



OKLAHOMA STATE REPORT 2018
Academic Year 2016-2017
Mid-America Christian University

Please submit CAEP 2018 EPP Annual Report with this document. (Due April 30, 2018)

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

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 continues to serve on the Executive Board of the Urban Teacher Preparation Academy to our candidates. We continue to recruit our candidates to teach in Oklahoma City Public Schools through this program where the demand for teachers is great.

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

Secondary Social Studies: To better align with the new standards in this area, new assessments and rubrics have been developed and will be used for tracking for future reports.

Elementary Education: Because of weaknesses in content revealed on scores on the OSAT and OGET, study sessions have been added to provide additional instruction on constructed responses.

Early Childhood: To better prepare students for certification exams, study groups have been established to assist students. Additionally, Quick Writes are being used in multiple courses to further develop student skills with constructed responses and in critical thinking.

Secondary Mathematics: Based on the CAEP standards, the secondary math program has moved to a research based system and is using math related technology that is specific to provide instruction on application in classroom settings.

- **Clinical Partnerships:** List any professional education courses that are held in the P12 school setting?

We offer an early childhood methods course in the P12 setting; however, we do not offer any professional education courses at this time.

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

Preceding the student teaching semester, the teacher candidate is required to complete 100-115 hours of field experiences during their academic experience. This provides the candidate with the opportunity to be exposed to various schools from which to choose as a cooperating school. Upon receipt of the **Application for Student Teaching** and the **Student Teacher Personal Information Form** the School of Teacher Education then attempts to match the candidate with his or her first choice if possible.

The cooperating teacher is provided a copy of the application and personal information. Teacher candidates will serve two, thirty-five (35) day placements *with students* after being matched to a cooperating teacher. The candidate begins by observing and gradually takes an instructional role as time passes. The candidate increasingly takes on more duties until he or she assumes maximum responsibility for planning, instruction, assessment, and classroom management.

All teacher candidates attend a pre-service meeting the semester before this experience begins where candidates receive and go over the syllabus for their student teaching course. Initial meetings are scheduled with the teacher candidate, the cooperating teacher, and the Director of Student Teaching to go over expectations for the student teaching experience.

Each candidate will schedule two seven-week experiences. Secondary social studies, mathematics, and English majors will complete seven weeks in a junior high setting and seven weeks in a high school setting, elementary/secondary vocal music majors will teach seven weeks in an elementary setting and seven weeks in either a junior high or high school setting, elementary majors will teach seven weeks in a primary grade and seven weeks in an intermediate grade and early childhood will teach in a Pre-K or KDG setting and seven weeks in grades 1st, 2nd, or 3rd. Student teachers assess themselves and are also assessed by the cooperating teacher, the Director of Student Teaching and one University Faculty member. Individual consultations and meetings with candidate, supervisor, and cooperating teacher provide ongoing support for the candidates throughout the internship. The student teachers are supervised by certified teachers with at least three years experience.

Teacher candidates meet on the university campus within two weeks of their initial experience and then again at the end of their first seven-week experience for a pre-service meeting. Peer interaction, evaluation and reflection of their various experiences take place at these meetings. During this week, candidates will meet on campus to experience mock interviews, hear guest speakers, take their OPTE and work on their Teacher Work Samples (TWS). After completing the second seven-week experience, candidates will have a final meeting time on campus to reflect on his or her experiences, complete an exit questionnaire and a disposition evaluation, discuss the certification process. At this time all exit requirements are fulfilled (see syllabus)

- **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 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 P12 students. **Please provide a table reporting the number of hours of meaningful contact with P12 students of all full-time teacher education faculty members.**

Chart of Volunteer Hours for 2016-17

| MACU Faculty Serving Teacher Education 2016-2017 Public School Volunteer Hours | Hours Completed |
|--|----------------------------|
| Hinkle, Vickie – Professional Ed. Faculty Harvest Hills Elementary – pen pal project with primary reading students, preparing and delivering letters Winding Creek Elementary – worked with teacher candidates and small groups of 6 th graders | 11 |
| Rehbein, Esther – Professional Ed. Faculty Assisted various teachers at Houchin Elementary – prepared for parent event, worked with students on sight words, prepared flash cards, and administered sight word tests | 12 |
| Horn, Chet - Subject Area Faculty – Sec. Soc. Studies Assisted in the library at Mustang South Middle School | 10 |
| Fowlkes, Carol – Subject Area Faculty – Sec Math Worked with Residency Year Teacher at Del City High School – classroom mgmt. and lesson plans | 10 |

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|--|----|
| Harris, Mark – Subject Area Faculty – Sec. English Read and scored student essays for writing competition | 10 |
|--|----|

- **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 included 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. The university upgraded its Internet bandwidth 50% to 300MB to assist with faster Internet speeds for student research and studying. With all technology purchases combined, the University spent about \$35,000 in technologies which support teacher education students.

- **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 site visit on any of the following State Requirements please indicate what progress has been made toward correcting the AFI.

Per OEQA Rule 218:10-5-1: In its annual report the institution will be expected to address progress on the areas for improvement cited in the accreditation report. When the CEQA has determined that an education unit is not making progress toward the removal of the areas for improvements cited during their visit, the institution will be notified that the unit will be required to submit a plan and timeline for addressing the areas for improvement. If at the end of six (6) months the CEQA determines the education unit has not submitted sufficient data documenting adequate progress toward the removal of the areas for improvement, a state-level Focus Visit will be warranted within 18 months. After such Focus Visit the CEQA will have the option of granting continuing accreditation or revoking accreditation.

OKLAHOMA STATE REQUIREMENTS

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