



OKLAHOMA STATE REPORT 2022
September 1, 2020 – August 31, 2021
(Mid-America Christian University)

Please submit CAEP 2022 EPP Annual Report with this document. (Due April 30, 2022)

- **Foreign Language or Emergent Bilingual/English Learning Proficiency:** How does the unit assess proficiency for this requirement?

Teacher candidates can meet the state's foreign language requirement by receiving CLEP Exam Credit for two semesters of any foreign language, passing an approved foreign language test, or receiving college credit of at least eight hours. Mid-America Christian University (MACU) offers SPAN 1104 Elementary Spanish I and SPAN 1204 Elementary Spanish II in online formats. 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. The professor of the college courses must provide documentation that the candidate meets the "novice high level" as defined by the American Council on the Teaching of Foreign Languages. The Proficiency in a Foreign Language form is provided for documentation and housed in the candidate's cumulative folder as evidence that this requirement is met.

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

The current standard for admission into the Masters in Educational Leadership and Administration program is an admission application, a minimum overall cumulative grade point average of 3.0 of bachelor's degree coursework, and a letter of recommendation from a college professor or school administrator. The Director of the School of Teacher Education, the Program Director, and the College of Adult and Graduate Studies' Dean will meet to review the candidate's records and make a recommendation to the Registrar. The Registrar, upon recommendation, will grant admission to the University and to the graduate program. A capstone writing assignment and project will determine a candidate's success, as well as scores on the Oklahoma Subject Area Test (OSAT).

In academic year 2020-21 there were 13 total candidates admitted, with 5 of those admitted conditionally. All candidates who were admitted conditionally have been successful in the program. Three candidates have successfully completed their requirements and the remaining two are on track to meet all requirements.

- **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 recruits its candidates to teach in Oklahoma City Public Schools (OKCPS) through providing a student teaching experience in the urban setting through the Urban Teacher Preparation Academy (UTPA). UTPA provides support and professional development throughout a candidate's student teaching and for three years after being hired to teach in OKCPS. MACU continues to serve on the Executive Board of UTPA.

MACU is also working on partnerships with high schools and junior colleges to offer concurrent enrollment and transfer credit to our university through articulation agreements. In 2020-21, MACU served 173 concurrent students. Ten of these students became degree seeking. Of the ten, three have declared education as his/her major. An articulation agreement with Oklahoma City Community College was established as well.

- **Program Changes:** List any program changes that have occurred in the unit as a result of data analysis.
 - Secondary Social Studies:
Completed the alignment of the introductory level history courses to the corresponding OSAT for HIST 1203 and 2203. Practice OSAT material was used to make multiple-choice exams for those courses.
 - Elementary Education:
Provided study materials for teacher candidates for the OSAT subtest II to improve teacher candidate pass rates.

Changed a general education requirement for early and elementary education candidates to ENGL 4803 Form and Genre in Literature. This change is to give teachers more understanding of writing forms and genres, and will hopefully assist in the passing of the OSAT.
 - Early Childhood:
OSAT scores ranged from 187-274. Individual study sessions, quick-writes, alignment of early childhood courses to the OSAT competencies have all been tried. The scores were discussed with stakeholders in the Teacher Education Committee meeting to determine if they had any new ideas to try. No new ideas were presented.
 - English:
Streamlined the Student Teacher Evaluation rubric which worked efficiently for assessment of pedagogical knowledge and methodology.
 - Secondary Mathematics:

Implemented programming languages into courses and reworked the Probability and Stats for Teachers course. This produced better results on the final project and assisting with Section 2 of the PPAT.

- *Masters of Educational Leadership and Administration*

The master's program was originally designed for principals. A revised program was submitted to OEQA to include a program that would prepare principals and superintendents. Final approval was granted in November.

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

Candidates serve in area schools for the duration of their EDUC 3103 Educational Psychology course, or until 25 hours of field experience has been completed. Candidates apply educational psychology principles learned in their university course to the classroom setting and teach a minimum of one lesson to students, receiving feedback from the cooperating teacher. Candidates also complete 14 hours of reading tutoring in a P12 school in EDEL 4304 Diagnostic and Prescriptive Reading.

Student teachers serve 14 weeks in the classroom. The candidate increasingly takes on more duties until he or she assumes maximum responsibility for planning, instruction, assessment, and classroom management for a minimum of two weeks.

- **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 candidates with opportunities to be aware of various schools and assists them in determining where they would like to student teach. Upon receipt of the Application for Student Teaching and the Student Teacher Personal Information Form, the EPP attempts to match the candidate with his or her first choice if possible.

All teacher candidates attend a pre-service meeting the semester before this experience begins where candidates receive and review 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. Cooperating teachers receive the EPP's Student Teaching Handbook, outlining both the candidate and teacher responsibilities.

The cooperating teacher is provided a copy of the candidate's application and personal information. 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 for a minimum of two weeks.

Teacher candidates have the option to serve in either one 14-week placement or two 7-week placements with students after being matched to a cooperating teacher, with the exception of Early Childhood who are required to do two placements. If candidates choose to do two placements, 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 majors will teach seven weeks in a primary grade and seven weeks in an intermediate grade, and early childhood will teach seven weeks in a Pre-K or kindergarten setting and seven weeks in first, second, or third grade. Student teachers are 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.

The CFAST evaluation instrument has been implemented and informs the student teacher, cooperating teacher and university supervisors of the student teacher's progress throughout the semester. The completed forms are brought to a mid-point meeting and final meeting of the student teacher, cooperating teacher and university supervisor to collaborate and come to a consensus of the student teacher's performance in the classroom. This collaborative effort is a valid and reliable approach to supporting the student teacher and giving effective feedback for their future teaching.

Teacher candidates meet on the university campus within two weeks of their initial experience to address questions or concerns after being in the classroom. Candidates also attend campus mid-semester to attend University Week. During this week, peer interaction, evaluation and reflection of their various experiences take place. Candidates also experience mock interviews, hear guest speakers, learn about the TLE and Marzano teacher evaluations, and work on their Praxis Performance Assessment for Teachers (PPAT) tasks. After completing the student teaching experience, a reception is held where candidates share with parents, professors, and current candidates about their student teaching experiences. Candidates then have a final meeting time on campus to discuss the certification process, reflect on their program by completing an exit questionnaire and a disposition evaluation, and, schedule a verbal exit interview with the Director of the School of Teacher Education. At this time all exit requirements are fulfilled.

- **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.
 - *Professional education faculty virtually attended the CAEP Fall Conference*
 - *Professional education faculty virtually attended CAEP Revised Standards Training*
 - *Professional education faculty virtually attended CFAST training from Ohio State University*
 - *Professor of reading attended Oklahoma Literacy Conference and a virtual webinar on Equity-oriented practices and dispositions in reading education*

- *All program coordinators virtually attended the annual OACTE/OATE/OEQA fall conference to not only learn about program review but also attend timely breakout sessions.*
 - *UTPA Board member attended UTPA touchback sessions which provided professional development in the areas of diversity, food scarcity, teaching practices in the inner-city schools, etc.*
 - *All faculty participated in MACU's annual Celebration of Cultures event which lends itself to class discussions regarding diversity.*
- **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. This committee meets monthly and collaborates with various stakeholders to review educational policies, review, evaluate, and revise the EPP programs, and receive vital input about its programs from its stakeholders who are currently in the field.

The arts and sciences faculty also teach the subject area and methods courses for the secondary education candidates in mathematics, social studies, and English, and teach the four-by-twelve courses for early childhood and elementary education.

Arts and sciences faculty are program coordinators in the areas of math, social studies, and English and are responsible for program assessment and program reviews.

- **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.**

MACU Faculty Serving Teacher Education 2020-2021 Public School Volunteer Hours	Hours Completed
Hinkle, Vickie – Professional Ed. Faculty – Elementary Education <i>Southern Hills Elementary School – 5 hours</i> Taught lessons, engaged with students in their schoolwork. Engaged with other teachers in the professional learning community. <i>Heritage Trails Elementary School – 6 hours</i>	11

Sorted paperwork, taught lessons, engaged with students in lessons.	
<p>Rehbein, Esther – Professional Ed. Faculty – Early Childhood <u>Fairview Elementary – 5 hours</u> Mainly worked one-on-one with an autistic student helping him to complete assignments and participate with the class. Also prepared homework folders, read to students, helped answer student questions, played educational games, and helped maintain classroom management.</p> <p><u>Houchin Elementary – 3 hours</u> Read stories to the kindergarten students, worked with students in centers, and assessed sight words.</p> <p><u>Houchin Elementary – 4 hours</u> Worked one-on-one with students who were behind or struggling, read with students, and assisted with a science experiment.</p>	12
<p>James, Terry – Professional Ed. Faculty <u>Northmoore Elementary – 6 hours</u> Sorted, categorized, and color-coded young adult literature books for classroom use.</p> <p><u>Choctaw Public Schools and Harrah Public Schools – 4 hours</u> Consultation regarding issues relating to administration matters</p>	10
<p>Schell, Kenneth - Subject Area Faculty – Sec. Soc. Studies <u>Capitol Hill High School – 10 hours</u> Worked with an AP Government class on five different occasions. Lectured, worked with small groups and ran a class debate. Also reviewed test prep. with the students for the AP exams and ran a question/answer session about post-secondary level.</p>	10
<p>Fowlkes, Carol – Subject Area Faculty – Sec. Math <u>Northmoore Elementary</u> Was the record and score keeper to verify archery scores and totals for Moore Public Schools district archery event and scorekeeper for the district cup-stacking event. Also cooked meals for the workers.</p>	10
<p>Harris, Mark – Subject Area Faculty – Sec. English <u>Highland West Middle School – 10 hours</u> Sorted, categorized, and color-coded young adult literature books for classroom use.</p>	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. 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. The computers in the teacher education lab were upgraded with faster hard drives to improve the student learning experience. Licenses were also provided for our D2L platform, allowing students to access class resources online. The teacher education computer lab has a SMARTBoard, projector and document camera for candidate use. Estimated costs were \$2,500.

As part of a United States Department of Agriculture (USDA) Distance Learning grant, MACU continued to support the School of Teacher Education to teach STEM subjects to students at remote schools. Items included 20 iPads with science software, teacher office computers and classroom computers, cameras in classrooms for broadcasting classes, and wireless access points to provide Teacher Education students better Internet bandwidth. Four classrooms house 85” touchscreen SMARTBoards including the Teacher Education computer lab classroom, the Chemistry classroom and two other standard classrooms used by the School for Teacher Education. Zoom licenses were purchased for all Teacher Education instructors.

- **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 Master of Education in Curriculum and Instruction program prepares educators to lead in the classroom and school environments through the development of skills and practices essential to the creation and delivery of effective instruction. Particular emphasis is given to applying research and theory toward the provision of instruction for diverse student populations in a variety of contexts. This program provides the necessary coursework to meet the education requirements needed for the alternative teaching credentials in Oklahoma. Alternative placement candidates receive a certificate after taking the first four courses in the Masters of Curriculum and Instruction program: ED 5243 Instructional Strategies and Best Practices; ED 5143 Educational Psychology: Psychology Behind Learning; ED 5153 Language Acquisition, Literacy, and Reading; and ED 5163 Classroom Management and Safe Learning Environments. Upon completion of the certificate, the required coursework for alternative certification should be met. It is hoped that the alternatively certified candidate would continue the remaining coursework required to earn their Masters in Curriculum and Instruction. Fourteen students were advised in the certificate route, and three of those continued the remaining coursework, receiving their master's.

MACU also began a degree completion program for paraprofessionals. These students complete an Interdisciplinary Degree, which includes 18 hours of educational courses, allowing them to

take an alternative route to certification. Twenty-one paraprofessionals were advised in this alternative route.

The EPP also offers a “non-certification” route for candidates who cannot pass or do not complete their state testing requirements. This status remains on their transcripts until all three state tests have been passed and/or completed. One was advised and received a “non-certified” degree in Secondary Social Studies.

- **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 offered secondary programs, other general education faculty who have candidates in their classrooms, at least two principals from the community, at least two teachers from the community, at least one superintendent, and at least one teacher candidate. The Dean of Student Success, the Director of Institutional Effectiveness, and the Vice-President for Academic Affairs also attend the TEC meetings. Program revisions or the addition of new courses are suggested by the Director of Teacher Education. 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.

A student teacher reception is held each semester. The University President, Vice President for Academic Affairs (VPAA), Dean from the College of Arts and Sciences, as well as Student Life, faculty, parents, and cooperating teachers are all invited. Candidates share about their experiences. 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 on ways 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 the 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 a total of 15 hours. Conferences are also held with cooperating teachers 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.

- **Content Preparation:** Please provide information on where in your program that candidates study dyslexia, trauma-informed responsive instruction and **multi-tiered systems of support (MTSS)**.

All candidates are required to take EDUC 4223 Students with Exceptionalities. In this course candidates are taught trauma-informed instruction and about dyslexia. Student teachers, in their student teaching semester, receive professional development from local school district trainers in trauma informed instruction. The School of Teacher Education also hosts guest speakers relating to these topics at our monthly Teacher Candidate meetings. Teacher candidates who attend receive professional development points.

The three tiers of the multi-tiered system are covered in EDUC 4203 Instructional Strategies, Management and Assessment I and EDUC 4213 Instructional Strategies, Management and Assessment II. The candidates also write about these in their lessons submitted in the PPAT.

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 or Emergent Bilingual/English Learning Proficiency**
- 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*