



OKLAHOMA STATE REPORT 2019
Academic Year 2017-2018
(Mid-America Christian University)

Please submit CAEP 2019 EPP Annual Report with this document. (Due April 30, 2019)

- **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 an EPP 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.

Early Childhood Education: Study sessions were conducted with Early Childhood candidates to assist in passing the OSAT. Results are inconclusive regarding data on study sessions

that were provided for the OSAT. A Non-Certified program path was implemented for candidates who were unable to pass the certification exams after three attempts. This change still benefits candidates' employment opportunities by allowing them to have a conferred degree and additional time to pass the exams. Candidates with an Early Childhood degree are still able to work in positions such as Early Childhood administration or Director of a Head Start facility.

Elementary Education: Due to low scores on the OGET and OSAT, study sessions have been added to provide additional instruction on constructed responses. A new Student Teacher Rubric aligned to the Teacher Leader Effectiveness and the Marzano Evaluation Instruments was piloted with university and professional education faculty this year. Data has not been analyzed. Results of candidates' scores on OSAT showed students passing the reading portion but some are still struggling with the social studies section.

Secondary Social Studies: A new program review was submitted in March with new assessments and rubrics used to create and track data for teacher candidates. Data from the new NCSS standards were analyzed and reported in areas of strengths and weaknesses. Adjustments were made to course requirements to support and strengthen instruction in those areas.

Secondary English: Based on low scores on constructed response portion of the OSAT, course content has been adjusted and strengthened to better prepare future candidates content knowledge.

Secondary Mathematics: Program was recently aligned to CAEP standards. As a result more research based math related to teaching using technology was implemented.

Elementary/Secondary Vocal Music: To strengthen this program, guest lecturers were included at different stages in their careers, to speak to students. More opportunity to conduct choirs was also implemented.

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

We offer an ECED 4203 Guidance, Observation and Assessment of Young Children, an early childhood methods course, at Newcastle Early Childhood Center with grades PK, K and 1st.

- **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, determined by program area, 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 Director of Student Teaching contacts the district coordinator or school principal to collaborate with them in setting up the student teaching experience. The principal, cooperating teacher and Director of Student Teaching agree on the placement and the teacher candidate contacts the cooperating teacher to set up an initial meeting to go over the roles and responsibilities of all involved.

The cooperating teacher is provided a copy of the Student Teacher Handbook, Student Teacher Application and the teacher candidate personal information. Teacher candidates 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. Each candidate completes two seven-week experiences. Secondary social studies, mathematics, and English majors complete seven weeks in a junior high setting and seven weeks in a high school setting, elementary/secondary vocal music majors 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 preservice 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 have a final meeting time on campus to reflect on his or her experiences, complete an exit questionnaire a dispositions evaluation, and 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 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/OEQA/OATE Fall Conference. They also teach the subject area for the secondary and the four-by-twelve courses for elementary education, secondary education courses, supervise student teachers, 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 2017-2018

MACU Faculty Serving Teacher Education	Hours Completed
Esther Rehbein M.Ed., Dean/Early Childhood Program Coordinator/Faculty Worked with a first year teacher’s class in center time, reading, progress reports, sight words and also helped the teacher close up for the year.	12
Vickie Hinkle Ph.D., Director of Student Teaching, Full time TE faculty: Pen Pal letters with 1 st grade, supervised teacher candidates teaching content literacy strategies to sixth graders, read to sixth graders, supervised teacher candidates working with kindergarten and 2 nd graders with literacy activities and assessments.	10

Shelley Groves M.Ed. Director of School of Teacher Ed, Full time TE Faculty: Worked with students in a 6 th grade writing class and grading papers	12
Mark Harris M.Ed. Chair of the School of English, faculty supervisor for English Ed student teachers: Presented to AP about how their AP English Literature exams are scored by AP readers	5
Eddie (Chet) Horn M.Ed. Chair of General Education Dept. faculty supervisor for Secondary Social Studies student teachers: Assisted in middle school library and worked with a 7 th grade social studies class.	10
Carol Fowlkes Ph.D. Chair of the School of Math and Science, faculty supervisor for Secondary Mathematics student teachers: Trained and judged robotics competition.	10
Eddie Vandewalker M.Ed. Chair of Music Department: Worked with music clinic choir, clinician for All-State audition workshop, judged and accompanied musical auditions.	13

- **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. Internet bandwidth was increased by 50% during 17-18 to accommodate for increasing student needs. A wireless access point was also added outside the teacher education classrooms to provide additional wireless access. Teacher candidates 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 365 and online storage at no charge. Licenses were also provided for our D2L platform, allowing students to access class resources online. The teacher education computer lab has a SMART board, projector and Elmo for candidate use.

- **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 hour's 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. **We have no alternative candidates at this time.**

- **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. 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 7 weeks for a total of 14 hours. Conferences are also held with teachers, 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 July 2018 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**