dispositions are assessed by the mentor during student teaching and must be in the acceptable range. If a disposition receives a "1" or Unacceptable, then the candidate and coordinator of field experiences will discuss and develop an improvement plan. Candidates at all campus sites must meet the same entry and exit requirements for clinical practice.

Other School Professionals. In the school administration program, candidates must have an overall GPA of 3.0 and have completed EDAD 5303, EDAD 5323, EDAD 5373, and EDUC 5113 in order to enroll in EDAD 5483, Principal Internship I. To exit Internship I, the candidate must complete a school improvement plan project, complete the required hours, and receive a positive evaluation by the mentor administrator. The candidate must have a GPA of 3.0 and complete Internship I to take Internship II. To exit Internship II, the candidate must complete the required hours, complete all projects and course requirements, and have a positive evaluation by the mentor.

In school counseling, the program candidates must have an overall GPA of 3.0 and have permission to enroll in clinical practice. In addition, the candidate must have a B or better in COUN 5423 and proof of professional liability insurance. To exit clinical practice, the candidate must complete 100 clock hours, and must have a satisfactory assessment from the school-based and university-based supervisors.

In the reading specialist program, the candidates must have an overall grade GPA of 3.0 and have

completed all but the final six hours of practicum. To exit the clinical practice, the candidate must have satisfactory scores on the following: participation, professional reports, interview with the program coordinator, dispositions' assessment, and project assessment rubrics.

3b.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7 or upload your own table at Prompt 3b.9 below.

**Table 7
Field Experiences and Clinical Practice by Program**

Program	Field Experiences	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Art, Elementary, English, Health and Physical Education, Mathematics, Music, Science, Social Studies, Spanish, and Special Education	EDUC 2000 - Five hours observation at each level: elementary, middle, and high school; EDUC 3002 - 75 hours at one school site or P-12 candidates at two; EDUC 4000 - 15 hours experience in the class which will be the student teaching site prior to student teaching	EDUC 4919 - 60 days of student teaching which is approximately 420 hours	515 hours
Reading Specialist	ELED 5623 - Reading Diagnosis - 25 hours of testing, preparation, tutoring and writing student reports with students in grades 1 - 8; ELED 5633 - 25 hours of testing, preparation, tutoring, and writing students reports with students in grades 9 - 12; ELED 5653 - Content Area Reading - 5 hour developing and teaching content lessons; ELED 5663 - Older, Struggling Readers & English Language Learners - 5 hours - assessment of English language learners; ELED 5673 - The Role of the Reading Specialist - 20 hours in developing and presenting staff development	ELED 5683 - Practicum in Reading I - Tutoring students in Grades 1 - 8 - 40 hours; ELED 5693- Practicum in Reading II - Tutoring students in grades 9-12 - 40 hours	160 hours
School Administration	EDAD 5323 - Supervision of Teaching - Candidates conduct observations of classroom teachers and participate in pre- and post- observation conferences - 6 hours; EDAD 5403 School Operations Management - Candidates attend and report on a school board meeting, and they interview a superintendent - 4 hours	EDAD 5483 - The Principalship - Internship I - 75 hours clinical practice with emphasis on the school improvement planning process ; EDAD 5933 - Internship II - Candidates complete a 175 hour internship with experiences in a variety of administrative tasks and duties.	260 hours
School Counseling	COUN 5583- Developmental School Counseling & Guidance - Candidates teach a guidance lesson in a school - 5 hours; COUN 5483 - Counseling Diverse	COUN 5543 - Counseling Practicum - 100 hours at an approved practicum site.	110 hours

	Populations - Candidates work with diverse students - 5 hours		
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3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

Initial Programs. Unit syllabi and assessments for field and clinical experiences include the activities that candidates must complete in order to develop proficiencies outlined in the conceptual framework, state standards and professional standards. In addition, candidates enrolled in the initial clinical experience complete a Teacher Work Sample which is aligned with the conceptual framework, state standards and professional standards.

Other School Professionals. The school administration and school counseling candidates are assessed by the school-based supervisor and the university-based supervisor on assessment instruments designed to evaluate the unit's conceptual framework, state standards, and professional standards. The activities designed by the university supervisor are developed on the required learned society standards and rubrics and syllabi are designed to ensure the standards are assessed.

In the reading specialist program, syllabi and assessments for field and clinical experiences are aligned with the proficiencies in the conceptual framework state standards, and professional standards. The candidates are observed, interviewed, and assessed by university reading faculty during the tutoring sessions and staff development presentations. Candidates are assessed utilizing rubrics and criteria checklists which evaluate the candidate's knowledge and skills in specific key standards. In addition, the candidates are assessed on dispositions based on the unit's conceptual framework by the reading faculty.

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

Initial Programs. All initial candidates are required to take EDUC 3313-Technology Integration for the Classroom, which equips them with the knowledge and skills to use technology as an instructional tool during field experiences and clinical practice. These skills are further applied in other courses in the preparation of performance activities which will lead to the proficiencies required for future successful classroom performance. During clinical practice initial candidates complete a Teacher Work Sample which requires the use of appropriate subject matter technology as an instructional tool. Faculty from the candidate's program area assesses the utilization of technology based on the rubric criteria. In addition, the mentor (school-based, university-based clinical faculty) assesses the student teacher's use of technology in the teaching and learning process in the classroom.

Other School Professionals. In the school administration program, the courses have a significant technology component and all classes utilize Blackboard course management. Candidates are required to produce projects and papers utilizing word processing, desktop publishing, websites, presentations, and/or data management programs.

In the school counseling program, candidates are required to use technology in the research of the development of the guidance lesson plan which will be taught in an appropriate class. In addition, candidates are assessed on their report writing during practicum which includes record keeping, treatment plans, treatment summaries, and discharge summaries.

In the reading specialist program, technology is integrated into the clinical practice of the two practicum courses by requiring candidates to incorporate technology activities for the students being tutored on literacy skills at all grade levels. Data are collected from these activities by the utilization of a rubric

designed to assess the required specialization standards.

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

Initial Programs. Mentors are carefully selected by administrators and approved by the unit. The P-12 mentor must meet the following criteria: 1. has completed at least three years of teaching experience; 2. agrees to participate in mentor training; 3. holds a standard certificate for the area in which he/she is teaching; 4. completed a bachelor's degree in the area of teaching; 5. demonstrates the ability to work as an effective team member; 6. is assigned no more than two student teachers during a given school year. The administrator(s) of the cooperating school, the coordinator of teacher education services, and the unit collaborate in the selection of the mentor. The superintendent or designee, principal, and mentor must sign the Student Teacher Assignment Agreement, and provide a copy of the mentor's teaching certificate, and the mentor biographical form. In addition to the recommendation and approval by the principal and superintendent, the biographical information and the copy of the teaching certificate that the unit receives from mentors indicate that they are accomplished school professionals.

Other School Professionals. School-based supervisors for school administration interns must be certified administrators, have the authority and access to the school building level environment and participate in field supervisor training.

In school counseling, school-based supervisors must hold a master's degree in counseling or a related profession, a minimum of two years of pertinent professional experience in school counseling, knowledge of the program's expectations, requirements, and evaluation procedures, and agree to supervise the candidate for a minimum of one hour per week.

In the reading specialist program, candidates are supervised by the university reading faculty. The reading faculty who supervise the candidates have a reading or reading related degree at the doctoral level.

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

Initial Programs. At the initial level, school-based, university-based clinical faculty (mentors) receive preparation for their roles by attending three hours of mentor training. Each semester, new mentors and previously trained mentors who have not had a student teacher within the past three years are required to attend mentor training where they are instructed on the definition of mentoring, what their roles and responsibilities are, and how to effectively supervise, counsel, and evaluate the student teacher. New mentors are also required to attend mentor return day, which is a two-hour meeting and provides the opportunity for the mentors to discuss issues and concerns.

Other School Professionals. School administration and school counseling school-based clinical supervisors have a two-hour training/orientation conducted by the respective university supervisors. Interns also attend these sessions to ensure procedures, requirements, and competencies are understood by all and to be sure the individual needs of each intern are considered. The reading specialist candidates are not supervised by school-based faculty but are supervised by university reading faculty.

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school

professionals?

Initial Programs. Student teachers receive regular and continuous support from their mentors (school-based, university-based) every day of their student teaching experience. Each student teacher is formally evaluated every three weeks by the mentor, thus providing on-going assessment of the classroom experience. Student teachers return to campus for a one-day student teacher return day. This provides opportunities for university program faculty to interact with their program candidates and to address concerns indicated by the student teachers. They also receive regular and continuous support from the Coordinator of Field Experiences and Teacher Education Services through mail, email and telephone. Evidence of this support can be found in the course evaluations that student teachers complete near the end of their clinical experience.

Other School Professionals. The school administration and school counseling programs require each school-based supervisor to commit to at least a weekly conference with their respective candidate and the school-based supervisor must sign the week activity logs. In addition, each program coordinator meets with each respective candidate throughout the semester at the school site and regular class meetings.

In the reading specialist program the clinical faculty is the university faculty member. All the literacy activities involved in tutoring students identified by the school district are supervised by the university reading faculty. Feedback is provided daily by the reading faculty as well as other candidates involved in the tutoring process.

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals?

Other School Professionals. Candidates in school administration are required to complete EDUC 5203, Introduction to Educational Research, early in the degree plan which introduces the knowledge and skills necessary to be a consumer of research. A major activity in Internship I is to complete a school improvement project which requires candidates to design and describe the activities and processes involved in improving an existing school to which they have access to staff and data. Research, data analysis, and prioritizing needs are required in the areas of curriculum and instruction, supervision, evaluation of personnel, community relations, pupil relations, and facility management.

In the school counseling program, candidates take COUN 5863, Research in Counseling, in order to assist the candidate in becoming a critical consumer of research through learning to conduct an integrative review of research or meta-analysis of a selected topic in counseling. In COUN 5523, Group Processes, the candidates complete a group proposal paper. The candidate develops a proposal for a counseling group that is commensurate with the specific setting in which the candidate plans to work. The candidate must cite a minimum of five peer-reviewed journal articles to demonstrate a thorough research effort with regard to the proposal.

In the reading specialist program, candidates are required to complete EDUC 5203, Introduction to Educational Research, as the first class in the schedule which introduces the knowledge and skills necessary to be a consumer of research. In the second semester of the schedule, the candidates take ELED 5603 and ELED 5613, Theories and Research in Language Arts and Reading. These courses lay the research and theoretical foundation for the remainder of the program. In the practicum tutoring session, candidates analyze the student assessment data and select evidence-based reading research to develop a well-designed literacy tutoring program.

3b.9. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the design, implementation, and evaluation of field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully?

Initial Programs. An average of 130 candidates have been eligible for initial clinical practice each year and an average of 98 percent of those candidates have completed clinical practice successfully each year.

Other School Professionals. The school administration program has an average of 25 candidates enrolled in Internship I and Internship II, annually. During a school year an average of 92 percent of the candidates will be successful in completing the clinical practice. The school counseling program has an average of 10 candidates enrolled in the clinical practicum and no candidates have been unsuccessful in completing the practicum during the past three school years. In 2008-09, the reading specialist program had 11 candidates enrolled in two clinical practice courses and 91 percent of the candidates were successful in completing the clinical practice courses.

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

Initial Programs. At the initial level, the candidate is evaluated both formatively and summatively by the school-based, university-based mentor. The mentor provides ongoing evaluation, including daily reviewing, monitoring, and providing feedback to the student teacher. At the end of every three weeks (every two weeks for those candidates with split assignments), the "Student Teacher Formative Evaluation" is completed, signed by both the mentor and the candidate, and forwarded to the coordinator of field experiences. After careful screening by the coordinator, a copy of the evaluation is sent to the appropriate academic department for review. If there is an area of concern that the mentor cannot resolve, the coordinator of field experiences assists in the resolution to the problem and/or to help develop a plan for improvement. The dispositions of candidates are evaluated during the ninth week of student teaching by the mentor. If any dispositions are identified as unacceptable, a plan of improvement must be developed. The "Student Teacher Summative Evaluation" is completed and returned before the end of the sixty day clinical experience.

In addition to participation with their mentors in the evaluation process, initial candidates also complete a reflection for the coordinator of field experiences at the end of their first three weeks of clinical practice, and additional support through telephone, email, or personal visit is provided. The coordinator of field experiences is the instructor of record for clinical practice.

Other School Professionals. School administration interns are evaluated formatively through discussion sessions, interim field log submissions, and university supervisor conferences. The school-based supervisor has weekly conferences with the intern and completes an evaluation at the completion of the required hours. The summative assessment activity for Internship I is completion, presentation and defense of the school improvement project. The summative assessment activity for Internship II is a

presentation and defense of the internship notebook. The assessment checklist completed at the end of Internship II includes all of the Educational Leader Constituent Council (ELCC) standards in specific administrative responsibility areas.

School counseling candidates are evaluated at the end of the semester by the school-based supervisor who completes a Site Supervisor's Evaluation of Practicum Candidate form. This form is aligned with the Oklahoma Commission of Teacher Preparation competencies for school counselors. The completed evaluation form is submitted to the university faculty supervisor. School counseling candidates are also evaluated on their knowledge, skills, and dispositions through a systematic process utilizing rubrics and audio or video taping reviews of actual counseling sessions with clients.

In the reading specialist program, the candidates are evaluated through observation of the tutoring sessions, and evaluation of the action plans, intervention plans, and post-test results by university faculty in the reading specialist program. The candidates are also evaluated on dispositions and the overall effectiveness of the tutoring sessions. The candidates are assessed through three rubrics: individual tutoring, dispositions, and overall effectiveness of tutoring.

3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?

Initial Programs. Candidates in each initial field experience in EDUC 2000 and EDUC 3002 are required to complete reflections on their field experiences as a component of the assessment process. Candidates have the opportunity to discuss field experiences with university faculty and other candidates during class time. In student teaching, candidates return for student teaching return day and have the opportunity to meet in small groups to share experiences and receive feedback from other candidates. Clinical faculty at the P-12 sites provide feedback through the designated assessment instruments.

Other School Professionals. In the school administration program, feedback opportunities are provided face-to-face in class meetings and through Internet discussion boards with other candidates and the university supervisor. A section of the activity log allows candidates to log time under discussion and reflection with school-based and university supervisors.

During the school counseling practicum course, candidates reflect on their clinical experiences on a weekly basis during group and individual supervision with the university supervisor. In addition, courses that incorporate field experiences as components require candidates to write reflection papers that address their experiences and require candidates to align these reflections with the state competencies. Candidates write reflection statements concerning portfolio artifacts and competencies demonstrated for each experience.

In the reading specialist program, candidates construct an observation instrument to be used during their tutoring sessions with a colleague. The candidates observe a colleague and in turn are observed by the other candidates. This process provides many opportunities to reflect on the tutoring sessions and receive feedback from their peers. The university faculty provide feedback to the candidates and the candidates are required to reflect on the tutoring sessions.

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?

Initial Programs. The field experiences and student teaching assessments provide evidence that

candidates demonstrate the knowledge, skills, and dispositions for helping all students learn. The spring 2009 candidates had a mean of 4.85 on the student learning element with 98 percent of the candidates scoring Acceptable or Target. An additional assessment which measures student learning is the TWS. On the analysis of student learning candidates scored a mean of 2.54 with 94 percent of the candidates scoring Acceptable or Target.

Other School Professionals. The field and clinical practice assessments for reading specialist provide evidence that candidates have an impact on student learning. The 2008-09 candidates had a mean score of 3.00 on the student learning element with 100 percent of the candidates scoring Target. Additional measures of student learning are located in the SPA report.

In school counseling the clinical practice assessment provides evidence that candidates have an impact on student learning. The 2008-09 candidates had a mean score of 3.00 on student learning with 100 percent of the candidates scoring Target. Additional measures of student learning are located in the SPA reports.

School Administration. One element of the internship evaluation indicates the candidates apply best practice to student learning. In fall 2008, the four candidates scored a mean of 2.50 with 100 percent scoring Acceptable or Target. In spring 2009, seven candidates had a mean of 2.63 with 100 percent scoring Acceptable or Target. Additional measures of student learning are located in the SPA reports.

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice?

Initial Programs. Candidates at the initial level are required to complete a teacher work sample during clinical practice. In addition to other areas, their report must include information regarding how they collected and analyzed data on student learning, reflect on those data, and provided evidence of their impact on student learning.

Other School Professionals. School administration candidates complete a school improvement Project during Internship I. This project demonstrates the knowledge and ability of the candidate to promote the success of students by facilitating the development of plans in the areas of a school vision, promoting of a positive school culture, managing the organization in a way to promote a safe, efficient, and effective learning environment, collaborating with families and other community members, and understanding and responding to the larger political, social, economic, legal, and cultural context.

School counseling candidates plan, develop, and implement a guidance lesson plan at an appropriate school. The candidate develops a pre- and post- questionnaire to be administered to classroom students. After the presentation, the candidate will submit a reflection paper on the assignment to include information on the benefit of the overall project for the classroom students and the conclusions from the data gathered.

The reading specialist candidates tutor students at various grade levels in individual and group tutoring sessions. Candidates administer appropriate tests and gather data for evidence of strengths and needs in the reading/writing performance, word recognition including phonological awareness and phonics, comprehension strategies, and spelling development which will guide the development of the plan of action for individual students. After the tutoring sessions, the candidates will reassess the student(s) and analyze the formal and informal data to determine the candidate's impact on student's learning.

3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender,

and socioeconomic groups?

Initial Programs. Candidates enrolled in the first field experience at the initial level, EDUC 2000, are given access to a list (updated yearly) of public schools in Oklahoma and Texas that shows percentages of African American, Hispanic, Caucasian, Native American, English language learners, economically disadvantaged, and special needs students at each building site. EDUC 2000 requires five-hour observations at each of these three levels: elementary (grades 1-6), middle school (grades 7-8); and high school (grades 9-12). The following diversity characteristics must be encountered at least once through the three observation sites: 10 percent or greater African American student population; 10 percent or greater Hispanic student population; 25 percent or greater Native American student population; and 60 percent or greater economically disadvantaged student population.

Other School Professionals. The school administration program candidates take EDAD 5473, Administration of Special Programs, to develop knowledge and skills in administrative and legal issues of working with special populations in school including special education, English language learners, gifted and talented, and federal programs. Candidates are required to report diversity information to the university supervisor at the beginning of the proposed internship. Depending on the diversity of the campus, candidates may be required to complete a portion of the internship experience at another site.

The school counseling program candidates take COUN 5483, Counseling Diverse Populations, to develop knowledge and skills in multicultural counseling, counselor competencies, cultural counseling models, and counseling strategies for diverse populations. In the practicum candidates must include at least a 20 percent representation on diverse students in individual counseling, co-counseling, or group guidance.

The reading specialist program candidates take ELED 5663, Older, Struggling Readers and English Language Learners, to develop knowledge and skills in the understanding of the difficulties faced by these readers and their teachers, and the strategies to enhance these students' literacy development. Candidates complete field experiences in this course to interact with diverse students. Candidates in the reading specialist program are required to tutor students at four grade levels: primary, intermediate, middle and high school. This procedure ensures candidates have the opportunity to interact with diverse students.

3c.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the development and demonstration of knowledge, skills, and professional dispositions for helping all students learn may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 3?

2. What research related to Standard 3 is being conducted by the unit or its faculty?

STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

The teacher education unit is committed to preparing educators to meet the educational needs of all students. The unit's conceptual framework was revised in 2007-08; however, the diversity proficiencies are consistent with the current and previous conceptual frameworks. In the conceptual framework the unit emphasizes two major beliefs: (1) all students can learn; however, students learn in different ways and at different rates, and (2) candidates must have the knowledge and skills to utilize technology in order to assist all students in achieving their full potential as learners and citizens of the world. (conceptual framework, 2008, p. 5)

The proficiencies related to diversity that candidates are expected to develop and demonstrate are (1) support learning for diverse learners in a caring, non-discriminatory and equitable manner (fairness), (2) establish high standards for all students (belief all students can learn), (3) plan instruction that is appropriate for a diverse student population, (4) embrace cultural diversity and accommodate the needs of diverse learners, (5) promote positive learning outcomes for all students, (6) respect and value all students and others for their diverse talents, abilities and contributions, and (7) demonstrate sensitivity to community and cultural norms.

4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop:

- **awareness of the importance of diversity in teaching and learning; and**
- **the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities?**

Initial Programs. In initial programs, the candidates are required to complete a required set of core courses, EDUC 2013, EDUC 2000, SPED 2123, PSY 3123, EDUC 3434, EDUC 4443, in professional education that integrate knowledge, skills, and dispositions needed by candidates to teach diverse learners. In EDUC 2013, Foundations of Education, candidates acquire knowledge about the schooling of diverse populations in the history of education; the social, cultural, legal, and political dimensions of diversity and education; the logical and cognitive flaws of stereotypical thinking, prejudice, and bigotry; and the positive social consequences of tolerance, respect, social justice, and democracy. Candidates are then equipped to critically appraise the relative merits of various educational theories, policies and

practices as they relate to awareness of the importance of diversity in teaching and learning.

In EDUC 2000, Pre-Student Teaching Field Experience I, candidates complete 15 hours of observation in an elementary, middle, and high school classroom. The candidates must observe in a school which has 10 percent or higher Hispanic student population, 10 percent or higher African American student population, 25 percent or higher Native American student population, and 60 percent or higher economically disadvantaged student population.

In SPED 2123, Introduction to Individuals with Exceptionalities, the candidates acquire knowledge, skills and dispositions related to working with students with special learning needs within the general classroom setting. The candidates acquire knowledge of the Individuals with Disabilities Education Act and the learning and behavioral characteristics of the categories of students with special learning needs. Candidates are introduced to the legal responsibilities required of teachers and to providing accommodations based on a student's special learning needs.

In PSY 3123, the candidates focus on the study of the physical, emotional, cognitive, and social aspects of children's and adolescent's development and the impact of these aspects on the development of personality, learning capabilities, and emotional and social skills growth.

In EDUC 3434, Teaching Strategies and Progress Monitoring, the candidates acquire a broad repertoire of instructional techniques and methods to enrich and enhance the learning environment. In addition, candidates develop knowledge and skills in designing a variety of assessment instruments which are appropriate for assessing students with diverse learning styles. Candidates with access to a variety of teaching and assessing techniques may choose the most appropriate means to achieve specific educational goals in response to cultural, ethnic, and linguistic diversity and to special learning needs.

In EDUC 4443, Classroom and Behavior Management, the candidates acquire best practices related to motivating behavior to create positive learning environments.

Other School Professionals

Reading Specialist. The reading specialist program is designed to provide classroom teachers with the expertise to assess and plan reading strategies for P-12 students who are deficient in literacy skills. The knowledge, skills, and dispositions necessary for candidates to work with diverse learners with severe reading deficits are embedded throughout the coursework and field and clinical experiences. ELED 5663, Older, Struggling Readers and English language learners, is a course which is designed to specifically develop the understanding of the difficulties faced by diverse readers and their teachers and to acquire strategies to enhance these students' literacy skills development.

School Administration. The school administration program candidates take EDAD 5473, Administration of Special Programs, to develop knowledge and skills in administrative and legal issues of working with special populations in school including special education, English language learners, gifted and talented, and other federal program categories.

School Counseling. The school counseling program is designed to provide classroom teachers with the expertise to be counselors within the public school and to provide support to students with social and emotional issues. Therefore, information for counseling diverse students is addressed throughout all of the coursework and field and clinical experiences. The candidates take COUN 5483, Counseling Diverse Populations, to develop specific knowledge, skills, and dispositions in multicultural counseling, counselor competencies, cultural counseling models, and counseling strategies for diverse populations. In addition, during the practicum, 20 percent of the clients are required to be diverse students.

4a.3. What key assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

Initial Programs. The key assessments which proved evidence about candidates' proficiencies related to diversity for initial programs are the TWS, student teaching evaluation, and individual education programs from SPED 2123. In the contextual factors component of the TWS, there are three sub-sections which relate to diversity proficiencies. In 2008-09 the overall means for each sub-section were 2.29, 2.27, and 2.28 with 97 percent, 96 percent, and 96 percent of candidates, respectively, receiving an Acceptable or Target score. In the assessment plan component the sub-section which relates to diversity had a mean of 2.50 with 96 percent of the candidates receiving an Acceptable or Target score. In the design for instruction component, there are two sub-sections which relate to diversity which had mean scores of 2.50 and 2.49 with 93 percent and 97 percent of the candidates receiving an Acceptable to Target score, respectively. In the final component, instructional decision making, one sub-section related to diversity had a mean score of 2.64 with 96 percent of candidates receiving an Acceptable to Target score.

The second key assessment is the student teaching evaluation. The mentors assess the candidates on an element which states, "meets diverse needs of all learners." The mean score for spring 2009 candidates was 4.86 with 100 percent of the candidates scoring Acceptable or higher.

The third key assessment, IEP, is developed in SPED 2123, Introduction to Individuals with Exceptionalities, which is a required class for all initial candidates. The candidates collect information on the educational and behavioral needs of a student and have access to the written assessments completed by a multidisciplinary team. The candidates then complete an IEP which must address a number of components. The mean score for the 2008-09 candidates was 2.14 with 92 percent of the candidates scoring Acceptable or Target.

Reading Specialist. On the practicum assessment, the university faculty assesses the candidates on an element which states, "meets diverse needs of all learners." The mean score for 2008-09 practicum candidates was 5.00 on a 5-point scale with 5 as Target and 100 percent of the candidates scoring Target or Acceptable. A second key assessment is the disposition assessment by university faculty during clinical experiences. The 6 factors related to diversity had a mean score of 2.84 with a range of scores from 2.75 to 2.86 on a 3-point scale. One hundred percent of the candidates scored Target or Acceptable. On the third assessment, follow-up studies, the alumni/employers reported a mean score of 3.00 on a 3-point scale with 100 percent scoring Target on diversity proficiencies.

School Counseling. The key assessments which provide evidence that school counseling candidates develop proficiencies related to diversity are practicum assessment, disposition assessment, and follow-up studies. On all areas which measure diversity, 100 percent of the candidates scored Acceptable or higher.

School Administration. The key assessment which demonstrates diversity proficiencies for school administration candidates are the Internship I and II assessments. All of the ELCC standards are designed to promote the success of all students. Four elements on the Spring 2009 Internship II assessment have a mean of 2.58 with 96 percent of the candidates scoring Acceptable or Target.

4a.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to diversity proficiencies and assessments may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Diversity Proficiencies Chart
Individual Education Program 2008-09

See **Attachments** panel below.

4b. Experiences Working with Diverse Faculty

4b.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with higher education and/or school-based faculty from diverse groups?

Candidates in initial and advanced programs have a variety of opportunities to interact with faculty from diverse backgrounds and experiences through coursework, advisement, field experiences, and university activities. In 2008-2009 the percentage of diverse faculty at each program level was as follows: initial programs 21 percent, advanced programs 17 percent, initial and advanced programs 17 percent, and university-based, school based faculty 13 percent. Table 8 provides detailed information on the demographics of the faculty who work with teacher candidates.

4b.2. What knowledge and experiences do faculty have related to preparing candidates to work with students from diverse groups?

Faculty members have a variety of knowledge and experiences related to preparing candidates to work with students from diverse groups. Faculty have been teachers in urban settings and in small isolated rural communities. They also have experience as consultants in a variety of schools and agencies in Oklahoma and Texas. Faculty members continue to participate in activities which extend their knowledge and skills in preparing candidates to work with students from diverse groups. For example, a professor in professional education has taught conversational English at Huazhong University of Science and Technology in Wuhan, China. Another example is a research project in which a professional education instructor is studying the effects of observing in a diverse school on preservice candidates' perception and sensitivity to diverse populations. Additional information on the knowledge and experiences faculty members have related to preparing candidates to work with students from diverse groups is attached to 4b.5

4b.3. How diverse are the faculty members who work with education candidates? [Diversity characteristics in addition to those in Table 8 can also be presented and/or discussed, if data are available, in response to other prompts for this element.] Please complete Table 8 or upload your own table at Prompt 4b.5 below.

**Table 8
Faculty Demographics**

	Prof. Ed. Faculty Who Teach Only in Initial Teacher	Prof. Ed. Faculty Who Teach Only in Advanced	Prof. Ed. Faculty Who Teach in Both Initial Teacher Preparation &	All Faculty in the Institution	School-based faculty
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	Preparation Programs n (%)	Programs n (%)	Advanced Programs n (%)	n (%)	n (%)
American Indian or Alaska Native	6 (15%)	1 (17%)	1 (14%)	28 (11%)	9 (7%)
Asian				7 (3%)	
Black or African American, non- Hispanic	1 (3%)			2 (1%)	3 (2%)
Native Hawaiian or Other Pacific Islander					
Hispanic or Latino	1 (3%)			4 (2%)	
White, non- Hispanic	30 (79%)	5 (83%)	6 (86%)	208 (83%)	107 (87%)
Two or more races					
Other					
Race/ethnicity Unknown					5 (4%)
Total	38	6	7	249	124
Female	26 (68%)	4 (67%)	4 (57%)	104 (42%)	100 (81%)
Male	12 (32%)	2 (33%)	3 (43%)	145 (58%)	24 (19%)
Total	38	6	7	249	124

4b.4. What efforts does the unit make to recruit and retain a diverse faculty?

The unit adheres to the university's policies and procedures in recruiting and retaining diverse faculty from various racial and ethnic backgrounds, geographical locations, religious beliefs and different genders. Faculty positions are advertised in national publications such as Chronicle of Higher Education, at professional meetings, and through the university's website. New faculty orientation, a faculty mentoring program and individual support for new faculty members assists the unit in retaining diverse faculty members.

In fall 2008, the President appointed a teacher education faculty member as Special Assistant to the President for Diversity. The creation of this new position acknowledges that diversity is a core value at Southeastern, as well as the unit. In spring 2009, the President's Council for Institutional Diversity was formed and includes members from across campus with a representative from the teacher education unit. One sub-committee is focusing on the retention and recruitment of diverse students, faculty and staff. The end result of this intensive, deliberate institutional analysis will be the production and execution of a strategic plan for diversity which will become a major component of the unit's procedures to recruit and retain a diverse faculty.

<http://homepages.se.edu/diversity/presidents-diversity-council/>

4b.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Faculty Diversity Experiences

See **Attachments** panel below.

4c. Experiences Working with Diverse Candidates

4c.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse groups?

Candidates in the initial and advanced teacher education programs are representative of the diversity of candidates in the regional service area of the unit. In the 2008-09 school year, the initial candidates included 36.1 percent individuals from diverse cultural/ethnic groups and the advanced candidates included 17 percent individuals from diverse cultural/ethnic groups. The largest minority ethnic group at Southeastern is Native American. The university's regional service area encompasses 12 counties in southern Oklahoma and the Choctaw Nation of Oklahoma is located within 11 of those counties. Southeastern ranked 4th in the nation in 2008-09 for the number of Native American candidates receiving a bachelor's degree in education, based on information reported in "Diverse Issues in Higher Education." Table 9 provides detailed information on the demographics of the teacher education candidates.

4c.2. How diverse are the candidates in initial teacher preparation and advanced preparation programs? [Diversity characteristics in addition to those in Table 9 can also be presented and discussed, if data are available, in other prompts of this element.] Please complete Table 9 or upload your own table at Prompt 4c.4 below.

**Table 9
Candidate Demographics**

	Candidates in Initial Teacher Preparation Programs n (%)	Candidates in Advanced Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution (%)
American Indian or Alaska Native	216 (27.6%)	15 (17%)	1165 (29.9%)	32%
Asian	5 (0.6%)		34 (0.9%)	1%*
Black or African American, non-Hispanic	35 (4.5%)		194 (5%)	6%
Native Hawaiian or Other Pacific Islander	4 (0.5%)		11 (0.3%)	*Included Above
Hispanic or Latino	23 (2.9%)		108 (2.8%)	6%
White, non-Hispanic	500 (63.9%)	71 (83%)	2326 (59.8%)	55%
Two or more races				
Other			51 (1.3%)	
Race/ethnicity unknown				
Total	783	86	3889	
Female	575 (73%)	66 (77%)	2140 (55%)	
Male	207 (27%)	20 (23%)	1749 (45%)	
Total	783	86	3889	

4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

The unit utilizes a variety of strategies to recruit and retain candidates from diverse groups into various teacher education programs. Faculty members participate in a number of activities throughout the school year to interact with potential candidates. Faculty provide presentations at high schools, community colleges, and within the communities Southeastern serves which support the unit's recruitment effort. In the fall the university sponsors a high school recruitment day when high school students spend a day on the campus and participate in various activities designed to encourage them to attend Southeastern. In addition, one football game weekend is scheduled as a high school visitation day. Southeastern, also, has a day in the spring which is called transfer day when prospective candidates can come on campus to receive advisement and information on transferring to Southeastern. Faculty members from the unit are available to provide information on programs and advisement. The advanced programs develop brochures and recruit within the school systems in our service area. The program coordinators from each degree discuss their programs with local school administrators and teachers

A project developed through the Academic Advising and Outreach Enrollment Management department is an example of the effort to recruit and retain candidates from groups. Southeastern has been the recipient of two Native American Excellence in Education grants. The first grant was completed during the 2008-09 school year. The previous grant provided funding for 12 Native American teacher education candidates. Eight of the recipients completed their Bachelor's degree in an area of education and were hired as beginning teachers in Oklahoma School Districts. The current project began in fall 2009 and will be funded for \$1,160,483.00 over a four year period. The grant will recruit 12 qualified Native American candidates for enrollment in an elementary or secondary program.

4c.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to candidate diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

4d. Experiences Working with Diverse Students in P-12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

Initial Programs. The field experiences are designed to ensure candidates begin to have opportunities to interact with diverse P-12 students early in their education program. One of the first classes candidates take is EDUC 2013, Foundations of Education, which is taken concurrently with EDUC 2000, Pre Student Field Experience I. The candidate will observe 5 hours each in three separate school districts in an elementary, middle, and high school classroom. They must observe in a school which has 25 percent Native American, 10 percent African American, 10 percent Hispanic, and 60 percent free/reduced lunch. In EDUC 3002, candidates practice in a classroom for 75 hours during the semester. In EDUC 4919 the candidates complete their student teaching in a school district which has to be different from the EDUC 3002 school district. At the end of the program candidates will have observed or practiced in at least four school districts and at all three grade levels. In addition, the candidates will have been in a classroom which contains learners in the following categories: Native American, African American, Hispanic, low socio-economic, special education, and English language learners.

Other School Professionals

Reading Specialist. In the reading specialist program candidates provide tutoring to students within the cohort school district at four levels: primary (P-3), intermediate (4-6), middle (6-8), and high school (9-12). The candidates specifically assess an English language learner early in their program prior to completing courses which involve the direct tutoring. All of the candidates involved in the four courses in which individual and group tutoring occurs include students with significant reading deficits from diverse groups.

School Counseling. Candidates in the school counseling program complete a 100 hour practicum and 20 percent of the students to whom they provide service are required to be from diverse cultural/ethnic groups.

School Administration. The school administration candidates participate in various activities during internship I and II which require candidates to practice knowledge, skills and dispositions related to diversity. For example, in internship II the candidates complete a book study of Ruby Payne's "A Framework for Understanding Poverty." A second activity is to identify and counsel three students and families with the poorest attendance.

4d.2. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice? Please complete Table 10 or upload your own table at Prompt 4d.4 below. [Although NCATE encourages institutions to report the data available for each school used for clinical practice, units may not have these data available by school. If the unit uses more than 20 schools for clinical practice, school district data may be substituted for school data in the table below. In addition, data may be reported for other schools in which field experiences, but not clinical practice, occur. Please indicate where this is the case.]

**Table 10
Demographics on Sites for Clinical Practice in Initial and Advanced Programs**

Name of school	American Indian or Alaska Native	Asian	Black or African American, non-Hispanic	Native Hawaiian or Other Pacific Islander	Hispanic or Latino	White, non-Hispanic	Two or more races	Other	Race / ethnicity unknown	Students receiving free / reduced price lunch	English language learners	Students with disabilities
OK. schools												
Ard-more	19%	1%	23%		9%	48%				77%	8.7%	15.4%
Broken Bow	33%		10%		6%	51%				74.6%	3.4%	12.9%
Idabel	21%	1%	35%		9%	34%				84.1%	3.6%	14.7%
Kingston	53%		1%		3%	43%				71.2%	0.1%	16.5%
Lone Grove	18%		4%		2%	76%				47.7%	0.3%	16.9%
Madill	20%		3%		31%	45%				73.6%	15%	10.3%
Plain-view	14%	3%	4%		2%	77%				30.7%		15.4%
Rattan	48%		1%		2%	49%				65.7%		14.9%
Bryan County												
Durant	36%	1%	3%		6%	55%				66.2%	2.5%	15.6%
Calera	41%	1%			4%	55%				77.4%		17.8%
Colbert	42%		4%		6%	48%				73.4%	2.1%	18.1%
Silo	37%		1%		3%	59%				69.5%		21.4%
Rock Creek	32%		1%		2%	64%				69.8%		20.6%
TEXAS												
Bonham	1.3%		7.5%		15.7%	74.9%				56.1%	6.8%	13.1%
Denison	2.8%	0.7%	12.5%		12.2%	71.9%				60.0%	4.3%	10.5%
Howe	0.9%	0.6%	1.3%		10.6%	86.5%				34.1%	4.1%	10.7%
Potts-boro	3.3%	0.8%	0.5%		4.5%	90.8%				34.4%	0.6%	11.7%
Sherman	1.9%	1.2%	15.4%		29%	52.5%				57.6%	14.6%	13.9%
Whites-boro	2.5%	0.9%	0.4%		8.7%	87.5%				40.8%	2.4%	12.6%

4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

Initial Programs. During the two field experiences, candidates must write a reflection how the teacher met the needs of diverse learners. The candidate must reflect on this question for each of the three classroom settings they observe in the pre-student teaching field experiences. During student teaching, candidates return to campus for one day to interact with the peers and school administrators. During small group sessions, candidates have the opportunity to reflect on their clinical experience and their skills in working with students from diverse groups.

Other School Professionals

Reading Specialist. During field and clinical practice, candidates are paired with a candidate partner. Each partner observes the other candidate tutoring diverse students in individual and group sessions. The candidates complete an observation instrument on each other's sessions and meet after the tutoring sessions to discuss the results of the observations. University faculty are present during the tutoring sessions and provide formal and informal assessment of the sessions which includes skills in working with students from diverse groups.

School Counseling. During the school counseling practicum, candidates return to campus for class sessions to interact and reflect with their peers and the university supervisor. In addition, the candidates tape sessions with parent permission which they submit to university faculty for review and discussion. The school based supervisor meets with candidates at least once a week for reflection and discussion on the candidate's experiences which includes working with students from diverse groups.

School Administration. During internship II candidates are placed in a leadership position which is evaluated by the participants. This provides the candidate with feedback as they lead groups on efforts that are based on the vision of academic success for all students. Additional feedback is provided during class sessions.

4d.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the diversity of P-12 students in schools in which education candidates do their field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 4?

2. What research related to Standard 4 is being conducted by the unit or its faculty?

STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

[In this section the unit must include the professional education faculty in (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? Please complete Table 11 or upload your own table at Prompt 5a.5 below. [Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your institution (see Manage Faculty Information page in your AIMS workspace) can be imported into Table 11. For further guidance on completing this table, see the directions provided below (select link "click here") as well as in the Help document (click on "Help" in the upper right corner of your screen.)]

**Table 11
Faculty Qualification Summary**

5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?

All faculty members without terminal degrees hold earned Master's degrees and have exceptional experience and expertise in the specific programs or courses they are assigned to teach. Thirteen of 14 (93%) of full-time teacher education faculty have an earned doctorate. The full-time faculty member with a Master's degree has completed all her coursework and requirements for a doctorate with the exception of the dissertation. Fifteen of 20 (80%) full-time faculty in the institution who are part-time in the unit have an earned doctorate. The process for selecting full-time faculty includes a national search and a departmental committee. Applicants for a full-time position without a terminal degree must have extensive years of practical experience in their academic field to be considered for a position. Part-time faculty members are selected through a process which includes a review of vitae and transcripts, interviews, and discussions with references. Part-time faculty are required to have in-depth knowledge in their discipline with current and extensive experience within P-12 schools. Part-time faculty are selected by the department chairs or, in some cases, by a program coordinator.

5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?

One hundred percent of the school-based faculty members are licensed in the areas they teach or supervise. Mentors for student teachers must submit a copy of their teaching certification to the Coordinator of Teacher Education Services prior to the finalization of the placement of the student teachers. At the advanced level, the program coordinator verifies the certification of the school-based supervisor prior to the advanced candidate's placement.

5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?

Higher education clinical faculty members in the unit for the initial programs are school-based teachers hired by the university to serve as the mentor for student teachers. The mentors are currently employed in a school and are required to have three years school experience and certification in the assigned program area. Clinical faculty in the advanced programs are volunteers that are currently employed in a school district and have the experience and certification in the appropriate program area.

5a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty qualifications may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5b. Modeling Best Professional Practices in Teaching

5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

The conceptual framework is infused into all courses and instruction by the professional education faculty in the unit. The teacher education model syllabus outlines specific components which must be included for each course. Each course describes the relationship of the course outcomes with the conceptual framework and the course assessment. This ensures the required coursework provides the opportunity for all candidates to acquire the knowledge, skills and dispositions outlined in the conceptual framework.

The faculty qualification summary indicates that unit faculty members have in-depth knowledge of their disciplines and integrate current research and developments in their teaching and learning instructional practices. The awards and recognition summary demonstrates faculty are recognized in their professional communities as outstanding teachers and scholars. Twenty full-time faculty received 36 awards or other types of recognition during the past three years.

5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

Course and unit assessments in the initial programs, such as completing teacher work samples, reviewing case studies, observing diverse students, reflecting on field and clinical experiences, developing lesson plans for diverse students, writing individual educational plans, and creating behavior management plans, promote the development of reflection, critical thinking, problem solving, and professional dispositions. Reflection is infused throughout all initial and advanced programs through the portfolio activities each of which must be included with a reflective statement. The portfolio activities for the advanced programs require candidates to develop artifacts which demonstrate the competencies from the specific learned society. Some examples of assignments which develop reflection, critical thinking, problem solving, and professional dispositions are: developing a school improvement plan; creating a group counseling proposal project; and presenting staff development on reading deficits.

5b.3. What types of instructional strategies and assessments do unit faculty members model?

Based on a review of the teacher education syllabi, unit faculty members utilize a variety of teaching strategies including case studies, role play, cooperative learning, hands-on activities,

research, microteaching, on-line discussions, interactive lectures, demonstrations, simulations, problem solving, compare and contrast activities, reflective activities, graphic organizers, and Socratic questioning.

Assessment techniques include portfolios, written/on-line tests, research papers, feedback from field supervisors and administrators, candidates self-assessment, minute papers, conferences, interviews, learning logs, fine arts performances, peer reviews of product or performance, and completion of rubrics for required assessments.

5b.4. How do unit faculty members incorporate the use of technology into instruction?

The syllabus format approved by the Teacher Education Council requires each course to indicate how technology is incorporated in instruction and assessment. Technology is included in the following ways: PowerPoint presentations, SMARTboard applications, Blackboard/Internet course delivery, videos/DVDs, document cameras, and websites and blogs, All faculty in the Educational and Instructional Leadership department are required to provide syllabi and course materials to the candidates through Blackboard.

All faculty members receive support and training in the effective utilization of technology in instruction through the university’s Center for Instructional Development and Technology (CIDT). Additionally, each faculty member who teaches a blended or online class is required to complete activities and training in order to teach online.

<http://www.se.edu/cidt/>

5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?

At the end of each semester candidates evaluate the quality of instruction utilizing a standard teacher education course evaluation form. Full-time and part-time faculty members at all sites are assessed on the same course evaluation form. Courses which are online, blended, or IETV have additional questions related to the format of the instruction. The scores are provided to faculty to be utilized in his/her review and for establishing teaching objectives for the next academic year.

In addition, the faculty evaluation process includes a faculty self-assessment that requires all full-time faculty to establish goals and an action plan in the area of instruction each year. These completed goals and action plan are the basis for the faculty evaluations by the department chair and appropriate dean for the next academic year.

5b.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty teaching may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Faculty Awards/Recognition Summary
Model Syllabi

See **Attachments** panel below.



5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected of faculty as part of the institution's and unit's mission?

Each of the teacher education faculty members is meaningfully engaged in varied forms of related scholarship. According to the Policies and Procedures manual, faculty development and evaluation criteria in the area of scholarship expectations includes the following seven areas of scholarship: 2.1 scholarly self-development, 2.2 publication efforts, 2.3 presentations and performances at professional meetings, 2.4 adaptation of knowledge, 2.5 scholarly research, 2.6 program development/invention, and 2.7 grantsmanship.

5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship? (Review the definition of scholarship in the NCATE glossary.) [A table could be attached at Prompt 5c.3 below to show different scholarly activities in which faculty members are involved and the number involved in each activity.]

Faculty members are engaged in numerous activities based on the university's seven areas of scholarship. Some examples of the types of scholarship activities in which faculty are involved include: writing textbooks, serving as a textbook reviewer, writing a chapter for a book, articles in refereed journals, presentations at workshops, institutes, and conferences, performance in fine arts fields, and developing grants. During 2008-09, a total of 53 scholarship activities in the seven areas defined by the university were reported. These activities represent the work of 30 of the 34 (88%) full-time faculty . The scholarship activities summary is attached at 5c.3.

5c.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty scholarship may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Scholarship Activities - 2008-09.doc

See **Attachments** panel below.

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?

As part of the institution's and unit's mission, faculty members are expected to engage in service to committees and leadership positions at the university, school, unit, and department. Unit faculty serve in leadership roles at local, state, and national levels and all full-time teacher education faculty are required to provide ten hours of service to P-12 schools each year.

5d.2. In what types of service activities are faculty members engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities? [A table could be attached at Prompt 5d.3 below to show different service activities in which faculty members are involved and the number involved in each activity.]

Full-time faculty are required to provide 10 hours of service to P-12 schools each year. During 2008-09, 34 faculty members provided 571 hours of service to schools. Some examples of the type of service are as follows: art exhibit tour for public school students; character development program for 5th grade boys, Special Olympics volunteer, pen pal program with elementary school, screening for at risk pre-school students, and assisting in SAT prep class in Chinese language school. The complete service activities list is attached at 5d.3.

In conjunction with the area schools, the unit's faculty serve on Oklahoma Residency Year Committees. Unit faculty serve with a mentor teacher and school administrator as a support committee for the first year teacher. During the year faculty observe, review performance and model best teaching practices for first year teachers. During 2008-09, 25 faculty members served on 111 residency year committees.

The unit faculty, also, provide service through leadership in professional associations at the local, state, and national levels. Unit faculty serve as board members of local and state organizations such as Youth Services of Bryan County Advisory Board; Mental Health and Substance Abuse Centers of Southeastern Oklahoma Advisory Boards; Oklahoma Licensed Professional Counselor Advisory Board: Crisis Control Center of Bryan County; Red River Arts Council; Oklahoma Association of Health, Physical Education, Recreation, and Dance; Oklahoma Speech, Theatre, and Communication Association (OSTCA); and Oklahoma Disability Law Center. Unit faculty also maintain leadership roles in state and national organizations such as: Oklahoma Association of Teacher Education (OATE); Kappa Delta Pi; and Midwest Symposium for Leadership in Behavior Disorders. Ninety-one percent of the faculty participated in leadership roles or as member of a professional association

At the university level, faculty serve on departmental committees such as faculty search committees, scholarship committees, and university-wide committees such as the Curriculum Committee, Honors Committee, Human Subjects Research Review Committee, Distance Learning Council, Faculty Senate, and Teacher Education Council. Unit faculty serve on subcommittees formed by and within the Teacher Education Council to facilitate curriculum, planning and assessment of the unit.

5d.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty service may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Faculty Service Activities- Professional Associations.doc
Service with P-12 Students

See **Attachments** panel below.

5e. Unit Evaluation of Professional Education Faculty Performance

5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?

Unit faculty are evaluated in a variety of ways. In the fall of each academic year, all full-time faculty submit a faculty development plan to the chair of the appropriate department. The faculty development plan contains the goals and action plans established in the areas of teaching, research/scholarship, and service to the institution and profession by the faculty member. The plan is approved by the department

chair and appropriate dean and the following year the faculty member meets with the chair to assess the progress towards specific goals. The faculty development plan assists the faculty members in identifying areas of strength and weakness so that future performance may be improved.

Every course is evaluated each semester by candidates on the teacher education assessment instrument to evaluate teaching effectiveness. Courses taught by both part-time and full-time faculty members are assessed by the candidates. Results of this assessment are returned to the faculty member and serve as a valuable tool for the instructor to improve or to modify teaching techniques. During the tenure and/or promotion process all full-time faculty submit a portfolio containing documents which demonstrate effectiveness in the areas of teaching, scholarship, and service. Typically included in a portfolio are vita, summaries of candidate evaluations, faculty development plans, publications, presentations, committee work, research grants funded, special honors/projects, and performance of non-teaching/administrative assignments.

In addition, the Graduate Council members review the qualifications of all graduate faculty every three years based on graduate faculty standards for appointment and academic qualifications. Professors in advanced programs submit documented evidence of scholarly activities, which are reviewed by three members of the Graduate Council, to maintain their status as qualified graduate faculty.

Regular, systematic, and comprehensive assessment of full-time faculty performance; therefore, is documented in several forms: faculty development plans, course evaluations, and the tenure and/or promotion process. Part-time faculty performance are evaluated systematically at the end of each semester through course evaluations, candidate portfolio artifacts, course grades and information, and completion and submission of artifact assessment data.

5e.2. How well do faculty perform on the unit's evaluations? [A table summarizing faculty performance could be attached at Prompt 5e.4 below.]

Unit faculty members perform well on the unit's evaluations used to determine teaching effectiveness and tenure and promotion. The teacher education faculty average rating for fall 2008 was 1.56 on a 1 – 5 likert rating with 1 as the highest ranking. For spring 2009 the average rating was 1.56. One hundred percent of the faculty had an overall rating of 3 or less each semester. A table summarizing the performance in each area is attached at 5e.4.

5e.3. How are faculty evaluations used to improve teaching, scholarship, and service?

In the fall of each academic year, all full-time faculty submit a faculty development plan to the chairs of the appropriate department. This plan contains the goals and action plans established in the areas of teaching, research/scholarship, and service to the institution and profession by the faculty member based on course evaluations and previous year faculty development plans. The plan is approved by the department chair and appropriate dean and may include specific goals or professional development requested by the chair and/or dean. The following year the faculty development plan will be reviewed and rewritten based on progress the previous year. Part-time faculty performance is assessed through course evaluation, portfolio artifacts, and course grades and information. Part-time faculty performance would be reviewed by the department chair on an individual basis at the end of each course.

5e.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's evaluation of professional education faculty may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be

uploaded.]

Faculty Development Forms
Faculty Development Forms 2
Faculty Evaluation Summary
TE Faculty Evaluation Form

See **Attachments** panel below.

5f. Unit Facilitation of Professional Development

5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?

Professional development within the unit occurs based on information identified in the evaluation of faculty. Individual professional development may be recommended based on the needs of a faculty member or the recommendation of the chair or dean. Unit-wide professional development occurs based on assessment and requests of faculty members, chairs, and/or deans.

5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit's conceptual framework?

Unit faculty have participated in professional development activities that include but are not limited to the following: training in the use of online technology; training in the use of SMARTboard, using service learning as an instructional tool; working with electronic portfolios; meeting the standards of learned societies; developing a conceptual framework, meeting the needs of students with exceptional learning needs with Richard Lavoie; and developing classroom procedures with Dr. Harry Wong.

5f.3. How often does faculty participate in professional development activities both on and off campus? [Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]

Unit faculty members participate in professional development activities multiple times during each academic year. The Center for Instructional Development (CIDT) continually offers technology related professional development and special sessions from external technology vendors every year. Faculty members participate in campus-based activities related to research and presentations, and they attend state and national conferences for additional professional development. During 2008-09, 30 faculty members (88%) participated in 64 professional development activities. For example, faculty participated in the following professional development: College Reading Association conference, Sarasota, FL; National Conference on Race & Ethnicity in American Higher Education, Washington, D. C.; and, Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO.

5f.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's facilitation of professional development may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Professional Development Activities

See **Attachments** panel below.

Optional

1. What does your unit do particularly well related to Standard 5?

2. What research related to Standard 5 is being conducted by the unit or its faculty?

STANDARD 6. UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

6a. Unit Leadership and Authority

6a.1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

The teacher education programs at Southeastern are offered through nine departments within two schools, the School of Education and Behavioral Science and School of Arts and Sciences. Each school has a dean who reports to the Vice President of Academic Affairs. The teacher education unit at Southeastern is coordinated by the director of teacher education who reports to the dean of the School of Education and Behavioral Sciences. The director of teacher education is the chair of the Teacher Education Council (TEC) which is the coordinating body of the unit. TEC is comprised of the following stakeholders: one public school administrator, two candidates, two public school teachers, one parent, a representative from each program area – initial and advanced, one representative from each off-campus site, chair of Educational Instruction and Leadership Department, graduate coordinator for the School of Education and Behavioral Sciences, director of teacher education and the coordinator of teacher education services/certification officer.

The unit is a recognized entity of the organizational structure of the university.

<http://www.se.edu/president/documents/organizational-chart.pdf>

6a.2. What are the unit's recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues?

The unit's recruiting and admissions policies are outlined in the Teacher Education Handbook for initial programs and in the individual program handbooks for each advanced program. Handbooks are revised or updated annually and changes to admission policies must be approved by Teacher Education Council.

The admission policies for the initial programs are monitored through the Teacher Education Admission and Retention Committee (TEARC) and the advanced program policies are updated or revised by the advanced program coordinators, in conjunction with program faculty. Every two years each program is responsible for updating the program and admission information in the university's undergraduate and graduate catalogue, and the director of teacher education revises general teacher education information and procedures sections.

6a.3. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

The unit ensures the accuracy and currency of all documents, policies, and advertising through established procedures at the university and unit level. The academic calendar is created every spring for approval by the university's administration. After approval, the calendar is distributed and posted on the university's web site. University catalogs are revised every two years which is coordinated through the Academic Affairs office. Policy, procedure, or publication changes approved by TEC are posted as updated documents on teacher education and/or departmental websites.

<http://www.se.edu/academics/catalogs>

6a.4. How does the unit ensure that candidates have access to student services such as advising and counseling?

The initial teacher education candidates have access to advising through the university advising system during the first two years of their coursework. As candidates approach 60 credit hours, they are assigned an advisor by the designated major department who serves as the candidate's advisor through graduation. Advising information is entered into the candidate's advisement history, which can be accessed online. If a candidate is a transfer student with an associate's degree or 60 credit hours, the candidate is assigned to an advisor in the appropriate major department. Teacher candidates at off-campus sites are advised by the designated campus coordinator. If candidates prefer to have an on-campus advisor, then they are assigned to the appropriate advisor in his/her major department. Advanced candidates are advised by the individual program coordinator or assigned program faculty.

Counseling is available to all candidates through several venues. Candidates are required to meet with faculty advisors prior to enrolling each semester which provides opportunities to interact with candidates who need additional counseling on issues other than course enrollment. In addition, the department chairs are available to candidates for additional counseling or consultation. The university maintains a well-developed student services component which includes a dean and a number of assistants to provide counseling and consultation to candidates. The university has a counseling center which provides a range of counseling options available to all candidates. Student Support Services provides a number of advising and counseling services to candidates with a designated disability at all campus sites. At off-campus sites, the campus coordinator provides appropriate counseling services with referrals to other services, when necessary.

<http://www.se.edu/counseling-center/counseling-center-mission-statement>

<http://homepages.se.edu/sss/>

6a.5. Which members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

Through TEC, a school administrator, two public school teachers, two teacher candidates, and a parent are the major members of the professional community who participate in program design, implementation, and evaluation. As members of TEC, the participants are involved all programs within the unit. The stakeholders are asked to serve a two year term on TEC, as well as on specific sub-committees. The school administrator serves on the Teacher Education Admission and Retention Committee and the public school teachers serve on the Professional Development Committee. Assignments to sub-committees provide more opportunity for the professional community members to be involved in the management and operation of the unit.

Another major avenue for the professional community to participate in program design, implementation, and evaluation, is through the follow-up studies completed by school administrators on candidates who have recently graduated from Southeastern. In addition, the school-based mentors for the student teachers also provide information and complete surveys which are considered in the assessment of programs and procedures.

Informal information is, also, collected on initial programs through the Oklahoma Residency Program which involves a team comprised of a school administrator, mentor teacher and university program faculty. Program faculty have the opportunity to collect information from the school sites in which our candidates are employed.

During the fall semester, the unit has a public forum which is advertised on the website and in the newspaper. Attendance is open to any individual within the community who desires to participate in the assessment of the teacher education programs. During the public forum, the conceptual framework is reviewed and individuals are requested to discuss any suggestions or concerns. Information from the public forums is shared with TEC.

6a.6. How does the unit facilitate collaboration with other academic units involved in the preparation of professional educators?

The Teacher Education Council (TEC) is comprised of one representative from each of the program areas which provide a teacher education degree. Six programs are from the School of Education and Behavioral Sciences and eight programs are from the School of Arts and Sciences. Each program has equal representation and opportunity to participate in the development of the teacher education unit. The deans from each of the schools and the chairs from each program receive regular information from the teacher education unit. TEC sub-committees are designed to include faculty from both schools and various departments to maintain a balance among the academic units.

6a.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit leadership and authority may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

TEC Membership 2008-09

See **Attachments** panel below.

6b. Unit Budget

6b.1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions?

Funding for the unit has remained relatively consistent over the past three years. There are no other units on campus which have a clinical component so a comparison between school or department budgets would not be appropriate. Faculty salaries and benefits are allocated to the school/department providing the teacher education program. The clinical component of the teacher education programs is funded through the budget of teacher education services which has remained consistent based on the number of initial candidates requiring clinical supervision for the past three years. The clinical supervision for advanced candidates is provided by volunteer school supervisors.

6b.2. How adequately does the budget support all programs for the preparation of educators? What changes to the budget over the past few years have affected the quality of the programs offered?

The budget has been consistent over the past three years. The attached budget summary indicates some decreases in budget items but the decreases are in line with overall decline in state funding. However, the minor budget decreases have not had a major impact on the unit or its responsibilities in managing and operating the teacher education programs.

6b.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's budget may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

University Budget Summary 07-10
Teacher Education Services - Mentors - 06 -09

See **Attachments** panel below.

6c. Personnel

6c.1. What are the institution's and unit's workload policies? What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, administrative duties, and dissertation advisement)?

The institutional and unit workload policies are governed by the Academic Policies and Procedures. The policy states that a full time teaching workload is 24 credit hours per year. The workload policy is designed to encourage faculty members to be engaged in a wide range of professional activities including advising candidates, serving on university committees, providing community professional service, and engaging scholarly activities.

<http://www.se.edu/academic-affairs/policies-and-procedures>

6c.2. What are the faculty workloads for teaching and the supervision of clinical practice?

A full time teaching work load for faculty is 24 credit hours per year. Release time is provided for administrative activities such as program coordinator or revision of a program. A three hour graduate course is counted as four credit hours in the calculation of the faculty workload. There is no differentiation between on-line, blended, IETV, or face-to-face classes but there is a reduction in office hours for each on-line or blended class. During 2008-09, 100 percent of the full-time faculty had a work load of 24 credit hours or less.

Faculty do not supervise initial candidates during clinical practice. Student teachers are supervised by

mentors who are trained and hired to support and assess student teachers. University faculty provide supervision to candidates in advanced programs during clinical practice and receive four hours credit in the workload for each practicum section.

6c.3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

The workload policies have resulted in faculty who are productive in the areas of teaching, scholarship, and service. During 2008-09, faculty performed well on the unit's evaluations used to determine teaching effectiveness. The faculty average for 2008-09 was 1.55 on a 1-5 likert scale with 1 as the highest rating. During 2008-09, 88 percent of the faculty participated in scholarship activities with 53 various types of scholarship. All full-time faculty are required to provide 10 hours of service to P-12 students. During 2008-09 faculty provided 571 hours of service to schools and students. Faculty establish ten hours a week as office hours to advise and counsel candidates.

6c.4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

The departments select part-time faculty to provide a balance of current practitioners with full-time faculty. Part-time faculty are often utilized in specific areas in which the unit's faculty does not have expertise such as utilizing a local superintendent to teach a school finance course for the school administration program. When adjunct faculty is employed to teach a specific course, the departments provide training to ensure the part-time faculty understands the course objectives, the assessment procedures and his/her responsibility in collecting assessment data. Adjunct faculty are monitored through course evaluation, portfolio artifacts, and course grades and information, and the assessment data collected.

6c.5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

Many personnel provide support for the unit, thus enhancing the effectiveness of faculty. These personnel include department administrative assistants, student workers, academic advisors, technology specialist from the Center for Instructional Development and Technology, and a coordinator of teacher education services/certification officer.

6c.6. What financial support is available for professional development activities for faculty?

Funds for research and travel are available from various school and university resources. Individual departments offer funds for professional development activities, with amounts based on the number of requests. The director of teacher education also provides financial support for travel for workshops and conferences related to accreditation. Faculty may apply for funds through the Organized Research Grant fund. Faculty proposals are selected by a university committee from the Faculty Senate. The attached table at 6c.7 compares teacher education faculty with other faculty on the number of applications and awards, amount of money requested, and amount of money awarded. The table indicates that the teacher education faculty received 24 percent of the funding available. The teacher education faculty had equal access to money for travel to conferences through the Organized Research Fund in comparing to faculty from across the university.

6c.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to personnel may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Organized Research Funds 05-09
Work Load Policy

See **Attachments** panel below.

6d. Unit facilities

6d.1. How adequate are unit--classrooms, faculty offices, library/media center, the technology infrastructure, and school facilities--to support teaching and learning? [Describe facilities on the main campus as well as the facilities at off-campus sites if they exist.]

Southeastern has made a major commitment to developing a “state of the art” campus to meet the teaching and learning goals of the university by 2010. Approximately \$63 million has been provided by various public and private resources for 21 facilities projects which are currently in various stages of development. The renovation /expansion projects from the 2005 Higher Education Bond Issue projects of \$10.5 million includes: general classroom building, Computer Science, Occupational Health Complex (OSH) (January 2007), athletic complex-ADA elevator , Administrative Building-ADA elevator (Dec. 2006), support services construction/renovation, science building roof (June 2007), Morrison building roof (June 2007), and the theatre building renovation.

Southeastern has one branch campus and three off-campus sites which allow candidates the opportunity to attend class near their home. At the McCurtain County branch campus in Idabel, every classroom is a SMART classroom. A \$43 million bond update at Grayson County College in Denison, Texas, has renovated classrooms in which every classroom is a SMART classroom with wireless Internet. The Ardmore Higher Education Center shares resources with four institutions: East Central University, Murray State College, Oklahoma State University, and Southeastern, with nine SMART classrooms designated for Southeastern. The candidates at the McAlester campus, also, have the opportunity to complete some education classes via Internet and IETV in newly-built, SMART classrooms.

The dean of the School of Education and Behavioral Sciences, the director of teacher education and the Department of Educational Instruction and Leadership (EIL) are housed in the Morrison building. A computer science lab and SMART classrooms with SMART boards were installed recently in the classrooms in Morrison for teacher candidates to learn and practice the latest technology. Classrooms used by full-time teacher education faculty in the Morrison Building are equipped with SMART classroom technology with permanent TV/VCR/DVD units with Internet access. Each faculty member has a private office with a desktop computer and access to printers, copiers, and fax machines.

Accessibility for individuals with disabilities is assured through the use of elevators in two multi-story classroom buildings and the library, as well as, through the strategic placement of appropriate parking. Assistive technology resources are available to candidates with special learning needs through Student Support Services.

The Henry G. Bennett Memorial library has sufficient resources to support the work of faculty and teacher candidates. The library's annual report for 2008-09, lists its holdings as 187,851 volumes, 485,958 ERIC Microfiche which is not on ERIC Database, and 878 current periodical titles. The library holds nearly 2000 videotapes along with over 3,324 curriculum kit titles.

<http://www.se.edu/lib>

6d.2. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit facilities may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6e. Unit resources including technology

6e.1. How does the unit allocate resources across programs to ensure candidates meet standards in their field of study?

Resources including technology are allocated to programs through the dean of the school in which they are located. The school receives allocations of resources based on the number of full-time equivalent students and program faculty. If programs have specific needs unique to the program, then this request would be made through the department chair to the appropriate dean. For example, the resources required for the supervision of student teachers is allocated to a separate department, Teacher Education Services (TES), to ensure that resources are available to all of the teacher education candidates. Staff, materials, and electronic needs which transverse across teacher education programs would be allocated to the TES department to ensure all candidates meet standards in their field of study. For instance the teacher education data base required an additional server to provide the appropriate support for the amount of data which is included in the data base. The funds for the server were placed in the TES budget since it was a resource which was needed by all of the teacher education programs.

6e.2. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty use these resources?

Resources in information technology are provided to support the unit's faculty and candidates. In the 18 computer labs across campus with candidate access, there are 327 computers available for use. Computers in these labs are equipped with a variety of software. The Learning Center, the Library Cluster, Computer Services and Distance Learning are listed as specialty labs. All computers are networked and provide high-speed Internet access. Wireless Internet is available campus-wide for faculty and candidates, and laptop computers are available for checkout from the library. Wireless Internet is also available at Grayson County College, McCurtain Branch Campus, Ardmore Higher Education Center, and McAlester Higher Education Center. Each faculty member on campus has high speed Internet access through a personal computer equipped with DVD ROM and other features connected through a networked environment. The university has a three-year replacement schedule for both faculty and lab computers but the updates/replacements usually occur prior to the end of the three-year cycle.

Faculty members are assisted with distance learning and the integration of instructional technologies by the Center for Instructional Development and Technology (CIDT). The Center was originally funded through a Title III grant, but is now funded by the University through a variety of sources, including student technology fees, operating budgets funds, and grants.

The experienced CIDT staff continually offer faculty training sessions which support effective and equitable integration of well-researched technology, as well as effective teaching techniques into the curriculum and classroom. From August 2007 until the present, 97 percent of the teacher education faculty utilized one or more services provided by the CIDT. The resources are sufficient, current and readily accessible to full-time and part-time faculty and to candidates who are off-campus and in the online learning programs.

In addition, the Online Learning site is a central source for information regarding online courses offered at Southeastern. Blackboard support is also provided for faculty and candidates via the appropriate hyperlinks on the Blackboard login page.

<http://www.se.edu/cidt/>

<http://www.se.edu/online-learning/>

6e.3. What resources are available for the development and implementation of the unit's assessment system?

Assessment data are collected, stored, and analyzed in several technology systems. The candidate advisement system is available to faculty and provides access to data on individual candidates. A university-developed system maintains data on individual candidates from referral to admission to teacher education and student teaching, state testing information, mentor demographic, and training information. An additional university-developed system maintains data for program-specific assessments if the data is collected through a course. During fall 2009, the unit implemented the Chalk and Wire e-portfolio system which will be expanded each year to include more options for collecting and storing data in a technology-based information system.

6e.4. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current?

The Henry G. Bennett Memorial Library has sufficient resources to support the work of faculty and teacher candidates. The library provides materials and services to meet the information needs of both graduate and undergraduate candidates, as well as online learners. The collection has over 187,500 volumes, 485,958 ERIC microfiche, and 878 current periodical titles. It also has a selection of newspapers, sound recordings, videos, and software. Additionally, as a selective U. S. Government depository, the library has holdings of approximately 87,816 government documents and 6,077 Oklahoma documents.

The library databases contain abstracts and full-text articles from magazines and journals on the Internet to assist candidates in accessing scholarly information from anywhere, at any time. The Library has access through its periodical databases to over 24,500 online periodicals, and over 9,400 electronic books which are accessible through the catalog from NetLibrary. Through the online database LoisLaw, the library has access to thousands of federal and state court cases, statutes and administrative regulations. Mergent Online provides candidates access to company information for 10,000 public companies. CCH Tax Research Network Online provides candidates access to the tax code, rules, and regulations, and court cases. Articles on musical terms can be found in the Grove Music Online data base.

A library liaison is appointed for each department. This representative solicits requests from faculty and submits the requests to the library staff. During the 2008-09 academic year, the library spent the following amounts for the Educational Instruction and Leadership department which serves candidates from all of the teacher education programs: reference books –\$1,188.00; books - \$5,987.00; standing orders – \$1,229.00; periodicals \$5, 722.00; audio-visual – \$555.00; electronic database – \$4,756.00; and total expenditures – \$19,337.00.

<http://www.se.edu/lib>

6e.5. How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternate route programs, through electronic means?

The following resources are available to all candidates enrolled in teacher education courses: the physical library and the on-line library, along with its various databases; the university website which includes information and forms; and email accounts. Remote sites have IETV capability, SMART classrooms, and computer access.

6e.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit resources, including technology, may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 6?

2. What research related to Standard 6 is being conducted by the unit or its faculty?



National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS

★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★ *Report*

NCATE Board of Examiners Team:

Dr. Linda M. Bradley
Dr. Katherine I. Norman
Ms. Robin M. Jeffries

State Team:

Dr. Sue Diel
Ms. Angie Bookout
Mr. Paul Simon
Sabra Tucker
Dr. Paulette Belshe

State Consultant:

Mrs. Linda K. Reid

NEA or AFT Representative:

N/A

Accreditation Visit to:

SOUTHEASTERN
OKLAHOMA STATE
UNIVERSITY

1405 North Fourth Street
Durant, OK 74701
March 27-31, 2010

Type of Visit:

Continuing visit - Initial Teacher Preparation
Continuing visit - Advanced Preparation

Board of Examiners Report

SUMMARY FOR PROFESSIONAL EDUCATION UNIT

National Council for Accreditation of Teacher Education

Institution:

Southeastern Oklahoma State University

Team Findings:

Standards	Initial	Advanced
1. Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
2. Assessment System and Unit Evaluation	Standard Met	Standard Met
3. Field Experiences and Clinical Practice	Standard Met	Standard Met
4. Diversity	Standard Met	Standard Met
5. Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
6. Unit Governance and Resources	Standard Met	Standard Met

Not Applicable (Programs not offered at this level)

I. INTRODUCTION

1. Provide a brief overview of the institution and the unit.

Southeastern Oklahoma State University (SEOSU) is a regional state university located in Durant, Oklahoma, a community of approximately 16,000 located 88 miles north of Dallas, Texas, and 150 miles southeast of Oklahoma City. The university primarily serves rural school districts and communities in southeastern Oklahoma and northern Texas; however, the nearby northern Texas area has become increasingly suburban.

On March 6, 1909, the second Oklahoma State Legislature approved an act designating Durant as the location of a normal school to serve the surrounding 12-county region. Southeastern opened its doors to students on June 14, 1909, as Southeastern Oklahoma Normal School. Thus, the original mission of SEOSU was the education of teachers for the public schools in southeastern Oklahoma. The early program of instruction consisted of four years of high school and the freshman and sophomore college years. In 1921, the institution became a four-year college and was renamed Southeastern State Teachers College. The primary function remained that of teacher education, and the degrees of Bachelor of Arts in Education and Bachelor of Science in Education were authorized. In 1954, a Master of Teaching degree was added, the name of which was changed in 1969 to a Master of Education. Over the years, the university has added a number of programs and undergone several name changes. In 1974, by an act of the state legislature, the name was changed to Southeastern Oklahoma State University. The university mission is "Southeastern Oklahoma State University provides an environment of academic excellence that enables students to reach their highest potential."

The current SEOSU main campus consists of 80 buildings on approximately 268 acres. Two hundred forty-nine faculty members serve approximately 3,881 students. Southeastern Oklahoma State

University has a branch campus in McCurtain County and offers courses and programs at in Ardmore and McAlester, Oklahoma. In addition, Southeastern has an agreement with the Texas Higher Education Commission and offers the elementary education program at Grayson County College in Denison, Texas.

The professional education unit at Southeastern is the School of Education and Behavioral Sciences. Ten initial programs and four advanced programs are offered. These 14 programs are offered through nine departments in the School of Arts and Sciences and the School of Education and Behavioral Sciences. SEOSU offers several programs that are delivered in a blended format of face-to-face and online delivery, including the reading specialist, mathematics specialist, and school administration programs.

A number of significant changes have occurred since the last NCATE visit. The Master of Education in Secondary Education with options in English, health and physical education, history, mathematics, music, science, social studies, and speech and drama have been removed from program offerings. The mathematics specialist advanced program for licensed teachers was added in January 2009. The institution has also recently undergone a significant change in leadership. Dr. Larry Minks was appointed interim president in July 2009, following an appointed president who served since January 2007. Dr. Minks now serves as SEOSU president.

2. Describe the type of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

This visit was conducted as a joint state partnership visit, with NCATE and state co-chairs sharing leadership roles. Three NCATE BOE members and two state team members served on the joint team; additional state representatives also reviewed state programs. The state report will be attached to the final NCATE report. The unit elected to host a shortened onsite visit, beginning on Sunday morning rather than Saturday afternoon. There were no deviations from the NCATE/state protocol.

3. Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

The team collected information about programs offered at branch campuses and via distance learning through school visitations, on-campus interviews, and video-conference.

4. Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

No unusual circumstances affected the visit.

II. CONCEPTUAL FRAMEWORK.

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

1. Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

The teacher education program at SEOSU is dedicated to producing competent, committed, and ethical educators who can work successfully with diverse students. The conceptual framework's theme is Professionals for the 21st Century: Competent, Committed, and Ethical.

The unit's vision is "to be an exemplary provider of high quality teacher education programs in southeastern Oklahoma and northern Texas for the development of educational practitioners." Its mission is "to produce graduates who demonstrate academic and practical excellence in their respective fields. Through quality instruction grounded in current research and supported by diverse field and clinical experiences and technology usage, graduates will develop the professional competencies necessary to become lifelong learners who are competent, committed, and ethical practitioners." These statements are consistent with the university's vision and mission statements.

Originally developed in 1990, the conceptual framework was revised in 1996, 1997, 2000, 2006, 2007, with the current version being approved by the Teacher Education Council in 2008. Major changes at that time included an increased emphasis on technology and refinement of expected candidate dispositions. The unit provided clear evidence of ongoing involvement of the broader professional community in reviewing and evaluating the conceptual framework.

The unit has established five unit goals aligned with university's strategic goals:

1. have highly regarded programs in education that meet the changing demands of the 21st century with an emphasis on technology.
2. provide a nurturing environment and education programs that attract and retain faculty, staff, and candidates from diverse backgrounds to work with diverse learners in a changing world.
3. make progress in providing up-to-date facilities and technology for education candidates in order to meet the learning goals of the unit.
4. increase its resources obtained from private funding sources, grants, and contracts and collaboration/partnerships with external constituents.
5. increase its enrollment by optimizing recruitment/retention strategies and by expanding its service area through alternative delivery formats and new delivery sites.

The conceptual framework also outlines 29 standards and elements that form the foundation for the development of candidates who are competent, committed, and ethical educational practitioners. These competencies are aligned with the 15 Oklahoma state competencies, INTASC standards, NBPTS principles, and the standards of various specialty professional associations. Course syllabi clearly describe their relationship to the conceptual framework; they identify expected candidate competencies, including diversity and technology, and describe how they are addressed in instruction and assessed within the course.

The unit's assessment system is also aligned with the conceptual framework and includes five transition points and seven types of assessments. These transition points and assessments vary for initial and advanced program levels and are described in detail in the narrative for Standard 2.

III. STANDARDS

In its responses to each standard, the team should indicate when differences exist among the main campus, distance learning programs, and off-campus programs.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1. Information reported in the Institutional Report for Standard 1 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes	No
jñ	jñ

If your answer is "No" to above question, provide an explanation.

1a. Content Knowledge for Teacher Candidates

Content Knowledge for Teacher Candidates – Initial Teacher Preparation	Acceptable ▼
Content Knowledge for Teacher Candidates – Advanced Teacher Preparation	Acceptable ▼

Summary of Findings for Initial Teacher Preparation:

The unit offers 10 initial programs for the preparation of teachers: art, elementary, English, health and physical education, mathematics, music, science, social studies, Spanish, and special education. Program course syllabi and assessments have been clearly aligned with the unit's conceptual framework, state standards, INTASC standards, and the appropriate specialized professional association standards. Seven programs have been recognized by their respective specialized professional associations. The science program has been recognized with conditions by NSTA; the Spanish program was not recognized by ACTFL. The art program is state-approved. The music program is accredited by NASM.

Candidates in all initial programs had a 100 percent pass rate on the Oklahoma General Education Test (OGET) for the 2006-09 period (n = 135, 128, 117, respectively). Data for all state licensure tests have been disaggregated by program delivery site.

The state-provided 2006-08 pass rates for the Oklahoma Subject Area Tests (OSAT) for all programs are 100 percent (n = 135, 128, respectively). The 2005-08 Title II reports for programs having 10 or more completers indicated 100 percent pass rates for basic skills; the three-year pass rates for academic content were 100, 98, and 100 percent, respectively.

Although the state-provided OSAT reports state that 100 percent of Spanish candidates successfully passed the OSAT examination in Spanish, the ACTFL recognition report indicated that none of the three candidates in the Spanish program passed the OSAT over a three-year period, even after multiple

attempts. The unit was not able to clarify this confusion during the on-site visit. ACTFL determined that the Spanish program did not meet any of its standards, with specific concerns related to the lack of program alignment with the ACTFL standards, vague or unclear criteria statements, missing or incomplete assessments, lack of performance data, etc. These concerns cut across each of the remaining NCATE Standard 1 elements and will not be repeated under each section.

Candidate content knowledge is also measured through items on the teacher work sample, the student teaching evaluation, and alumni/employer follow-up surveys. For example, the spring 2009 survey of 2007-08 program completers contained two items directly related to content knowledge: "have a broad knowledge of liberal arts/general education" and "know the content appropriate to the major subject area." The alumni means for these two items were 2.69 and 2.88, respectively, on a three-point scale; employer means were 2.33 and 2.1, respectively.

On-site interviews with faculty, candidates, recent graduates, and employers, as well as review of candidate portfolios and teacher work samples, confirmed that candidates have the content knowledge appropriate for teaching in their discipline.

Summary of Findings for Advanced Teacher Preparation:

The K-12 mathematics specialist program is the unit's only advanced program for teachers. It is a 33-hour cohort master's program with a three-hour research component, a nine-hour professional education component, an 18-hour content specialization component, and a three-hour field component. The program has identified eight program outcomes that have been clearly aligned with the program's courses and assessments, the unit's conceptual framework, and the NCTM math specialist standards. The first courses were offered in spring 2009, and the first graduates are anticipated for December 2010. Because of this timeline, not all courses have yet been offered.

To ensure entering content knowledge, candidates are required to have a bachelor's degree and a teaching certificate in elementary, secondary, or special education; they also must have completed at least 12 hours of undergraduate mathematics coursework with a GPA of at least 3.0 on a four-point scale.

This is a non-licensure program, and there is no state licensure content test requirement. However, the content specialization component of the program includes six courses: MATH 5513 – The Teaching of Algebra and Functions, MATH 5523 – The Teaching of Number and Operations, MATH 5533 – The Teaching of Geometry and Measurement; MATH 5543 – Mathematical Problem Solving for Teachers; MATH 5553 – The Teaching of Data Analysis, Statistics, and Probability; and MATH 5593 – Problems and Issues in Mathematics Education.

Some preliminary assessment data were available for two content-related program outcomes at the time of the on-site visit:

Program Outcome #1: Advanced candidates will be able to demonstrate an improvement in their problem solving skills.

Pre- and post-surveys were administered to 14 advanced candidates in MATH 5543, Problem Solving for Teachers. Results for selected questions follow:

- Prior to taking the course, 88.235 percent of the candidates stated that they "usually" or "always" read a problem more than once to make certain they understood it; on the post-survey, 100 percent responded

with "usually "or "always."

- on the pre-survey, 58.824 percent of candidates indicated that they usually tried to restate a new math problem in their own words; a total of 92.857 percent responded "usually" or "always" on the post-survey.

- on the pre-survey, 58.824 percent of candidates stated that they could think of at least one way to begin to work on a math problem that they had never seen before; on the post-survey, 85.714 percent responded "usually" or "always."

Program Outcome #5: Demonstrate a deeper understanding of key ideas in number and operations, algebra and functions, geometry and measurement, data analysis, statistics, and probability.

This outcome was measured in Math 5543 through Blackboard discussions. A problem was posted every two weeks, and candidates were asked to present and critique solutions. The rubric for participation in the discussion board included a component on quality of responses. "Target" ratings had to be thoughtful, clearly communicated, and contain additional questions that deepened the discussion. Candidates receiving an "acceptable" rating did everything but pose additional questions that deepen the discussion. Results for 14 participants indicated a 100 percent "acceptable" or "target" rating for five of six problems. The rating for that problem was 93 percent.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

Pedagogical Content Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	Acceptable
Pedagogical Content Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

All initial candidates are required to demonstrate that they understand the relationship of content and content-specific pedagogy as delineated in professional, state, and institutional standards. These concepts and skills are introduced and reinforced in every education course and demonstrated through faculty modeling, as well as through required course projects and assignments such as Blackboard discussions, case studies, lesson planning, journals and reflections, teacher work samples, and portfolio artifacts. Two items on the unit's spring 2009 follow-up survey of 2007-08 program completers provide evidence of this competency. On the first item, "acquire pedagogical knowledge appropriate to the specialty area," the alumni mean was 2.88 on a three-point scale; the employer mean for this item was 2.37. On the second item, "know the specific uses of technology in the discipline," the alumni and employer means were 2.81 and 2.37, respectively.

All candidates also take EDUC3313, Technology Integration in the Classroom, and are expected to demonstrate their skills throughout their coursework and field experiences; each course syllabus identifies the technology requirements and proficiencies expected for successful completion of that course. As an example, the teacher work sample (TWS) contains a component assessing candidates' use of technology in their instruction. For 2006-07, TWS results indicated that 86 percent of the candidates were rated at the target or acceptable levels. In 2007-08, 83 percent were at target or acceptable, and in 2008-09, 93 percent were at the target or acceptable levels.

A review of course syllabi and examples of key assessments required in program courses reveals the

integration of technology, as well as a broad and cross-curricular knowledge of effective instructional strategies. Interviews with candidates, faculty, graduates, and P-12 administrators further support the candidates' knowledge of pedagogical content to help all students learn, as well as their ability to integrate technology into lessons.

Summary of Findings for Advanced Teacher Preparation:

The content specialization core for the mathematics specialist program includes six courses that require an in-depth understanding of the theories related to pedagogy and learning, as well as a broad range of instructional strategies and technology that promote student learning. Successful demonstration of specific content pedagogy skills is being assessed as candidates progress through their program. At this point in program implementation, candidates have been assessed on Program Outcome #2: "Identify and use various teaching techniques to improve the teaching of mathematics." One of the projects in MATH 5543, Problem Solving for Teachers, asks candidates to choose a mathematical concept they teach where problem solving is NOT used and then revise the lesson plan to include a problem-solving component. They must design an assessment tool to determine how well students understood the concept taught with the revised lesson and analyze the results. Fourteen advanced candidates completed this project and were rated at the target level for their original lesson plan, their revised lesson plan, the appropriateness of the concept taught, and their reflection. Eighty-six percent were rated at target for explanation of their results, and 14 percent were rated at acceptable. Plans are in place to include additional practice on this skill in later coursework.

The use of technology is emphasized throughout the program, using such materials as virtual manipulatives, the geometer sketch pad, graphing calculators, and SPSS, as well as instructional strategies such as electronic journaling, Blackboard discussion groups, etc.

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	Acceptable
Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The professional education core courses provide candidates with multiple opportunities to learn and apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. Each course syllabus describes the unit's conceptual framework in detail and also aligns course objectives, activities, and assessments with external professional standards.

Three key assessments are critical in determining candidates' demonstration of professional and pedagogical knowledge and skills. First, the student teaching evaluation contains three subsections that assess professional and pedagogical knowledge and skills: Teacher Management Indicators (five items), Teacher Instructional Indicators (16 items), and Teacher Product Indicators (four items). For the two years from fall 2007 through spring 2009, student teachers' ratings ranged from 4.74 to 4.89 on a five-point scale for management indicators, with 78-89 percent rated at target level. During that same time period, ratings for instructional indicators ranged from 4.74-4.88, with 78-89 percent rated at target level; ratings for product indicators ranged from 4.77-4.92, with 82-93 percent rated at target level.

Two components of the teacher work sample (TWS), Design for Instruction and Instructional Decision-Making, also measure candidate professional and pedagogical knowledge and skills. Over a three-year period, 2006-09, candidate mean scores for Design for Instruction ranged from 2.47-2.62 on a three-point scale, with 88-98 percent scoring at the target or acceptable level. During the same time period, mean scores for Instructional Decision-Making ranged from 2.54-2.69, with 83-97 percent scoring at the target or acceptable level.

Finally, for state licensure, all candidates must take and pass the Oklahoma Professional Teacher Examination (OPTE) after program completion. The 08-09 OPTE results indicate that all programs (N=114) had pass rates ranging from 83-100 percent, with an overall pass rate of 96 percent. Comparable scores for 2007-08 ranged from 85-100 percent, with an overall pass rate of 96 percent.

Results of alumni/employer surveys, as well as on-site interviews with faculty, candidates, and mentors, provided additional confirmation of candidates' professional and pedagogical skills.

Summary of Findings for Advanced Teacher Preparation:

Program Outcomes 2 and 3 in the mathematics specialist program focus on the development of professional and pedagogical skills in candidates: Identify and use various teaching techniques to improve the teaching of mathematics, and observe other teachers and make recommendations to improve the teaching of mathematics. The alignment chart showing the relationship of program outcomes to course activities indicates that nine required courses will address these skills, and a review of those course syllabi provides numerous examples of varied activities for candidates to demonstrate these skills. Because all of the courses have not yet been offered, candidate performance data are not available. However, plans for such data collection are in place and appear to be comprehensive enough to provide helpful data at the appropriate times.

1d. Student Learning for Teacher Candidates

Student Learning for Teacher Candidates – Initial Teacher Preparation	Acceptable
Student Learning for Teacher Candidates – Advanced Teacher Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

Candidates in initial programs have several significant opportunities to demonstrate their ability to have an impact on student learning. One component of the teacher work sample asks candidates to use assessment data to profile student learning and communicate information about student progress and achievement demonstrated by the whole class, subgroups of students, and individual students, and using pre-, formative, and summative assessment data. Over the three-year period from 2006-09, candidates demonstrated a steady increase in their ratings, with mean scores for all programs increasing from 2.32-2.54 on a three-point scale. The percentage of candidates scoring at the target and acceptable level rose from 83-94 percent.

Two items on the alumni/employer survey address candidates' ability to impact student learning. The spring 2009 survey of 2007-08 program completers indicated that the alumni's mean rating on their ability to motivate students to learn was 2.81 on a three-point scale; 100 percent rated themselves at the target or acceptable level. Corresponding ratings for employers were a mean of 2.42, with 95 percent of

the candidates rated at the target or acceptable level. Alumni rated their ability to use multiple assessment tools to monitor student learning and modify instruction with a mean score of 2.69; 100 percent rated themselves at the target or acceptable level. Corresponding ratings for employers were a mean of 2.47, with 93 percent of the candidates rated at the target or acceptable level.

Again, on-site interviews with faculty, candidates, and mentors provided additional strong confirmation of candidates' ability to impact student learning.

Summary of Findings for Advanced Teacher Preparation:

Because all of the courses in the mathematics specialist program have not yet been offered, candidate performance data related to student learning were not available. As with professional and pedagogical knowledge, however, plans for such data collection are in place and appear to be comprehensive enough to provide helpful data at the appropriate times. Planned activities to demonstrate impact on student learning include having candidates analyze their own students' mathematics test scores pre- and post-program. They will also complete a lesson change project where they will revise and re-teach a previously taught lesson and analyze the change in student learning. Another project to create a more effective student learning environment will be to identify a specific instructional problem, create a professional development opportunity for teachers, and then follow up with those teachers after the completion of that activity.

1e. Knowledge and Skills for Other School Professionals

Knowledge and Skills for Other School Professionals

Acceptable

Summary of Findings for the Preparation of Other School Professionals:

Unit programs for other school professionals have undergone the Oklahoma program review process or review by their respective specialized professional association to earn national recognition. These programs include educational leadership for principal certification, school counseling, and reading specialist. A review of the reports associated with the state or national review of these programs indicates that advanced candidates enrolled in these programs demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards. (The unit also supports an alternative certification program for school administration candidates who work directly with the Oklahoma State Department of Education (OSDE). Teacher Education Services maintains a separate record of these candidates' progress toward completing the coursework prescribed by the OSDE.)

Reading specialist: Alumni and employers rated 100 percent of the candidates at the acceptable or target level on a survey including elements of knowledge and skills. Syllabi, assessments, and rubrics are aligned with International Reading Association standards, Oklahoma General Competencies, and the unit's conceptual framework. Evidence is seen in the candidates' portfolios. Candidates have a 100 percent pass rate on the OSAT.

School administration: Knowledge and skills are demonstrated in the syllabi, assessments, and rubrics that are aligned with Educational Leadership Constituent Council standards, Oklahoma General Competencies for Principal Licensure and Certification, and the unit's conceptual framework, as seen in the candidates' portfolios. The pass rate on the OSAT for program completers is 90 percent. On the alumni/employer survey, 100 percent scored at acceptable or above rating the knowledge and skills of

the program's candidates.

School counseling: Knowledge and skills are surveyed by alumni and employers, and school counseling candidates received 100 percent scores of acceptable or target. CACREP standards, Oklahoma School Counseling standards, and the unit's conceptual framework are the foundation for assessments, rubrics, and syllabi. The pass rate on the OSAT for program completers in school counseling is 100 percent.

1f. Student Learning for Other School Professionals

Student Learning for Other School Professionals	Acceptable ▼
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Summary of Findings for the Preparation of Other School Professionals:

Reading specialist: On a survey given to alumni and employers, creating a positive environment conducive for student learning was scored 100 percent at the target level. Artifacts in the portfolio also demonstrated the ability to create positive environments for student learning.

School administration: To demonstrate student learning, candidates complete the portfolio artifact called The School Improvement Project in EDAD 5483. This project requires knowledge of the diversity and development level of students, their families, and their communities and ways of using data and technology to create positive environments that support student learning. On a survey given to alumni and employers, elements relating to creating a positive environment for student learning were scored 100 percent at the acceptable or target levels.

School counseling: On seven elements pertaining to creating positive environments for student learning, the alumni and employer survey revealed that 100 percent scored at the acceptable or target levels. In COUN 5583, Developmental School Counseling and Guidance, candidates conduct a classroom guidance lesson with students in a school setting. Candidates are required to develop assessment questionnaires to assess the knowledge of students and student learning concerning a particular guidance lesson.

1g. Professional Dispositions for All Candidates

Professional Dispositions for All Candidates – Initial Teacher Preparation	Acceptable ▼
Professional Dispositions for All Candidates – Advanced Preparation	Acceptable ▼

Summary of Findings for Initial Teacher Preparation:

With the revision of its conceptual framework in 2008 and the development of a revised theme, "Professionals for the 21st Century: Competent, Committed, and Ethical," the unit affirmed 18 specific dispositions that were reorganized within these three categories and are assessed at critical points throughout initial candidates' programs, including admission, entry to clinical practice, exit from clinical practice, and follow-up.

Admission to teacher education data for spring 2009 indicated a range of mean scores from 2.49-2.62 on a three-point scale for the six dispositions related to Competent, with 96-99 percent of candidates being

rated at target or acceptable. For the five dispositions related to Committed, the mean scores ranged from 2.42-2.65, with 100 percent of candidates being rated at target or acceptable. For the five dispositions related to Ethical, the mean scores ranged from 2.53-2.71, with 98-100 percent of candidates being rated at target or acceptable.

Comparable spring 2009 data for admission to student teaching indicated a range of mean scores from 2.60-2.67 on a three-point scale, with 100 percent of candidates being rated at target or acceptable for the six dispositions related to Competent. For the five dispositions related to Committed, the mean scores ranged from 2.55-2.70, with 100 percent of candidates being rated at target or acceptable. For the five dispositions related to Ethical, the mean scores ranged from 2.56-2.70, with 100 percent of candidates being rated at target or acceptable.

Spring 2009 data from alumni follow-up studies for 2007-08 program completers indicated a range of mean scores from 2.69-2.81 on a three-point scale for the six dispositions related to Competent, with 100 percent of the alumni rating themselves at target or acceptable; corresponding data from employers indicated means that ranged from 2.26-2.47, with 88-92 percent of the candidates rated at target or acceptable. For the five dispositions related to Committed, alumni mean scores ranged from 2.75-2.81, with 100 percent rating themselves at target or acceptable; corresponding data from employers indicated means that ranged from 2.42-2.58, with 92-95 percent of the candidates rated at target or acceptable. For the five dispositions related to Ethical, alumni mean scores ranged from 2.75-2.81, with 100 percent rating themselves at target or acceptable; corresponding data from employers indicated means that ranged from 2.47-2.51, with 90-95 percent of the candidates rated at target or acceptable.

On-site interviews with faculty, candidates, and mentors provided additional strong confirmation of candidates' demonstration of appropriate professional dispositions.

Summary of Findings for Advanced Teacher Preparation:

Because all of the courses in the mathematics specialist program have not yet been offered, candidate performance data related to dispositions were not available. As with professional and pedagogical knowledge, however, plans for such data collection are in place and appear to be comprehensive enough to provide helpful data at the appropriate times. Interviews with faculty and candidates indicated that candidates are displaying the dispositions expected for this stage in their program.

Summary of Findings for the Preparation of Other School Professionals:

The three dispositions of being Competent, Committed, and Ethical have been adopted by the reading specialist program and the school administration program. In addition to these three dispositions, the school counseling program has also adopted seven dispositions recognized by CACREP.

Candidates in all three programs for other school professionals scored 100 percent at the acceptable or target levels on the professional disposition related to fairness and the belief that all students can learn, emphasizing competent, committed, fairness, and ethical dispositions.

Key assessments that demonstrate the professional dispositions as they work with students, families, colleagues, and communities are documented for reading specialists upon entrance into the program, as well as during Reading Diagnosis I and II and the practicum. Seven reading specialist candidates scored 100 percent at the acceptable and target levels. School administration candidates are assessed in this area during Internship I and II. Their scores resulted in 100 percent scoring at the target level on the Competent and Ethical dispositions and 93 percent scoring acceptable or target on the Committed disposition. Candidates in school counseling are assessed upon entrance into the program and during practicum, with 100 percent scoring at the acceptable or target levels.

Follow-up studies of graduates and employers indicate that 100 percent of the reading specialist candidates scored at the target level on the two elements under one IRA standard related to dispositions. Four elements under one ELCC standard relate to dispositions for school administrators, with 100 percent of the candidates scoring at the acceptable or target levels. Two Oklahoma school counseling standards relate to dispositions. Alumni scores show that 100 percent of the candidates scored at the acceptable or target levels, while employer scores were at the target level.

Overall Assessment of Standard

Courses and key assessments in all programs have been aligned with institutional, state, and national standards as appropriate. All initial programs, except Spanish, and all advanced programs for teachers and other school professionals provided evidence that their graduates demonstrate the candidate proficiencies outlined in the unit's conceptual framework. The advanced program for math specialists was implemented one year ago, and its first graduates are anticipated for December 2010; limited performance data were available for candidates at their current stage in the program, although robust plans for continued assessment of candidate performance were in place.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale
None	

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
None	

New AFIs

AFI Number & Text	AFI Rationale
The Spanish education program is not aligned with specialized professional association standards and has not been nationally recognized.	Although the state-provided OSAT reports state that 100 percent of Spanish candidates successfully passed the OSAT examination in Spanish, the ACTFL recognition report indicated that none of the three candidates in the Spanish program passed the OSAT over a three-year period, even after multiple attempts. The unit was not able to clarify this confusion during the on-site visit. ACTFL determined that the Spanish program did not meet any of its standards, with specific concerns related to the lack of program alignment with the ACTFL standards, vague or unclear criteria statements, missing or incomplete assessments, lack of performance data, etc. These concerns cut across each of the NCATE Standard 1

	elements.
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Recommendation for Standard 1

Initial Teacher Preparation	Met
Advanced Preparation	Met

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

None

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Information reported in the Institutional Report for Standard 2 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes	No
jn	jn

If your answer is "No" to above question, provide an explanation.

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2a. Assessment System

Assessment System – Initial Teacher Preparation	Acceptable
Assessment System – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The unit assessment system is based on the knowledge, skills, and dispositions outlined in the unit's conceptual framework, as well as unit, OCTP, INTASC, and SPA standards. It requires all initial and advanced programs to identify six to eight assessments that assess candidate proficiencies on professional, state, and unit learning outcomes. It also includes multiple internal and external assessments at initial and advanced program transition points. Assessment data are collected, summarized, and reported on an annual cycle to support decisions to enhance candidate performance, improve programs, and ensure that unit outcomes are aligned with all relevant standards.

The TEC, program faculty, and candidates continuously evaluate and refine the unit assessment system. An example of such revisions is the addition of a teacher work sample completed by all initial student teachers beginning in fall 2006. This unit-specific assessment provides evidence of candidates' impact on student learning and data for programs to use in their SPA program reports. As another example, the unit revised the conceptual framework in fall 2008, and the TEC adopted a new rubric for assessing the revised dispositions.

Multiple strategies are in place to ensure fairness of initial and advanced program assessments. Candidates have numerous opportunities to acquire expected knowledge, skills, and dispositions. They receive instruction to ensure understanding of performance criteria and the criteria for each scoring level of the assessment rubric.

Accuracy is ensured by aligning course objectives with all relevant standards. A standardized format for course syllabi includes performance expectations, grading measures, and professional standards to ensure that all candidates understand course requirements and outcome expectations. The TEC reviews and approves assessments and rubrics. Training of raters in both initial and advanced programs ensures both accuracy and consistency in assessment.

Assessment procedures and rubrics are reviewed continuously to remove any bias that might adversely impact candidates' performance. Directions and rubric criteria are rewritten to eliminate vague or poorly worded instructions. Student Support Services designates and shares accommodations for specific candidates with appropriate instructors at the beginning of each semester. Courses include multiple types of assessments to provide opportunities for candidates to demonstrate acquired knowledge and skills.

Multiple assessments are also used to manage and improve unit operations. Data collected through the university's database (POISE) include ACT scores, course grades, GPAs, and state testing scores. Clinical evaluation summaries are aggregated and disaggregated by program and campus site to measure unit and program standards and dispositions. Programs maintain portfolio and course competency data to provide program evaluation and improvement information for their annual program outcomes assessment report (POAR). Employer and alumni surveys provide candidate self-perceptions of program quality and employer perception of recent graduates' performance. Candidates evaluate each education course every semester. Faculty members receive results so they can address needed changes in their courses. Mentor teacher evaluations are completed by initial and advanced candidates in clinical practice each semester. Program-specific and student teacher exit surveys provide information on overall program quality. The alumni survey asks candidates to rate their program in the areas of academic advisement, faculty accessibility, teacher education admission procedures, student teaching admission procedures, portfolio development, class availability, teaching quality, and overall program satisfaction. Additional survey items are included for advanced program graduates.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

The narrative for initial programs also applies to advanced programs for teachers and other school professionals. The few references specific to advanced programs are included in the initial program narrative solely for continuity of information.

2b. Data Collection, Analysis, and Evaluation

Data Collection, Analysis, and Evaluation – Initial Teacher Preparation	Acceptable ▼
Data Collection, Analysis, and Evaluation – Advanced Preparation	Acceptable ▼

Summary of Findings for Initial Teacher Preparation:

Initial and advanced data are collected, analyzed, and evaluated through a variety of methods. Grades and GPAs are collected through the university's database system. Data are collected from applicants, candidates, graduates, faculty, and employers on a systematic basis; they are disaggregated by program and, if appropriate, by campus site.

Alumni/employer surveys, state test scores, field and clinical experiences, and disposition assessments are collected offline and analyzed on spreadsheets. Some program-specific assessment data are collected online through a university-developed system that can be converted to spreadsheets. With the implementation of the Chalk and Wire e-portfolio in fall 2009, the unit anticipates simplifying the data collection process with more online data collection and more centralized analysis and distribution.

Data are summarized by semester or the school year depending on the type of data. The unit-specific data for initial programs are collected and summarized by Teacher Education Services, and data for the advanced programs are collected and summarized by the program coordinators. Program-specific assessment data are collected and summarized by the program coordinators.

Data are summarized and analyzed in various formats; the most common is a table, but reports, charts, and graphs are used when appropriate. Assessment data are collected, stored, and analyzed in several technology systems. The candidate advisement system is available to faculty and provides access to data on individual candidates. A university-developed system (POISE) maintains data on admission to teacher education and student teaching, state testing information, and mentor demographic and training information. An additional university-based system maintains data for program-specific assessments if the data are collected through a course.

Unit-specific initial program assessments such as student teaching summative evaluations, teacher work samples, dispositions, GPAs for admission to teacher education and student teaching, and employer and alumni follow-up studies are disaggregated by program and campus site. Candidate complaints are resolved by following the university's policies. Records are maintained by the appropriate department, which has the authority to resolve the issue. It is recommended that candidates address the complaint at the level the issue occurred. If a complaint involves a grade in a course, the candidate contacts the faculty member to resolve the situation. If it is not resolved, the candidate may file a complaint with Academic Affairs (initial) or Graduate Council (advanced). This grade appeal procedure is outlined in the university catalog. If the complaint involves admission to teacher education or student teaching, the complaint is resolved by the Teacher Education Admission and Retention Committee, and if not resolved may be appealed to the Teacher Education Council. For advanced candidates, if the complaint involves admission to a program or a restriction at a transition point, the complaint would be resolved by the program coordinator with appeal to the Graduate Council. The procedures for the initial and advanced candidates are outlined in the initial and advanced program handbooks.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

The narrative for initial programs also applies to advanced programs for teachers and other school professionals. The few references specific to advanced programs are included in the initial program narrative solely for continuity of information.

One process, however, is unique to advanced programs: alternative certification candidates work directly with the Oklahoma State Department of Education (OSDE). The only alternative certification program at SEOSU is the school administration program. If candidates identify themselves as alternative

certification candidates, Teacher Education Services maintains a record of their OSDE letters indicating the number of professional education courses they are required to take. The M.Ed. coordinator or program coordinator maintains separate program-specific records, and Teacher Education Services maintains separate certification records on the alternative certification candidates.

2c. Use of Data for Program Improvement

Use of Data for Program Improvement – Initial Teacher Preparation	Acceptable
Use of Data for Program Improvement – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The TEC regularly and systematically uses data to evaluate the effectiveness of courses, programs, and clinical experiences. For example, data are summarized and provided to TEC at the end of each semester on initial field experiences and clinical practice assessments. In addition, conceptual framework evaluations, student teacher course evaluations, and mentor evaluations are reviewed by the TEC each semester. In addition, data are summarized and provided to the TEC annually on the teacher work samples, disposition assessments, and alumni/employer follow-up studies. Following each meeting of the Teacher Education Admission and Retention Committee (TEARC), a summary report is provided to the Teacher Education Council in order to discuss data collected at transition points.

Some of the data-driven changes that have occurred in the past three years are as follows:

- TEC approved a change in the process for teaching the knowledge, skills, and dispositions candidates need to teach students with special learning needs. In previous years, the special education pedagogy and content were embedded in various courses; based on the data from the student teacher evaluations, the unit approved a separate special education course provided earlier in candidates' programs.

- Based on data from the student teacher evaluations, TEC approved moving the Classroom and Behavior Management class from the student teaching block to the semester prior to student teaching.

- TEC had approved a new course for the art education program due to an identified weakness. However, after two years of modifications to coursework, test scores did not indicate improvement. To increase the reading subtest scores in the elementary program, a minimum "C" grade requirement was implemented in the last course in a sequence of four reading courses.

The teacher work sample, initial field experience, student teaching, and initial dispositions data are provided to the program coordinators through TEC. Student teaching formative evaluations are sent to the department every three weeks on individual candidates to inform the program faculty of the student teachers' progress. In the advanced programs, the clinical practice evaluations are sent directly to the program coordinator from the school-based supervisor. Interviews with TEC members and review of TEC minutes indicate that a consistent reporting of assessment data is included at these meetings, which occur six times a year. In addition, as candidates proceed through the transition points, they are informed of their admission and exit status to provide them with an opportunity for reflection and improvement. The most common issue necessary for the candidates, faculty, and other stakeholders to address is low OGET and OSAT scores.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other

School Professionals:

Each program, initial and advanced, develops an annual POAR which summarizes the data from unit-specific and program-specific assessments collected during the previous school year and identifies areas of strengths and concerns. Based on this information, each program develops improvement plans and implements program changes. As an example for advanced programs, the school counseling program has more closely aligned its portfolio artifact assignments, rubrics, reflections, and courses with OCTP competencies and CACREP standards.

Employer and alumni follow-up studies for initial and advanced programs, state testing trends, and residency teacher trends are also reported to the various programs through TEC. With the implementation in fall 2009 of Chalk and Wire for the e-portfolios, the initial and advanced programs will have more access to the candidate data in a timely manner. To assist candidates with improvement of their performance, initial and advanced candidates receive feedback on their performance on program-specific assessments at the time of submission. Assessment data are shared with candidates, faculty, and other stakeholders through reports, meetings, and presentations continuously during the school year.

Faculty members of initial and advanced programs have access to assessment data. The university advisement system (POISE) includes grades, GPAs, courses completed, advisement histories, and admission to teacher education and student teaching grades, and is available to faculty members. State testing information is available to the faculty after each testing period. The information is provided to the chair of each department housing the program, and the chair shares the information with appropriate faculty.

Assessment data are shared with initial and advanced program faculty and stakeholders through Teacher Education Council, departmental meetings, and reports to the program departments. Title II reports and TEC minutes are posted on the teacher education website to enable all stakeholders to review the test data and be informed on matters considered by the Teacher Education Council.

Overall Assessment of Standard

The assessment system is based on the conceptual framework, professional, state, and institutional standards; it is evaluated regularly by TEC. Multiple assessments are implemented at transition points throughout programs. Technology is used to maintain and provide comprehensive data on applicants, candidates, graduates, faculty, and others. Data are systematically compiled, aggregated, summarized, analyzed, and shared with TEC. Disaggregated data for alternate routes, off-campus programs, and distance learning programs are readily available. Formal complaints and their resolutions are recorded and filed. The unit tests for fairness, accuracy, consistency, and lack of bias.

Data are used systematically to evaluate courses, programs, and clinical experiences to improve these programs and courses. From interviews, it was noted that TEC encourages and initiates changes based on data. Data are also shared with faculty and candidates to help them reflect and improve. Many examples indicate that aggregated data are comprehensive, integrated, and assess candidate performance and unit operations.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number &Text	AFI Rationale
The unit assessment plan does not include a systematic process for using assessment data to improve unit programs.	There was much evidence of improvements made since the last accreditation visit due to using analyzed data. From the 2008 Part C of the AACTE/NCATE Annual Report, based on the data analysis, changes were made to the mathematics education program; the diversity requirement for field experiences increased requirements for experiences with the African-American population; the science education program had some course and program modifications; the advanced secondary mathematics education program was deleted; a new art course was added in the art education program; and changes were made in the M.Ed. in School Administration. These changes indicate that data are being closely analyzed and evaluated to make changes for course and program improvements. Unit operations were also undergoing improvements due to data analysis. The initial portfolio had numerous revisions.

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
None	

New AFIs

AFI Number & Text	AFI Rationale
None	

Recommendation for Standard 2

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

None

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Information reported in the Institutional Report for Standard 3 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes

No

jñ

jñ

If your answer is "No" to above question, provide an explanation.

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3a. Collaboration between Unit and School Partners

Collaboration between Unit and School Partners – Initial Teacher Preparation	Target ▼
Collaboration between Unit and School Partners – Advanced Preparation	Target ▼

Summary of Findings for Initial Teacher Preparation:

The initial teacher preparation programs require that both unit- and school-based faculty are involved in designing, implementing, and evaluating the unit's conceptual framework and the school program; they each participate in the unit's and the school partners' professional development activities and instructional programs for candidates and for students. The TEC, public school educators, SEOSU candidates, and community business partners contribute ideas to be implemented into the teacher education programs.

Interviews with building administrators indicate a strong feeling of joint decision-making in the specific placements of student teachers and candidates for other professional roles to maximize the learning experience for candidates and P-12 students. Candidates participate in tutoring opportunities with students in after-school programs to provide remedial reading support. Documentation, in the form of agendas, minutes, and sign-in forms, from the 2009 Public Forum and 2009 Teacher Education Council support the collaboration between the mentor teachers, candidates, and unit professors in an ongoing effort to improve the teacher education program. Survey results also guide program improvement, strengthen content, and identify areas in need of change.

According to the IR, a partnership exists between the unit and 13 counties in Oklahoma and four counties in Texas. The participating school districts must meet certain criteria for candidates to be placed in their classrooms. The mentor teachers must be highly qualified teachers with at least three years of experience in their content area and possess outstanding teaching qualifications. Interviews confirm that the mentor teachers are selected by recommendations from the building administrator. The building administrator then pairs the mentor teacher, using information from the candidates' packets presented by the coordinator.

The coordinator of field experience is the liaison between program faculty, candidates, and P-12 schools. The coordinator monitors candidates' field and clinical placements. Interviews and documented evidence confirm the integral professional relationship between the coordinator, school administrators, mentor teachers, and candidates. The mentor teachers are active partners with the unit in providing ongoing assessment, expertise, and feedback. Resources are exchanged between the mentor teachers and the candidates. Often the candidates contribute new knowledge to the mentor teachers' professional teaching repertoire.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

There are four advanced programs for teachers and other school professionals: school administration, reading specialist, school counseling, and the newly added math specialist. Candidates in the school administration program must complete two internships, the first consisting of 75 hours and the second

consisting of 175 hours. Candidates are responsible for acquiring permission from the superintendent of the district in which they desire to complete the internship; once permission is granted, the candidate must select an administrator to act as the field supervisor for the length of the internship. The university supervisor must approve the selection before the candidate proceeds further. The field supervisor assists the candidates in fulfilling the requirements for meeting the ELCC standards while completing school improvement projects.

According to interviews with program coordinators, the candidates participating in the reading program are supervised by the coordinator of the reading program. The coordinator works closely with the candidates four days a week during summer school.

Candidates in the counseling program are supervised by the school counselor in the designated building where they complete their practicum. The site supervisor signs a contract agreeing to the expectations for clinical work in the practicum course as stated in the written policy. The coordinator of the math specialist program has an informal agreement between the teacher (who is the designated site supervisor), the candidate, and the program coordinator. The university partners with 30 schools in placing advanced candidates.

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Initial Teacher Preparation	Acceptable
Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

Candidates meet entry and exit criteria for clinical practice. Field experiences reflect course content and are aligned with state licensure requirements and specific course outcomes. Candidates assist with students, observe teachers' lesson delivery, learn school schedules and activities, and ask questions about school practices under supervision and discretion of the cooperating teacher. The student teacher handbook outlines candidate expectations; the mentor teacher manual outlines the procedures for supervising and evaluating candidates. The coordinator of field experiences interviews candidates to ensure that they develop expected proficiencies through field and clinical experiences.

Candidates complete 105 hours in three field experiences before clinical experience. The first is 15 hours (five hours each at elementary, middle, and secondary levels); the second is 75 hours; and the third is 15 hours. During weeks 1-5 of the clinical experience, candidates are evaluated formatively; during weeks 6-8 they are evaluated summatively using rubrics, surveys, written reflections, and portfolios. All candidates compile a portfolio of authentic artifacts and professional activities that might include observations of discipline conferences, grade-level meetings, or assisting with foster grandparents.

Candidates are typically observed and evaluated on-site only by the school-based faculty. (The unit considers classroom teachers who mentor and supervise student teachers as "university-based clinical faculty" because they are hired by the university and are paid a stipend of \$300. The team did not believe this policy meets the NCATE definition of university-based supervisors, which led to citing an AFI for this standard.) The coordinator of field experiences and other higher education faculty offer ongoing support as needed; however, this support is voluntary and does not occur for all candidates on

any systematic basis. No written policies or consistent procedures exist that systematically guarantee the continuous support of all student teachers by university-based clinical faculty. A number of interviewees expressed the need for more focused, systematic university-based supervision for all candidates.

Candidates use information technology to support teaching and learning and have the opportunity to attend technology fairs and workshops to increase their knowledge of innovative ways to use technology in the classroom. They then apply this knowledge to improve student learning and achievement.

Mentor teachers are accomplished professionals who have at least three years of teaching experience, understand basic supervision principles, and demonstrate academic competence. They must attend a four-hour training session; those who do not attend, or make arrangements for one-on-one training, cannot participate. This four-hour training covers the conceptual framework, the Hunter Instruction, Mastery Learning, and Effective Teaching Models.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Information for advanced programs is the same as for the initial programs, except that candidates participate in field experiences that require them to apply their coursework, analyze P-12 student learning, and reflect on their practice in the context of theories on teaching and learning in their current school setting. Each discipline has a specific field experience handbook outlining the expectations and requirements. Reading specialist candidates participate in structured field experiences in assisting students with reading in P-12 settings. Four courses contain a 21-hour field experience, which totals 84 hours working with students. The coordinator for the reading specialist program is also the site supervisor during a summer school session. School administration candidates fulfill a requirement of 200 hours preparing them for a job as a school principal or school administrator of a P-12 school. School counseling candidates complete 100 hours of field experience in a P-12 school setting with a counselor as their mentor. Math specialist candidates will complete a specific field experience at the appropriate point in their program as the program continues to be implemented.

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Initial Teacher Preparation	Acceptable
Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

Candidates demonstrate mastery of content and pedagogical and professional knowledge before admission to and during clinical practice. The course catalog outlines the admission requirements, including a 2.5 grade-point average, a written commitment to teaching, and passing scores on the OGET. After admission, candidates must be cleared by the department to enter clinical practice. Ongoing evaluations during clinical practice are used by both the mentor teacher and the coordinator of field experience. Candidates are evaluated four times throughout the 12-week student teaching experience. Concurrent conferences with the clinical faculty provide candidates an opportunity to reflect on their performance. In all cases, dialogue is shared, focusing on performance and the next professional steps. Data from the surveys taken on Student Teacher Return Day, Mentor Return Day, and student

teaching course evaluations indicate the professional growth of the candidates. Transition point assessments also provide information and act as predictors of candidate success.

Education courses are designed for reflection and discussion among peers. Candidates role play various classroom scenarios as a prelude to field experience, with peers and university faculty providing feedback. Trained mentor teachers monitor candidate progress to ensure a successful field experience. The coordinator of field experiences also provides feedback to candidates via Blackboard once the 63-question reflective tool is completed.

Field and clinical experiences are designed to facilitate candidate demonstration of knowledge, skills and dispositions in real P-12 settings. Interviews with mentor teachers and university faculty confirm that both formative and summative assessments document candidates' ability to affect student learning. Mentor teachers and candidates conduct student pre- and post-tests to acquire adequate baseline data and to measure potential growth.

Candidates complete field experience forms indicating three choices for placements that include diverse student populations. Some partnering Oklahoma school sites follow an inclusion model which supports candidates working with students with exceptionalities. Initial programs have built broad exploration of student diversity into its program, including an understanding of exceptionalities with the course SPED 2123. Field experiences provide exposure to cultural and linguistic diversity, issues of poverty/homelessness and other at-risk issues that may hinder a student's ability. Candidates are placed in field experiences primarily in the immediate service area in Oklahoma and nearby Texas. The geographical area is of diverse population; therefore, candidates are assured of having opportunities to work with students from diverse ethnic, racial, gender, and socioeconomic groups.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Candidates in advanced programs demonstrate mastery of content, pedagogy, and professional dispositions to help all students learn both prior to and during clinical practice. Candidates must be accepted into the graduate school and then apply for candidacy in the Master of Education degree program after the completion of 12 hours of coursework. Candidates in the school counseling program are required to take the GRE; however, candidates in the reading specialist, school administration, and math specialist programs do not require a comprehensive examination at this time. Reading specialist candidates must participate in two practicum classes. The field experience takes place during summer school with participating sites where candidates have the opportunity to serve students having difficulty developing literacy skills such as decoding. Candidates apply their knowledge in small group settings and use various assessments such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and running records to indicate the students' needs. Candidates are assessed on the field projects conducted during the practicum.

Candidates in the counseling program are supervised by a school counselor with at least two years experience as a school counselor. The coordinator of the school counseling program provides one-on-one training for the school counselor on how to assess the various aspects of counseling program. Candidates must submit videotapes of their participation in required clinical activities that are assessed by both the site supervisor and the coordinator of the counseling program.

Candidates in the school administration program participate in internships in the building where they are currently assigned. They must complete eight projects that are based upon the ELCC standards and must work closely with the building administrator to create a school improvement program.

Overall Assessment of Standard

Field and clinical experiences at both initial and advanced levels are aligned with all appropriate standards. The broader professional community actively participates in the design, implementation, and evaluation of these experiences. Field and clinical experiences are extensive and provide ample opportunity for candidates to demonstrate their skills. Although mentor teachers for initial programs receive a brief, mandatory basic training in supervision and evaluation and are invited to attend Mentor Return Days, evidence did not indicate that all candidates receive systematic feedback or evaluation by university-based supervisors. Candidates demonstrate their technology skills and reflect on their performance during clinical practice.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

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Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale
None	

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
None	

New AFIs

AFI Number & Text	AFI Rationale
No written policies or consistent procedures exist that systematically guarantee the continuous support of all student teaching candidates by the university-based clinical faculty. (Initial)	Most candidates are observed and evaluated on site only by the school-based faculty. The coordinator of field experiences and higher education faculty offer ongoing support as needed; however, this support is voluntary and does not occur on any systematic basis for all candidates. A number of interviewees expressed the need for more focused, systematic university-based supervision for all candidates.

Recommendation for Standard 3

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

Corrections to the Institutional Report [Include any factual corrections to information found in

the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

None

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Information reported in the Institutional Report for Standard 4 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes

No

jñ

jñ

If your answer is "No" to above question, provide an explanation.

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

Design, Implementation, and Evaluation of Curriculum and Experiences – Initial Teacher Preparation	Acceptable
Design, Implementation, and Evaluation of Curriculum and Experiences – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The unit has identified the following seven diversity proficiencies expected of all candidates: 1) support learning for diverse learners in a caring, non-discriminatory, and equitable manner; 2) establish high standards for all students (belief that all students can learn); 3) plan instruction that is appropriate for a diverse student population; 4) embrace cultural diversity and accommodate the needs of diverse learners; 5) promote positive learning outcomes for all students; 6) respect and value all students and others for their diverse talents, abilities, and contributions; and 7) demonstrate sensitivity to community and cultural norms.

Candidates in initial programs take a core of six professional education courses, each of which contains significant content and/or numerous assignments related to diversity: EDUC 2013, Foundations of Education; EDUC 2000, Pre-Student Teaching Field Experiences I; SPED 2123, Introduction to Individuals with Exceptionalities; PSY 3123, Child and Adolescent Development for Education Majors; EDUC 3434, Teaching Strategies and Progress Monitoring; and EDUC 4443, Classroom and Behavior Management. The syllabus for each course contains a separate section outlining that course's diversity expectations. A representative sample of these diversity-related topics and assignments include:

In EDUC 2000, candidates spend five hours in a school with at least a 10 percent African American population, five hours in a school with at least a 10 percent Hispanic population, five hours in a school with at least a 25 percent Native American population, and another five hours must be spent at a school with at least a 60 percent economically disadvantaged population. In EDUC 2013, candidates are required to identify and explain the knowledge, skills, dispositions, and experiences to help PK-12 students with exceptionalities and of diverse ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins learn. In SPED 2123, candidates write an individualized education plan for a student with exceptional learning needs. In addition, the candidates' Teacher Work Sample and student teaching evaluation include several items related to diversity.

The following data are illustrative of the candidate performance data related to diversity that the unit collects:

The mean score for 171 candidates completing the IEP assignment in 2007-08 was 2.25 on a three-point scale; 88 percent scored at the acceptable or target level. The mean score for 223 candidates in 2008-09 was 2.14 on a three-point scale; 92 percent scored at the acceptable or target level.

Eight items on the Teacher Work Sample relate to diversity. Over a three-year period, 2006-09, candidate mean scores on these items ranged from 2.14 to 2.80 on a three-point scale.

Twelve items on the alumni follow-up surveys request information on candidate performance on diversity-related issues. The 2009 survey of 2007-08 graduates indicated scores on those items that ranged from 2.61 to 3.00 on a three-point scale.

Interviews with candidates, faculty, mentors, and P-12 administrators and review of additional documents on site confirmed that the programs' curriculum and field experiences provide a well grounded framework for candidates' sensitivity to cultural issues and their understanding of diversity, including English language learners and students with exceptionalities.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Coursework on diversity is embedded throughout all coursework in advanced programs. In particular, reading specialist candidates take ELED 5663, Older, Struggling Readers and English Language Learners, which is designed to develop an understanding of the difficulties faced by diverse readers and their teachers and to acquire strategies to enhance these students' literacy skills development. School administration program candidates take EDAD 5473, Administration of Special Programs, which develops knowledge and skills in administrative and legal issues of working with special education, English language learners, gifted and talented learners, as well as learners in other federal program categories. School counseling candidates take COUN 5483, Counseling Diverse Populations, to develop specific knowledge, skills, and dispositions in multicultural counseling, counselor competencies, cultural counseling models, and counseling strategies for diverse populations. Counseling practicum clients also must represent 20 percent diversity. The curriculum for the math specialist program has a distinct emphasis on Native American students.

The following evidence is a sample of the diversity-related performance data for advanced programs. The reading specialist practicum assessment includes an item on meeting the diverse needs of all learners. The 2008-09 mean score was 5.00 on a five-point scale, with 100 percent of the candidates scoring acceptable or target. Six factors on the clinical experience disposition assessment relate to diversity. These six factors had a mean score of 2.84 on a three-point scale, with 100 percent of the

candidates scoring acceptable or target. School counseling assessments related to diversity include the practicum assessment, disposition assessment, and follow-up studies. On all areas that measure diversity, 100 percent of the candidates scored acceptable or higher. School administration candidates demonstrate skills related to diversity during the Internship I and II assessments. Four elements on the spring 2009 Internship II assessment have a mean of 2.58, with 96 percent of the candidates scoring acceptable or target. Assessments related to diversity in the math specialist program are in process, with no data available at present because the first cohort has not yet completed the program.

4b. Experiences Working with Diverse Faculty

Experiences Working with Diverse Faculty – Initial Teacher Preparation	Acceptable
Experiences Working with Diverse Faculty – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation

Through advisement, coursework, field experiences, practica, and student teaching, candidates in initial and advanced programs have access to an acceptable range of faculty diversity. Table 8 (p. 43, IR) shows disaggregated data by ethnic group throughout the university. The two predominant ethnicities are White, non-Hispanic, and American Indian or Alaska Native. Since 2002, the university has made efforts to recruit faculty diverse in ethnicity, geographical location, and gender by 1) posting in the Chronicle of Higher Education, and, 2) creating a position to deal with issues of diversity. In 2009, the position of special assistant to the president for diversity was created. A special homepage, Institutional Diversity, with links to other university models of such programs throughout the country, has been set up to address diversity of faculty. At the initial level, faculty diversity is now 21 percent, representing four ethnic groups. Faculty diversity at the advanced level is 14 percent, representing two ethnic groups.

In addition, faculty are actively involved in numerous activities related to diversity, which they bring to their instruction and interaction with candidates. The IR table Faculty Diversity Experiences 2006-09, corroborates the various experiences that faculty are currently, and have been over the last three years, engaged in with diverse groups. Faculty have submitted publications to refereed journals, including topics such as "Identity and the teaching of diversity," "Centralization vs. local initiatives: Mexican and U.S. legislation of America/Indian languages," a bibliography of Native American history literature in children's books, "The interplay of eating disorders and religion," and "The challenges of rural clinical mental health counseling." Presentations have dealt with racial issues in contemporary children's literature, Asperger's Syndrome, multicultural trade books, the role of culture in substance abuse in Native Americans, and learned helplessness. In addition to publications, service to schools by faculty includes character development programs, speech screenings of at-risk pre-school students, and serving as coordinator of Native American Studies. Also, candidates prepare lesson plans for use in adapting instruction for special needs learners.

Workshops for diversity competency development are provided for both existing and incoming faculty. Highlights of the workshops include: awareness and assessment of one's own values; experiences and perceptions of others; a focus on similarities versus differences; and communicating effectively across cultures. Evidence supports that good-faith efforts are being made to increase and maintain faculty diversity.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

The narrative for initial programs also applies to advanced programs for teachers and other school professionals. The few references specific to advanced programs are included in the initial program narrative solely for continuity of information.

4c. Experiences Working with Diverse Candidates

Experiences Working with Diverse Candidates – Initial Teacher Preparation	Acceptable
Experiences Working with Diverse Candidates – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

Sixty-four percent of the candidates in the initial teacher preparation program are White, non-Hispanic, which is slightly higher than campus-wide (60%). The demographics of students in the unit and the university are in line with those in the regional service area served by the institution. Initial candidates in 2008-09 included 36.1 percent from diverse cultural/ethnic groups, the largest group of which is Native American (27.6%). The Choctaw Nation of Oklahoma is located within 11 of the 12 counties in the university's regional service area. There are more females (73%) at the initial level than males. Campus-wide the percentages are 55 percent female and 45 percent male.

The following information is common for initial and advanced programs. To assist in recruitment, faculty members make presentations at area community colleges and high schools. SEOSU has a high school recruitment day, and there is a high school visitation day as part of a football game weekend. In the spring, there is a transfer day, when prospective transfer students may visit and obtain information about the campus. According to administrative interviews, recent hires at the university include two recruiters, one of whom is African-American and the other of whom is from Mexico. Both recruiters were hired for the purpose of recruiting more students from diverse cultures/ethnicities.

In 2005, SEOSU received a Native American Excellence in Education grant that provided funding for 12 Native American teacher education candidates. Eight of the recipients completed their bachelor's degree in 2009 and were hired as beginning teachers in Oklahoma school districts. The grant was recently renewed for \$1,160,483 over a four-year period and will recruit 12 qualified Native American candidates for enrollment in an elementary or secondary program. The university is also applying for funds for a similar grant to pay for 15 Native American students to become educational administrators. The grants will include funds for recruiting, student support, and faculty professional development. The Native American Center sponsors a Native American Student Visitation Day and a Native American Graduation Reception. The Learning Center has testing workshops for the candidates to help them improve their test-taking skills.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Eighty-three percent of the candidates in the advanced programs are white, non-Hispanic, which is higher than campus-wide (60%). Seventeen percent are Native American (17%). There are more females (77%) at the advanced level than males. Advanced programs have brochures which they use in recruiting from area schools.

4d. Experiences Working with Diverse Students in P-12 Schools

Experiences Working with Diverse Students in P-12 Schools – Initial Teacher Preparation	Acceptable
Experiences Working with Diverse Students in P-12 Schools – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

A review of the demographic data from P-12 schools sites indicate that candidates at the initial teacher preparation level are provided opportunities to work with P-12 students from as many diverse backgrounds as are available within the state. The coordinated offices of the coordinator of field experience and coordinator of teacher education services ensure diverse field experiences for candidates. For example, they ensure that candidates complete at least 105 hours of field placement in a variety of school and age settings. Candidates are obligated to complete the initial field experience with five hours spent in an elementary, middle, and high school respectively. There are three required field experiences prior to student teaching. During these field experiences the expectation is to serve in schools that have diverse populations of the following subgroups: at least five percent African-American, five percent Hispanic, five percent special needs, or five percent economically disadvantaged. The demographics of clinical sites for initial programs indicates that the districts in which candidates are placed are racially/ethnically and socioeconomically diverse. There is a high Native American population and, according to interviews with the coordinators of the field experiences, more efforts to attract candidates from that ethnicity are on the horizon.

Knowledge, skills, and dispositions related to diversity are integrated into the various components of the candidates' academic experiences, including field and clinical experiences, and are assessed accordingly. During the first 33 semester hours initial candidates must take the SPED 2123 Introduction to Individuals with Exceptionalities course, which is designed to ensure that candidates develop the practical knowledge, skills, and dispositions related to teaching in diverse environments.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Information for advanced programs is the same as that for initial programs, except that the counseling program requires candidates to take COUN 5483: Counseling Diverse Populations. This course is an introduction to counseling strategies for diverse populations. Candidates participating in the following advanced programs have the same exposure to diverse populations as the initial candidates in the buildings in which they are currently assigned: school administration, reading specialist and math specialist. Candidates in the reading specialist program participate in cohorts in the designated Oklahoma school sites.

Overall Assessment of Standard

The unit has identified candidate competencies related to diversity that are expected of candidates in all initial and advanced programs. These competencies are included in relevant coursework and assessed as appropriate throughout candidates' programs. The unit has increased the diversity of its faculty and provided evidence of considerable faculty experience with diversity scholarship and service activities. Candidates have the opportunity to interact with other diverse candidates, and the unit ensures that all candidates work with P-12 students in diverse settings throughout their programs.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

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Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale
Candidate interaction with ethnically diverse faculty is limited.	At the initial level, faculty diversity is now 21 percent, representing four ethnic groups. Faculty diversity at the advanced level is 14 percent, representing two ethnic groups. In addition, faculty are actively involved in numerous activities related to diversity, which they then bring to their instruction and interaction with candidates.

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
None	

New AFIs

AFI Number & Text	AFI Rationale
None	

Recommendation for Standard 4

Initial Teacher Preparation	Met <input type="text" value="Met"/>
Advanced Preparation	Met <input type="text" value="Met"/>

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

None

Standard 5: Faculty Qualifications, Performance, and Development
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Information reported in the Institutional Report for Standard 5 was validated in the exhibits

and interviews. (If not, provide an explanation.)

Yes

No

jñ

jñ

If your answer is "No" to above question, provide an explanation.

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5a. Qualified Faculty

Qualified Faculty – Initial Teacher Preparation	Acceptable ▼
Qualified Faculty – Advanced Preparation	Acceptable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

As documented in the institutional report and faculty vitae, the unit's professional education faculty have earned doctorates or a master's degree, and exceptional expertise that qualifies them for their assignments. Faculty without a doctorate must have a master's degree in their area of expertise and extensive years of experience in their field. According to the Faculty Qualifications Chart, 13 of the 14 full-time teacher education faculty (93%) have earned doctorates. Fifteen of the 20 part-time faculty (75%) have an earned doctorate. One faculty member has a master's degree and is in the final stages of completing a doctorate. The unit has adequately qualified faculty at both the initial and advanced levels.

As required by the Mentor Handbook, school-based faculty are licensed in the fields that they teach and/or supervise and have a minimum of three years of teaching experience. The coordinator of teacher education services organizes all school placements for student teaching and verifies the mentors' certification for both the initial and advanced program participants by requiring mentors to attach a copy of their teaching certificate to the mentoring form.

According to the table Faculty Service to P-12 Schools, professional faculty at both the initial and advanced levels have more than the required three years of teaching experience in public schools, as well as certification in their area of expertise. The majority of faculty are on Residency Year Committees—from two to eight residency-year teachers each. Upon graduation, and after passing three state licensure tests, candidates apply for a teaching license to teach for one year, known as the period of residency (probationary period). State law mandates that a committee be formed composed of the candidate, the candidate's principal, a classroom teacher mentor, and a university supervisor. The university supervisor observes the residency-year teacher three times over the course of the year. There are three joint meetings that all members of the committee attend. After successful completion of that year, and upon recommendation of the committee, the residency-year teacher may apply for a teaching certificate. The teaching certificate is for a five-year period.

5b. Modeling Best Professional Practices in Teaching

Modeling Best Professional Practices in Teaching – Initial Teacher Preparation	Acceptable ▼
Modeling Best Professional Practices in Teaching – Advanced Preparation	Acceptable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Evidence from the institutional report suggests that professional education faculty have a thorough understanding of the content they teach and are able to demonstrate content effectively. All faculty at both initial and advanced levels are provided a "model" syllabus outlining mandated components of course syllabi. Faculty members must explain how they integrate the conceptual framework within course content. An informal session with initial candidates corroborates the inclusion, and personal understandings, of the conceptual framework.

Evidence from multiple interviews confirms that reflection is considered integral to candidates' education. Faculty members require candidate reflection in all programs. Many assignments are designed to develop reflection, critical thinking, problem solving, and professional dispositions. Candidates reflect as they participate in field and clinical field experiences, in writing lesson plans and individual education plans, and in classroom management strategies. Candidates also write a reflection on each of the 15 competencies of the portfolio.

Faculty model a variety of research-based instructional strategies and assessments, including the use of instructional technology. Faculty members engage in role play, cooperative learning, hands-on activities, research, microteaching, online discussions, interactive lectures, demonstrations, simulations, problem-solving, compare/contrast activities, graphic organizers, and Socratic questioning.

Faculty interviews confirm that faculty in both initial and advanced programs are required to participate in technology training for PowerPoint presentations, SMART Board, Blackboard and Internet course delivery, videos/DVDs, document cameras, and websites. Course syllabi are provided through Blackboard.

5c. Modeling Best Professional Practices in Scholarship

Modeling Best Professional Practices in Scholarship – Initial Teacher Preparation

Acceptable

Modeling Best Professional Practices in Scholarship – Advanced Preparation

Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The expectation within the unit is for all teacher education faculty to develop and be engaged in scholarship related to their field. Seven areas of scholarship are outlined in the Policies and Procedures Manual: scholarly self-development, publication efforts, presentations and performances at professional meetings, adaptation of knowledge, scholarly research, program development/intervention, and grants. Since the last review in 2002, graduate faculty have consistently engaged in scholarly activity. In 2006-2007, 100 percent of the graduate faculty participated in scholarship activities. In 2007-2008, 88 percent participated in scholarship activities. All but one graduate faculty member participated in scholarship activities in 2008-2009.

As documented in the Scholarship Activities Summary, over the past two years unit faculty have engaged in the following scholarly activities related to their teaching, learning, and the education of other teachers: 17 publications, six grants, an article review, a book chapter, 43 presentations, and eight performances.

5d. Modeling Best Professional Practices in Service

Modeling Best Professional Practices in Service – Initial Teacher Preparation	Acceptable
Modeling Best Professional Practices in Service – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

All faculty are expected to provide meaningful service on university committees and hold leadership positions at the university, school, unit, and department levels. Faculty are also encouraged to take leadership roles at the local and national level. According to the institutional report, unit faculty serve in leadership roles in state and national organizations such as: the Oklahoma Association of Teacher Education, Kappa Delta Pi, and the Midwest Symposium for Leadership in Behavior Disorders. Interviews confirmed that the university reaches out to the community and state as a whole. Once a year, for 97 years, the university has hosted Curriculum Day—a scholastic meet, at which various academic tests are offered to any interested students in the area or across the state. Typically, approximately 70 schools and 2200 students are involved. Awards are given to seniors scoring first or second place on the academic tests. Unit faculty are very involved in Curriculum Day, which is also used for recruitment of future educators.

Faculty participate in professional development activities such as university committees and hold leadership positions at the university, school, unit, and department level. All full-time teacher education faculty are also required to provide ten hours of service to P-12 schools each year. Some of those ongoing projects and experiences in school settings include: a pen pal program with an elementary school, an art exhibit tour for public school students, a character development program for fifth grade boys, serving as an Special Olympics volunteer, screening for at-risk school students, and assisting in SAT preparation class in a Chinese language school. Five hundred seventy-one hours of service related to teaching and learning were provided to P-12 schools during 2008-2009.

5e. Unit Evaluation of Professional Education Faculty Performance

Unit Evaluation of Professional Education Faculty Performance – Initial Teacher Preparation	Acceptable
Unit Evaluation of Professional Education Faculty Performance – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

In addressing a previous area for improvement, all initial and advanced faculty in the unit undergo a regular, systematic, and comprehensive assessment of their performance. Performance is documented in many forms. All full-time faculty are expected to submit a faculty development plan to the chair of their particular department, for approval. The plan outlines the goals and other plans to be carried out over the course of the year, particularly in the areas of teaching, research/scholarship and any type of service activity to the institution and/or profession. Faculty meet once a year with the chair to assess progress towards specific or general goals. Based on a review of the professional development plans, 100 percent of the full-time faculty meet this requirement as documented by their professional development plans.

Candidates evaluate all courses taught by both part-time and full-time faculty on the teacher education

assessment instrument form at the end of each semester. Results from these course evaluations are returned to each faculty member for self-assessment—to be used for improvement, or decisions made for changes in course content or delivery. To apply for tenure or promotion after a five-year period of teaching, all full-time faculty are required to submit a portfolio containing evidence to demonstrate effectiveness in the areas of teaching, scholarship, and service. Items included for review by tenured faculty include: vitae, candidate course evaluations, faculty development plans, listing of service to P-12 schools, and research endeavors in the form of presentations, publishing, particular committee work, any research grants or funds awarded, and various other documents of service to the university or community.

Part-time faculty are also evaluated systematically through faculty development plans, course evaluations, candidate portfolio artifacts, grades, and completion and submission of artifact assessment data.

5f. Unit Facilitation of Professional Development

Unit Facilitation of Professional Development – Initial Teacher Preparation	Acceptable
Unit Facilitation of Professional Development – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

As stated in the institutional report, as part of an annual review, unit administrators familiarize each faculty member with the performance standards, results from candidate course evaluations, and results or outcomes from professional development plans. Professional development within the unit is based on information identified in the evaluation of faculty. Recommendations may be made for individual staff development based on needs, or on the recommendation of a chair. Faculty interviews indicated unit-wide professional development is offered based on assessment and requests of faculty members, chairs, and/or deans.

The institutional report and faculty interviews describe the many unit professional development activities offered: online technology training, use of SMART Board, using service learning as a service tool; Chalk 'n Wire portfolio submission, meeting the standards of learned societies, developing and revising a conceptual framework, using research-based models in meeting the needs of students with exceptional learning needs, and developing classroom behavior/management techniques.

Professional development is ongoing throughout the year through the Center for Instructional Development. The CIDT continually offers technology-related professional development and special sessions from external technology vendors every year. Fall 2009 also marked the university's Annual Professional Development Day for surrounding school districts, organized as an outreach effort to the surrounding school districts' faculty as part of their ongoing professional development requirements. Held on various topics for over 15 years, this year's focus was on technology. Technology vendors were invited to the campus to set up live, interactive demonstrations of recent innovations in available technologies. The outcome of this endeavor was reported as a success for the professional development of both unit faculty and local educators.

Overall Assessment of Standard

The unit has a strong commitment to providing qualified, competent, and diverse professional education faculty who consistently model effective teaching strategies and the latest innovations in technology for

the classroom. Rigorous assessment of teaching and learning is ongoing: an annual review by chairs and deans, course evaluations, self-assessment, and a yearly professional development plan all provide a roadmap for improving knowledge and expertise of self and others.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

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Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale
Graduate faculty involvement in scholarly activity is limited.	Since the last review in 2002, graduate faculty have consistently engaged in scholarly activity. In 2006-2007, 100 percent of the graduate faculty participated in scholarship activities. In 2007-2008, 88 percent participated in scholarship activities. All but one graduate faculty member participated in scholarship activities in 2008-2009.
The unit does not sufficiently evaluate instruction.	Candidates now complete online course evaluations for every course at the end of every semester, which ensures continuity of evaluation content and quality. These evaluations are then used in conjunction with faculty self-assessment. All faculty are required to submit a yearly professional development plan, which is reviewed and approved by the chair and the dean. A faculty evaluation conference with the dean, the chair, and the faculty member takes place annually. Results of The Faculty Development Agreement and The Faculty Development and Evaluation Summary are discussed and evaluated at this conference.

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
None	

New AFIs:

AFI Number & Text	AFI Rationale
None	

Recommendation for Standard 5

Initial Teacher Preparation	Met
Advanced Preparation	Met

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional

Report.]

None

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Information reported in the Institutional Report for Standard 6 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes

No

jñ

jñ

If your answer is "No" to above question, provide an explanation.

6a. Unit Leadership and Authority

Unit Leadership and Authority – Initial Teacher Preparation

Acceptable

Unit Leadership and Authority – Advanced Preparation

Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The unit includes all programs that prepare teachers and other school personnel in the School of Education and Behavioral Science (SEBS) and the School of Arts and Sciences (SAS). Both deans report to the vice president of academic affairs. The Teacher Education Council (TEC), the unit's coordinating body, is chaired by the director of teacher education, who reports to the SESB dean. The TEC includes one public school administrator, two candidates, two public school teachers, one parent, one representative from each off-campus site, the Educational Instruction and Leadership Department chair, the SESB graduate coordinator, the director of teacher education, the teacher education services coordinator/certification officer, and a representative from each program area. TEC-approved policies, procedures, and publications are posted on departmental and teacher education websites.

The Teacher Education Handbook includes the unit's recruiting and admissions policies for initial programs; individual program handbooks include similar information for advanced programs. The TEC approves handbook changes. The Teacher Education Admission and Retention Committee (TEARC) monitors admission policies for initial programs. Coordinators of advanced programs and program faculty work together to revise advanced program policies. Program faculty update program information in undergraduate and graduate catalogs, and the director of teacher education updates general teacher education information. The Office of Academic Affairs coordinates catalog revisions every two years. Each spring the academic calendar is created and posted on the university website after administrative approval.

The university provides advisors for initial teacher education candidates for the first two years of

coursework. Candidates are then assigned advisors in their majors after completing 60 credit hours. Candidates can access their advisement history online. Transfer students with an associate's degree or who have completed at least 60 credit hours are assigned an advisor in their major. Site coordinators advise teacher candidates at off-campus sites, except for teacher candidates who prefer to have an on-campus advisor. Program coordinators or assigned program faculty advise advanced candidates.

Candidates may receive counseling and consultation by their faculty advisors, department chairs, the dean and assistants, and staff at the university counseling center. Student Support Services at all campus sites provides advising and counseling to candidates with designated disabilities. In addition, campus coordinators at off-campus sites provide counseling, consultation, and referrals to other services.

The professional community primarily participates in the design, implementation and assessment of teacher education programs through the TEC. TEC members serve two-year terms, and also serve on the TEARC and/or the Professional Development Committee. Student teacher mentors in the schools complete surveys that are part of the assessment of university teacher education programs.

The teacher education conceptual framework is reviewed at a public forum held each fall. Community members are invited to attend and discuss any suggestions or concerns. Information from the forums is shared with the TEC.

Teams composed of school administrators, mentor teachers and university program faculty work together in the Oklahoma Residency Program to support new teacher graduates. The teamwork provides opportunities for collaborating and sharing information about SEOSU programs.

6b. Unit Budget

Unit Budget – Initial Teacher Preparation	Acceptable
Unit Budget – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

According to a recent budget report, the base budget of the School of Education and Behavioral Science for 2009-10 is \$3,908,151.70. The total unit budget is disbursed as follows: Dean's Office - \$96,468.41; Department of Educational Instruction and Leadership - \$1,225,974.37; Department of Behavioral Sciences - \$1,392,348.00; Department of Health, PE & Recreation - \$908,400.92; Teacher Education Services - \$91,341.00; Residency Program - \$81,948.00; Teachers' Mentor Program - \$61,648.00; and the Office of the Director of Teacher Education - \$50,023.00.

Overall, the funding for the School of Education and Behavioral Sciences and teacher education appears adequate and comparable to that of other units on campus. No other units have clinical components, so a comparison between department and school budgets will not yield reliable information. Funding for the unit has remained relatively consistent over the past three years.

Faculty salaries and benefits are allocated to the school and department that provides the teacher education program. Clinical components programs are funded through the teacher education services budget, which has remained consistent for the past three years, based on the number of initial candidates requiring clinical supervision.

There have been some decreases in budget items that are consistent with the decline in state funding of higher education. These minor budget decreases have not had a major impact on the teacher education or the School of Education and Behavioral Sciences.

University funding is tied to the strategic plan. The executive team, headed by the president of the university, makes decisions regarding the budget. The university received stimulus money this year and is expected to receive it one more year. To receive stimulus funding for higher education, the state agreed it will not let state funding for the university drop below 2006 levels. Students have not had tuition increases yet, but after the stimulus funding ends next year, tuition increases will have to occur for the university to continue to carry on business. This year the university cut its budget, had a seven percent increase in enrollment, and received a supplement; therefore, there was no overall decrease in the university budget. Interviews indicated that the challenge will be to maintain existing students with investments and scholarship funds down. Safety and ADA issues are high priorities for funding at the university level. The five-year campus master plan is revised each year and sent to the Board and the Regents. Technology continues to be a high priority, and the current technology infrastructure is solid.

6c. Personnel

Personnel – Initial Teacher Preparation	Acceptable
Personnel – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

A typical workload for tenure-line faculty is 24 credit hours per year or 12 credit hours per semester. A three-credit hour graduate course counts as four credit hours. Release time is provided for program coordination, program revision, and administrative activities. Faculty do not have release time or additional funding for teaching online, blended, IETV, or off-campus courses. Distance education courses are part of faculty workload. There are reduced office hours for each online or blended course.

Student teachers are supervised by school-based mentors; faculty who supervise student teachers do so voluntarily, outside of workload. Faculty who supervise advanced clinical practice receive four credit hours for each practicum section. Faculty also advise candidates, serve on university and school committees, and provide 10 service hours to P-12 students each semester.

In 2007-08 there were 36 tenure-line and 14 part-time SESB faculty. Part-time faculty attend training offered for new tenure-line faculty. If they cannot do so, they meet with an assigned faculty mentor and a Blackboard course management person. Part-time faculty use the university student course evaluation instrument, and faculty mentors monitor their progress.

Support personnel include department administrative assistants, student workers, academic advisors, the technology specialist from the Center for Instructional Development and Technology (CIDT), and a coordinator of teacher education services/certification officer.

Faculty may apply to the Organized Research and Program Review Committee (ORPRC) for research funds; however, just \$40,000 is set aside for faculty research and scholarship for all 142 university faculty. The ORPRC makes its funding recommendations to the assistant vice president for academic affairs (AVPAA), who makes the final decisions. In addition, no funds are set aside for professional development or scholarly activity for individual faculty members; although faculty may apply for

regular grants (budget between \$1,500 and \$10,000), highest priority is given to projects that have significant potential for funding from external granting agencies or for generating revenues that would reimburse SEOSU beyond the expenses incurred in the original project.

Faculty may also apply for mini-grants for research projects and other creative scholarship activities. According to administration, the funding priorities are: 1) research and publication; 2) presentation of research and publications nationally; 3) board member travel to a national professional conference; 4) presenter travel to a national professional conference; and 5) travel to attend a conference. Faculty may receive one grant a year. The maximum funding from the AVPAA is \$1250; faculty may request additional funds up to \$1500 from their dean.

The CIDT offers faculty training and support in instructional technology. SEOSU recently hired a grant writer coordinator, who has a budget and can send faculty to grant-writing workshops.

6d. Unit Facilities

Unit Facilities – Initial Teacher Preparation	Acceptable
Unit Facilities – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The institutional report accurately describes the university's facilities, including the School of Education and Behavioral Sciences and facilities at off-campus sites. These facilities (including classrooms, faculty offices, and the library) are adequate to support teaching and learning, as well as the use of information technology in instruction. Classrooms are well equipped and include technology for use in instruction; many are SMART classrooms. Full-time faculty have their own offices with computers and access to printers, copiers, and fax machines. There is office space for part-time faculty at off-campus sites. Each office space includes a computer. Accessibility for individuals with disabilities is assured through the use of elevators and strategic placement of appropriate parking. Candidates with special learning needs may receive assistive technology resources from Student Support Services.

6e. Unit Resources including Technology

Unit Resources including Technology – Initial Teacher Preparation	Acceptable
Unit Resources including Technology – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Resources are allocated to programs through the dean of the school in which they are located. Each school receives resources based on the number of full-time equivalent students and program faculty. If programs have specific needs unique to the program, requests are made by department chairs to the dean. Resources include the physical library, the online library (including electronic databases), the university website, and e-mail accounts. Remote sites have IETV capability, SMART classrooms, and computer access.

The unit's assessment system is supported by several technology systems; integration of the systems

assists the unit in aggregating data used in program assessment. The advisement system provides access to individual candidate data. An additional university-developed system maintains data for program assessments collected through courses. During fall 2009, the SEBS implemented the Chalk & Wire e-portfolio system; this will be expanded annually to include additional collection and storage options.

The university provides state-of-the-art technology for faculty and candidate use in course instruction and assignments, class management, data analysis, and field experience projects. The university has a three-year replacement schedule for faculty and lab computers; however, the replacements normally occur before the end of the third year. Technology resources include SMART classrooms, SMART Boards, and updated computers for faculty and classrooms.

Computers in the university labs are equipped with a variety of software. The Learning Center, the Library Cluster, Computer Services and Distance Learning are considered specialty labs. Wireless Internet is available campus-wide, and laptop computers are available for checkout from the library. Wireless Internet is also available at Grayson County College, the McCurtain Branch Campus, the Ardmore Higher Education Center, and the McAlester Higher Education Center.

Sufficient library and curricular resources are easily accessible to both faculty and candidates on campus and at off-campus sites. The Henry G. Bennett Memorial Library has sufficient resources to support the work of faculty and teacher candidates. The library provides materials and services to meet the information needs of both graduate and undergraduate candidates, including online learners. A library liaison solicits requests from faculty and submits the requests to the library staff.

The CIDT offers training sessions for faculty, and technology specialists assist faculty with distance learning and the integration of instructional technology. There is a dedicated computer lab in the Center for faculty workshops. The Online Learning site is a central source for information regarding online courses.

Overall Assessment of Standard

The unit has the leadership, coordination, and authority to plan, implement, and conduct programs so that candidates are prepared to meet standards. Faculty, administrators, and members of the surrounding professional community participate in the design, implementation, and assessment of programs. Recruiting and admission practices are described in catalogs and publications. Catalogs, publications, calendars, and grading policies are accurate and current. Candidates have access to student services, including counseling and advising. Faculty collaborate with those from other units in the university that are involved in teacher education.

The School of Education and Behavioral Sciences receives sufficient budget allocations to provide programs that prepare candidates to meet standards. Workload policies allow faculty to be engaged in teaching, scholarship, service, advising, and collaborations with P-12 schools. An adequate number of support staff allows programs to prepare candidates to meet standards. The university provides faculty with training and support to use technology. However, the unit does not provide adequate resources and opportunities for professional development of faculty.

The unit has adequate campus and school facilities, as well as appropriate distance learning, library, and curriculum resources. Accessibility for individuals with disabilities is assured, and candidates with special learning needs may receive assistive technology resources from Student Support Services.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is

deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

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Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale
None	

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
None	

New AFIs

AFI Number & Text	AFI Rationale
The unit does not provide adequate resources and opportunities for professional development of faculty.	The university sets aside just \$40,000 annually for faculty research and scholarship for all 142 university faculty. Faculty may apply for grants (\$1,500-\$10,000) for projects that have significant potential for funding from external granting agencies or for generating revenues that would reimburse SEOSU beyond the expenses incurred in the original project. However, no funds are specifically set aside for professional development or scholarly activity for individual faculty members. Although individual faculty may apply for small mini-grants for research projects and other creative scholarship activities, travel for individual professional development through conference attendance receives the lowest priority.

Recommendation for Standard 6

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

None

IV. SOURCES OF EVIDENCE

You may either type the sources of evidence and persons interviewed in the text boxes below or upload files using the prompt at the end of the page.

Documents Reviewed

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Persons Interviewed

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Please upload sources of evidence and the list of persons interviewed.

Exhibit List
Interview List

See **Attachments** panel below.

(Optional) State Addendum:

November 5, 2010

Dr. Larry Minks
President
Southeastern Oklahoma State University
1405 North Fourth Street
Durant, OK 74701

Dear Dr. Minks:

At its October 19-22, 2010 meeting in Bethesda, Maryland, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the continuing accreditation of the School of Education and Behavioral Sciences as the unit that oversees the professional education offerings at Southeastern Oklahoma State University. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the School of Education and Behavioral Sciences at Southeastern Oklahoma State University at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community. The copy of this letter sent to the head of your professional education unit includes a certificate in acknowledgement of the unit's accomplishment.

Strengths noted in the Board of Examiners report have not been reiterated but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion. Any areas for improvement that have been cited are listed in the enclosed accreditation action report.

The next NCATE visit is scheduled for **Spring 2017**. In partnership states, the actual date of the visit must be determined jointly by the state and NCATE. In addition, your institution will be required to complete the AACTE/NCATE annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. During the accreditation period, you will be expected to report evaluations and changes in relation to the six standards.

The recent meeting of NCATE's Unit Accreditation Board culminates several years of preparation and deliberation on the part of both the institution seeking accreditation and NCATE. Beginning with the institutional self-study and ending with the deliberations of the Unit Accreditation Board, a great deal of thought and effort went into the accreditation process. NCATE places great faith in its Board of Examiners members and the Unit Accreditation Board, and we want you to know that your unit was examined carefully throughout each stage of the accreditation process. Moreover, we have been most pleased with the cooperation received from the faculty, staff, and administration at your institution. Please let us know if there is anything we might do to explain the findings of the Board or to assist you in determining any future courses of action.

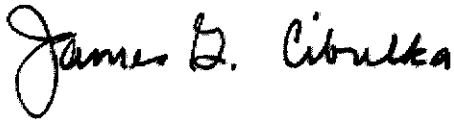
Enclosed is a copy of NCATE's Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record and lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state

agency with program approval authority has access to these documents in NCATE's Accreditation Information Management System (AIMS).

To celebrate your accreditation, I encourage you to use the online press packet on NCATE's website. From the homepage, click on "Institutions," then "Resources," then "Press Packet" under the subhead "Celebrating Accreditation." The packet includes a sample press release announcing a school of education's accreditation status to the media, as well as samples of announcements that can be sent to P-12 schools, foundations, businesses, policymakers, and other stakeholders in your area. Other strategies are also included for garnering media attention throughout the year. In addition, because the education unit is professionally accredited, we encourage you to use the NCATE logo on print materials such as brochures and catalogs, as well as on your unit's website. The logo can be found at the link just above "Press Packet" under the subhead "Celebrating Accreditation" as noted above. The logo is a distinctive mark that demonstrates that you have met demanding national professional standards for educator preparation.

Congratulations again on this accomplishment. Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

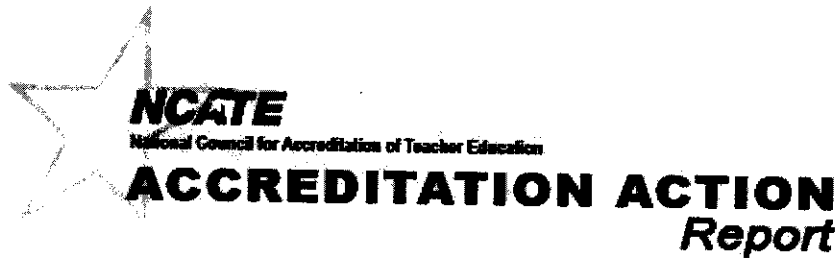
Sincerely,



James G. Cibulka
President

Enclosures

cc: Dr. Vivian Guarnera, School of Education and Behavioral Sciences
Dr. William T. Mawer, School of Education and Behavioral Sciences
Mr. Ted Gillispie, Oklahoma Commission For Teacher Preparation
Mrs. Linda K. Reid, Oklahoma Commission For Teacher Preparation
Ms. Angie Bookout, Oklahoma Commission For Teacher Preparation
Board of Examiners Team



Southeastern Oklahoma State University
Durant, Oklahoma

November 2010

ACCREDITATION DECISION

Accreditation is continued at the initial teacher preparation and advanced preparation levels. The next on-site visit will take place in Spring 2017.

Please refer to the Board of Examiners report for strengths of the unit and for additional information on findings and areas for improvement.

STANDARDS SUMMARY

Standards	Initial Teacher Preparation (ITP)	Advanced Preparation (ADV)
★ 1 Candidate Knowledge, Skills, and Professional Dispositions	Met	Met
★ 2 Assessment System and Unit Evaluation	Met	Met
★ 3 Field Experiences and Clinical Practice	Met	Met
★ 4 Diversity	Met	Met
★ 5 Faculty Qualifications, Performance, and Development	Met	Met
★ 6 Unit Governance and Resources	Met	Met

AREAS FOR IMPROVEMENT

The following areas for improvement (AFIs) should be addressed before the unit's next on-site visit by NCATE. Progress made toward eliminating them should be reported in the unit's annual report to NCATE. The Board of Examiners (BOE) team will indicate in its report at the next visit whether the institution has adequately addressed each of the AFIs.

STANDARD 3 - Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

1	There are no written policies or consistent procedures that guarantee the systematic supervision of student teachers by university-based faculty.	<input checked="" type="checkbox"/> ITP <input type="checkbox"/> ADV
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STANDARD 6 - Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

1	Faculty workload does not recognize student teacher supervision.	<input checked="" type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
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NOTE: Neither NCATE staff, team members, nor other agents of NCATE are empowered to make or modify Unit Accreditation Board decisions. These remain the sole responsibility of the Unit Accreditation Board itself. This Accreditation Action Report is available to members of the public upon receipt of a request in writing.