



OKLAHOMA STATE REPORT 2017
Academic Year 2015-2016
Mid-America Christian University

Please submit CAEP 2017 EPP Annual Report with this document. (Due April 14, 2017)

- **Foreign Language Requirement:** Include a self-evaluation of the assessment process and candidates' abilities to meet the foreign language competency. At the present time, does the unit have adequate methods for assessing competency in various languages requested by candidates?

As a unit policy and as noted in the Teacher Education Handbook, each teacher candidate at MACU is required to reach the novice high level of proficiency in a foreign language. Teacher candidates can meet this requirement by receiving CLEP Exam Credit for two semesters of a foreign language, passing an approved foreign language test, or receiving college credit of at least eight hours. The professor of the foreign language course must provide documentation that the student meets the "novice high level" as defined by the American Council on the Teacher of Foreign Languages (ACTFL), and candidates must earn at least a "C" in the course. The Proficiency in a Foreign Language form is provided for documentation that this requirement is met. Transfer students must have a letter grade of "A" or "B" to fulfill the foreign language requirement.

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

The Mid-America Christian University School of Teacher Education does not currently offer a graduate program.

- **Supply and Demand:** Describe the efforts made to address supply and demand issues.

Teacher candidates are informed about teacher shortage areas during advisement, in monthly teacher candidate meetings, and in EDUC 2101-Educational Orientation. The shortage areas are also listed annually in the Teacher Education Handbook based on the nationwide teacher shortage area listing.

MACU took a seat on the Executive Board and joined UCO, OU, and OSU in offering the Urban Teacher Preparation Academy to our candidates. Four candidates completed their student teaching in the academy. This program is designed to recruit our candidates to teach in Oklahoma City Public Schools where the demand for teachers is great.

- **Elementary Education:** Please describe any changes which have been made to strengthen the elementary education program. If no changes have occurred, indicate “no activity.”

With input from adjuncts and the Teacher Education Committee, the professional education faculty revised rubrics used for teacher candidate lesson plans, unit plans, teacher work sample, and the student teacher evaluation to clarify areas which may not be measurable or well defined.

To help in the area of Math on the OSATs, candidates have been allowed to take Math for Teachers I before taking College Algebra.

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

Secondary Social Studies: While constructed response scores have gone up on the OSAT, improvement is still needed. The Modern Latin America course has been removed for a Directed Readings in History course. In this course the students will choose a subject of American History, read five important works on the subject, and write papers on each. This approach has been chosen to see if constructed response scores will continue to go up on the OSAT exams.

Elementary/Secondary Vocal Music: Constructed response scores were low on the OSAT. The School of Music redesigned the Music History continuum, separating Music History I into two separate courses. A large writing and research component has been developed. All students are also required to go through the writing center before submitting their papers.

Secondary Mathematics: Based on data, it appeared that candidates were able to well on individual chapter tests, but when giving the cumulative final, scores dropped. Utilizing best practices, professors will attempt to give an additional chapter test and review for two days rather than one day for the comprehensive exam.

- **Candidate Portfolios:** Include changes or revisions in written policies, technology, assessment rubrics, or development of philosophy. If no changes have occurred, indicate “no activity.”

An electronic portfolio was instituted, using Chalk and Wire.

- **Clinical Partnership & Practice:** Discuss the P-12 partnership efforts, as well as any changes to clinical practice that have occurred in the past year.

The School of Teacher Education and the following PK-12 schools have collaborated in providing field experiences for our teacher candidates:

- Bethany High School
- Blanchard Elementary School
- Blanchard Middle School
- *Bodine Elementary
- Broadmoore Elementary School
- Bridge Creek High School
- Bryant Elementary School
- Christian Heritage Academy
- Community Christian School
- *Coolidge Elementary School
- *Douglas Mid-High School
- Fairview Elementary School
- Fisher Elementary
- *Herronville Elementary
- Highland East Jr. High School
- Kelley Elementary School
- Lake Park Elementary School
- Moore High School
- Moore West Junior High
- Mustang Middle School
- Newcastle Early Childhood Center
- *Roosevelt Middle School
- Skyranch Elementary
- *Southern Hills Elementary
- Southgate-Rippitoe
- Southwest Christian Academy
- St. John's Lutheran School

***UTPA Schools**

These schools represent a wide variety of diverse settings and situations for the candidates. Because we want to ensure that our candidates have positive experiences in their observations and in their participation in field experiences, candidates rate the teachers in the field, both in performance and in their ethnicity. These ratings are collected to help determine the most effective cooperating schools and/or cooperating teachers.

The EPP also works closely with P-12 adjunct instructors who help to ensure our candidates are learning current best practices. Our adjuncts include principals, and high school, middle school, and elementary teachers who are currently working in the field.

- **Faculty Professional Development:** Summarize the professional development that focused on unit faculty members' ability to model effective teaching styles such as inquiry, group discussion, and collaborative learning.
 - All program coordinators attend their annual specialized professional association annual conference. They not only stay current with SPA standards and practices, but enjoy sessions about their specific area to enhance their knowledge of current best practices.
 - All faculty participate in MACU's Celebration of Culture events which lends itself to class discussions regarding diversity.
 - Reading conferences were attended by our reading faculty
 - All Department/School chairs attended the State of Creativity Forum
 - All program coordinators attend the annual OACTE/OATE/OEQA fall conference to not only learn about program review but also attend timely breakout sessions.
 - Professional Education faculty attended the CAEP fall conference

- **Arts & Sciences Faculty:** How have arts & sciences faculty been included in the education of pre-service teachers? Please describe any significant collaboration which has occurred between the arts & sciences faculty and education faculty.

The arts and sciences faculty are members of the Teacher Education Committee, they volunteer in the public schools, and they are required to attend the annual OACTE/OCTP/OATE Fall Conference. They also teach the subject area for the secondary and the four-by-twelve courses for elementary education and are responsible for program reviews.

Arts & sciences faculty who have a specialized professional association in conjunction with their content area attend the SPA conference annually and all are trained as program reviewers in their respective subjects.

- **Public School Direct Contact:** All full-time teacher education faculty members directly involved in the teacher education process, including all administrators of teacher education programs, are required to serve in a state accredited public school for at least ten (10) clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields.

Report the number of hours each faculty member spent in meaningful contact with P-12 students. **Please provide a table reporting the number of hours of meaningful contact with P-12 students of all full-time teacher education faculty members.**

Chart of Volunteer Hours for 2015-16

MACU Faculty Serving Teacher Education 2015-2016 Public School Volunteer Hours	Hours Completed
Hinkle, Vickie – Professional Ed. Faculty Worked with first grade class with reading and math	10
Hoyt, Kristen – Professional Ed. Faculty Graded essays for district Reflections Essay and Art Contest	12
Rehbein, Esther – Professional Ed. Faculty Worked with a struggling teacher in OKCPS and scheduled MACU students to use their community service to assist as well	15
Clark, Daniel – Subject Area Faculty – Sec. Soc. Studies Read and talked about the Civil War with 4 th graders	10
Morren, Christian – Subject Area Faculty – El./Sec. Vocal Music Clinician and conductor for 88 advanced music students.	24
Fowlkes, Carol – Subject Area Faculty – Sec Math Judged the First Lego League competition held at Gordon Cooper Institute of Technology. Also judged the FIRST Tech Challenge qualifier competition held at Newcastle High School.	16
Harris, Mark – Subject Area Faculty – Sec. English Reading, categorizing, and selecting award recipients for multiple grades in a writing competition	12

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

The library includes a large computer lab suitable for use as a classroom that is equipped with 24 computers networked to a laser printer. A cluster of computers located in a separate area of the library is dedicated largely to Internet research and e-mail. Teacher candidates also have two designated classrooms with computer labs. All computers in the library, and on campus, feature high-speed Internet connectivity through both wireless and Ethernet networks. The university spent \$1,000 to include access in all teacher ed. labs to Microsoft Office suite, providing all students with Microsoft Office to download at no charge. Licenses were also provided for our D2L platform, allowing students to access class resources online.

- **Alternative Placement Program:** State the procedures in place for advising alternative placement candidates and indicate the number of alternative candidates advised for the school year.

The EPP provides a program for those qualifying for alternative placement certification. Those making inquiries about alternative placement are advised by the Director of Teacher Education regarding eligibility and the process by which they can attain alternative certification. This information is maintained in the office of the Director of Teacher Education. Each course is offered in a one night per week format and runs in 8-week increments. Syllabi from the traditional programs are used to ensure rigor and fairness.

The following plan is in place for the eighteen credit hour options for alternative placement.

Eighteen semester hours option:

EDUC 2103: Educational Foundations

EDUC 3103: Educational Psychology

EDUC 4103: Exceptional Child

EDUC 3203: Instructional Technologies

EDUC 4203: Instructional Strategies, Management and Assessment I

EDUC 4213: Instructional Strategies, Management and Assessment II

3 Credit hour methods course in subject area

- **Input from Stakeholders:** State the procedure used to inform the public regarding the institution's teacher education program and the manner through which public input is solicited and received.
- The EPP and the Teacher Education Committee meet monthly and consistently review, evaluate, and revise the Teacher Education programs. The Teacher Education Committee is a resource in receiving vital input about its programs from its stakeholders. The Committee is composed of the School of Teacher Education professional faculty, the Chair from each of the secondary programs that MACU offers, other general education faculty who have candidates in their classrooms, two principals from the community, two teachers from the community, and a teacher candidate. All constituents serve on subcommittees. Program revisions or the addition of new courses are suggested by the Director of Teacher Education and subcommittees. If the Teacher Education Committee approves revisions, the information is presented to the faculty of the College of Arts and Sciences for approval. This action is then presented to the University Senate for discussion and final approval. New program proposals follow the same procedures. Upon approval by the faculty, recommendations are then forwarded to the Board of Trustees for final approval, if necessary. The Board of Trustees consists of business and community leaders. The University President, Vice President for Academic Affairs

(VPAA), Deans from the College of Arts and Sciences as well as Student Life, faculty, parents, and cooperating teachers are all invited and many attend a student teacher reception held each semester. Candidates share about their experiences. Portfolios and Teacher Work Samples are on display, and feedback is welcomed from all stakeholders at the event. Feedback is also provided by the cooperating teachers on a one-on-one basis. At the conclusion of each student teaching placement, cooperating teachers are asked by the university supervisor for input to improve the experience.

Subject area and/or professional education faculty also receive input from principals during a candidate's first year of teaching. University faculty members visit a candidate in his or her first year of teaching at least six times, giving feedback and encouragement. At the completion of the experience, a survey is given to the graduate and to the principal at the location for additional feedback about our candidates' preparation and/or the EPP's programs.

Even though not required by the state, field experience in EDEL 4304 Diagnostic and Prescriptive Reading requires early childhood and elementary candidates to conduct reading assessments and to design and deliver appropriate lessons to individual students in an after-school program. Candidates work with students twice a week for 12 weeks for a total of 24 hours. Conferences are also held with parents/guardians giving them feedback on the students' progress and future recommendations.

The procedures used to inform the public regarding the institution's teacher education program and the manner through which public input is solicited and received is reported annually to the Office of Educational Quality and Accountability and is posted on the Institution's website with feedback available to any outside source.

THE SECTION BELOW APPLIES ONLY TO THOSE INSTITUTIONS WHO WERE ASSESSED AN AREA FOR IMPROVEMENT ON THE STATE REQUIREMENTS AT THEIR LAST SITE VISIT

If you were assessed an Area for Improvement (AFI) at your last Board of Examiners visit on any of the following State Requirements please indicate what progress has been made toward correcting the AFI.

Per OEQA Rule 218:10-5-1: In its annual report the institution will be expected to address progress on the areas for improvement cited in the accreditation report. When the CEQA has determined that an education unit is not making progress toward the removal of the areas for improvements cited during their visit, the institution will be notified that the unit will be required to submit a plan and timeline for addressing the areas for improvement. If at the end of six (6) months the CEQA determines the education unit has not submitted sufficient data documenting

adequate progress toward the removal of the areas for improvement, a state-level Focus Visit will be warranted within 18 months. After such Focus Visit the CEQA will have the option of granting continuing accreditation or revoking accreditation.

OKLAHOMA STATE REQUIREMENTS

- 1. Candidate Portfolios***
- 2. Foreign Language Requirement***
- 3. Input from Stakeholders***
- 4. Content and Pedagogical Preparation***
- 5. Advisement***
- 6. Field Experiences (Student teaching minimums)***
- 7. Admission Requirements***
- 8. Exit Requirements***
- 9. Faculty Professional Development***
- 10. Alternative Placement Program***