



OKLAHOMA STATE REPORT 2024
Reporting on Academic Year of September 1, 2022 – August 31, 2023

218:10-5-4. Standards for Oklahoma Educator Preparation Programs

(d) Annual Report. Each Oklahoma educator preparation unit shall submit an annual report to the OEQA. This report will satisfy the requirements for the CEQA, State Regents for Higher Education, State Department of Education, and CAEP/AACTE.

As your team reflects on the following topics, provide data and examples from the **2022-2023** academic year to support your responses. Some questions may not apply to your institution. Upload the report to the [accreditation database](#) by April 30, 2024. Please submit the CAEP 2024 Annual Report with this state report.

- 1. Changes in the Implementation of Standards:** Describe changes in the standards outlined in the Institution Plan as a result of local and statewide evaluations/assessments, public hearings, or other reasons. *The EPP acknowledges the importance of continuous improvement, which includes reviewing the quality assurance system annually to meet state, CAEP, and Specialized Professional Associations. Over the last couple of years, the EPP has focused on ensuring all programs meet the 2022 CAEP Initial and Advanced Standards. In addition, some Specialized Professional Associations, like the National Council of Teachers of Mathematics and the American School Counselor Association, have adopted new standards. With adoption of new CAEP and SPA standards, the EPP has had to review and update assessments as needed to meet the new standards in preparation of submitting program reports this Spring. The EPP undergoes an annual review process of EPP and program goals, data collection, and review and analysis of data. Through the process of analyzing data and reporting results, the EPP determines changes needed to improve candidate performance and achievement. Please see #4 Program Changes for more specific information regarding programs.*
- 2. Progress in Addressing Stipulations/Areas for Improvement:** Describe the progress made in addressing the stipulations/areas for improvement, if any, identified by the most recent site accreditation review team. *N/A*
- 3. Supply and Demand:** Describe the efforts made to address supply and demand issues. *Specific efforts to address supply and demand issues include: 1) Inviting partner P-12 students to Education Career Fair at SWOSU. 2) Providing a greater awareness of Teacher Candidate Tuition Waivers to P-12 faculty in partner schools for hosting SWOSU Teacher Candidates, to recruit diverse students into advanced programs. 3) Developing a marketing plan targeted toward recruiting initial and advanced program candidates from diverse backgrounds with the help and support of the Teacher Education Council in conjunction with SWOSU Public Relations and Marketing division.*

The EPP Recruitment Plan addresses goals, strategies, timelines, and evaluation of expected outcomes focused on both faculty and candidates to better provide a broad range of cultures and groups being represented within Department of Education programs and P-12 school partners. Elements of this plan are coupled with the EPP's Diversity Goals. The purpose of the EPP's Recruitment Plan is to create a comprehensive approach to recruitment which can be assessed and updated annually by the EPP to measure outcomes. One goal of the SWOSU DOE Recruitment Plan is to create a targeted, purposeful recruitment effort to increase the number of Education candidates and completers from diverse backgrounds. Currently, the EPP has partnerships with Carnegie Public Schools, Watonga Public Schools, and Clinton Public Schools. Each year, students from grades 8-12 tour SWOSU DOE and the entire campus. They are provided with information about the importance of becoming a teacher and teacher education programs offered at SWOSU DOE as well as others majors on campus.

SWOSU and the EPP continue to partner with Yukon Public Schools through an MOU, which includes utilizing some Yukon faculty as adjuncts and mentors, to provide ½ price tuition for their school employees. The EPP also continues to partner with Western Technology Center (WTC) – Burns Flat's teacher education program. Two Department of Education faculty members are on WTC's teacher education program advisory board. These two venues continue to add to the EPP's promotion and enhancement of educational programs.

Additionally, beginning in Foundations of Education, candidates are encouraged to apply for scholarships and grants, such as the Oklahoma Teacher Shortage Employment Incentive Program (TSEIP), Stafford Loan Forgiveness for Teachers, Teacher Education Assistance for College and Higher Education (TEACH) Grant Program, and the Oklahoma Future Teacher Scholarship Program. Local scholarships are also available to our Education majors. Teacher supply and demand issues as well as teacher shortage areas in Oklahoma are discussed in courses, like EDUC 2113 Foundations of Education, methods courses, and EDUC 4021 Contemporary Issues in Education.

Moreover, the SWOSU Department of Education faculty members and university supervisors continue to build positive relationships with public school partners each semester for field experiences and student teaching placements. EPP faculty members connect with potential advanced candidates at each cooperating school and urge teacher candidates to encourage cooperating teachers to take advantage of SWOSU's 50% tuition waiver. Cooperating teachers can also transfer the waiver to any person who meets admission requirements to SWOSU. This includes colleagues, family members, and even former P-12 students.

Our Field Experience Coordinator and faculty members partake in many local community happenings, campus activities, other surrounding communities' events, and state/national conferences and organizations to recruit potential candidates. Faculty members serve on numerous committees on campus, such as the Assessment and Faculty

University Promotion/Tenure Review committees. Two faculty members also continue to serve on the SWOSU Faculty Senate. Recruitment examples include, but not limited to, freshman enrollment activities, sponsoring student organizational events for Oklahoma Aspiring Educator's Association (OAEA), Kappa Delta Pi (KDP), and Student Council for Exceptional Children (SCEC), SWOSU Saturday), SWOSU New Student Orientation, and Homecoming activities.

Faculty members continue to pursue field experiences which are service-learning projects that provide community service. For example, teacher candidates in the Exceptional Children class volunteer for Special Olympics and/or Glow Prom. EPP faculty members have also demonstrated outreach to public school partners through tutoring and mentoring services to public school students, providing in-service training for teachers, serving as Early Bird Readers (reading to Burcham Elementary students), after school STEM Opportunity Among Readers (SOAR) program (tutoring struggling readers at Burcham), serving as substitute teachers, and conducting a presentation, which integrates technology, to elementary, middle, and high school students in a diverse district at Clinton Public Schools.

SWOSU SCEC hosted their annual Glow Prom in Spring 2023 for students who qualify for Special Olympics. This prom is designed to provide support and create community awareness for exceptional children aged 7th - 12th grades, adults with special needs, coaches, and paraprofessionals who participate in Special Olympics. It is the EPP's and the student organization's hope that these athletes and their support groups enjoy a night of fun and entertainment where the spotlight is upon the exceptional children and adults with special needs. SCEC has fundraisers, along with SWOSU Student Fees garnered through the allocation process, and community support, to fund the evening event for all guests. Each attendee receives a free shirt, a meal, bingo, pictures, and an evening full of games and dancing.

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

Art Education

The courses selected for the Candidate Grades Assessment include all required Art & Design courses and Professional Education courses. Based on 20-21 data review and upcoming certification revisions, Southwestern Oklahoma State University submitted a request for modifications to the Bachelor of Arts in Education/Art Education degree program. Oklahoma State Regents for Higher Education approved the modification. There is increased rigor in artifact evidence for ART 4754-Senior Art Education Portfolio/Exhibit prior to the candidate's Professional Semester and the EPP added ART 3232-Introduction to Art Education specific to K-12 Art Education theories and content aligned to 102ART OSAT and Candidate Preservice Assessment of Student Teaching (CPAST). The EPP also removed ART 4452-Content, Methods, Materials/Art and replaced it with ART 3232. ART 3232, ART 4133, and ART 4553 courses have been revised to fulfill study of all levels, PK-12 to increase rigor to improve student grades specific to Art Education in new/revised content and assessments. The EPP offers ART

4133 Instructional Practice in Art Education, in lieu of EDUC 4432 Instructional Practices, to embed InTASC standards aligned with PPAT performance assessment specific to Art Education, renewed 2023 Oklahoma Visual Art Standards, and the OSAT. The Department of Education requires an overall retention grade point average of 2.50 for admission to the program. Candidates who wish to transfer credits from other universities must have those credits evaluated by the EPP and Chairs of the Art and Education departments. Additionally, Factors of correlation among number of candidates per course/per semester are observed. Finding includes: 1.) Low enrollment and less than 3.00 grade average in American Art History and Painting Studio courses. 2.) Below expectations in student outcomes in Developmental Psychology and Educational Psychology courses. 3.) Candidates continue to perform at expected and high levels in other areas, which meets expectations in our efforts to teach them to mastery. The program's improvement plan goal is to increase development theory and art history application study in ART 3232, ART 4133, and ART 4553.

Data analysis of OSAT and PPAT competency areas show a need for revisions in Instructional Delivery and Analysis of Teaching (regarding connections to Research and Theory) specific to K-12 Visual Art practice. The course, ART 4013 Instructional Practice in Art Education, is offered to supplant EDUC 4423 with better aligned practice, study, and applicable theories of developmental strategies for the art education candidate. Additionally, the EPP increased course content regarding Art History connections in ART 3232 Introduction to Art Education and ART 4553 Teachers Course in Art. Furthermore, upcoming 2024 OK VA Standards show a proposed new anchor standard of Media competencies that will inevitably impact data collection/analysis once published.

Annually, OSAT (Art 002) data is analyzed and compared to GPA data and PPAT data. OSAT competency subareas data are compared to art course grade point data respectfully for performance indicators. PPAT data is analyzed respectfully to further support observed trends and correlations. After analyzing PPAT data, the following updates have been implemented: 1. Reinstigate Traditional 'in-person' courses from former Online 'in-person' courses post-Covid. 2. Revise targeted Art Education courses to increase rigor in knowledge content and theory applications relative to OSAT competencies in revision from ART 4452-CMM/Art course to ART 3232: Introduction to Art Education. 3. Design and implement course, ART 4133-Instructional Practice in Art Education and ART 4553-Teachers Course in Art to target improvement in OSAT (OK VA Standards) and PPAT (InTASC) certification performances, per competency. 4. Change ART 3232, ART 4133, ART 4553 elementary and secondary sequenced studies to all course studies to whole PK-12 content, methods and materials with increase rigor in pedagogical knowledge and applications. OSAT analysis included data trends by date of implementation of revised courses and content relative to OSAT competencies. OEQA revisions to retire OSAT Art 002 to OSAT Art 102 began in 2021, ending in 12/2022. Findings: Overall increase trend shown from 2021 to 2023 in Total Scaled Scores. Subarea Key Code: 03/Historical and Cultural Context and Subarea Key Code: 05/Pedagogical Content Knowledge show below expected scores in 2021 and 2022 but increasing and meeting expectations in 2023. OSAT Subarea Key Code 03: Historical

and Cultural Context competencies data shows correlation with Art/Art Education GPA data points 15,16, and 20 courses; American Art History, History Art 1, and Non-Western Art. OSAT subarea Key Code 05: Pedagogical Content Knowledge competencies data shows correlation with Education GPA data points 2 and 5 courses; Developmental Psychology and Educational Psychology. As part of CAEP/OEQA annual data review, EPP participated in the new revised OSAT Art 102 test consultant panel and student pilot test programs in 2022/2023. The newly adopted Candidate Preservice Assessment of Student Teaching (CPAST) has been implemented as a partial protocol for assessing students during their student teaching and the summative assessment artifacts align to improve areas of pedagogy, disposition, and professionalism.

Beginning 09/2021, the Praxis Performance Assessment for Teachers (PPAT) became the certification requirement for Oklahoma. Annually, PPAT data is collected and analyzed in comparison to OSAT and GPA data. Collectively, data directs EPP program director's initiatives for performance improvement plans: 1. Better streamline SPA-NAEA standards with PPAT standards in course content and rigor specific to the PK-12 art educator. 2. Design and implement a pilot Future Art Educator Club (FAE) tutoring program for entry level students to provide scope and sequence in the merging coursework between art and education EPP courses and expectations that are specific to PPAT. 3. Include InTASC standards/PPAT content, application, and evaluation in Art Education courses and EPP's Dispositions evaluations and Supervisor Summative evaluations. 4. Network and support with clear expectations of PPAT and InTASC criteria with teacher candidate's site Cooperating Teacher per 6-week placement during candidate's Professional Semester. PPAT Task subareas are compared to GPA data and OSAT data to analyze patterns in areas of weakness and strengths in certification preparedness. Data findings show T2.2: Administering Assessment and Analyzing Data and T2.3: Reflecting to be below expectations. T3. 1,2,3,4, meets expectations and suggests improvement among students completing revised courses, ART 3232, ART 4012, and ART 4553. Data shows T4: Implementing/Analyzing Instruction below expectation in T4.2, 3, 4. When compared to GPA and OSAT data, Implementing/Analyzing Instruction subarea denotes weakness in SPA; Standard 4: The candidate has a working knowledge of and has had experience in integration of the arts with other fine arts areas as well as other academic disciplines, Standard 6: The candidate has a broad understanding of art history including various styles, periods, ethnic groups and cultures from around the world, and Standard 9: The candidate has proficiency in teaching strategies that are developmentally appropriate and inclusive of various student learning styles and is sensitive to the needs of diverse ethnic and cultural groups and those with disabilities. Additions and revisions to Art Education course descriptions state implemented theories, content, and applications to remedy discrepancies specific to the art education candidates. When compared to GPA and OSAT data, a correlation among developmental theory, instructional practice, and assessment continues to dominate areas of weakness.

English Education

The faculty, program coordinator, and university supervisors have analyzed the English Education Program data, implemented improvements, and discussed future changes for supporting candidate performance as well as the program's performance. The data

highlighted their areas for improvement, including content knowledge, professional/pedagogical knowledge, skills, and dispositions, and student learning.

For the state certification test – OSAT, the areas of needed improvement based on last three years’ data include Language and Literature, Speaking, Listening and Viewing, and Reading Process and Comprehension. Faculty members who teach courses that align with the OSAT Subarea components will work to address the areas of needed improvement for content knowledge. Literature Emphasis Committee, Writing Emphasis Committee, and the English Education Committee have audited the curriculum and worked to align the readings, texts, and assessments to fully cover Subarea 4: Language and Literature content. Faculty read through the OSAT Language and Literature components and intentionally integrated texts from the suggested list to include in their courses. Additionally, candidates will engage in an OSAT study group facilitated by the English Education Program Coordinator to boost content knowledge.

In planning instruction related to English Language Arts (ELA) content, the areas of needed improvement consist of integrating multiple genres of literature/texts within their unit to aligned with concept/theme. ENGL 4673: Teaching in the Secondary ELA Classroom and ENGL 4233: Young Adult Literature takes a deeper dive in theme-based unit that scaffolds a range of texts, highlighting multimodality (e.g., print, audio, visual, performance) to a traditional canonical text typically taught in middle school/high school. These inclusions will give candidates a broader understanding of how to integrate relevant texts in the classroom yet focus on the appropriate learning goals in relationship to the theme.

After analyzing the data, faculty and the program coordinator noticed the greatest need to improve professional/pedagogical knowledge, skills, and dispositions; therefore, the most significant program improvements relate to these professional components. With the recent inclusion of more classes integrating pedagogical practice, candidates have more opportunities to practice their instructional strategies and learning activities before entering their field experience and can develop a better grasp of the appropriate pedagogical skills and dispositions of their future career. This programmatic change better prepares our candidates for real-world practice. The program included more offerings for pedagogical content other than the methods course, ENGL 4673: Teaching in the Secondary ELA Classroom. For example, candidates now plan and design lessons and demonstrate teaching in LIT 4233: Young Adult Literature. They also act as educational advocates for students and teachers through research and the advocacy project related to curriculum content. In ENGL 3013: Writing Exploration and Practice, candidates design minilesson and teach a lesson on writer’s craft/grammar component from the course. These opportunities enhance candidates’ learning through practical applications of theory-based approaches to writing, reading, and teaching. Side Note: candidates complete a pedagogy course, SECED 4823: Principles of Teaching Secondary School, but the course does not directly integrate NCTE standards, and therefore, is not included in the data, although students align their lesson plans with Oklahoma Academic Standards.

Furthermore, the field experience evaluation highlighted the areas of needed improvement to include assessment techniques and evaluation to support learning. The assessments should be a). developmentally appropriate b). formative and summative c). diagnostic, and d). varied. The program faculty will integrate a practicum with assessments (baseline data and posttest), along with evidence of formative and summative evaluations. Another area for needed support noted during the field experience included how to utilize assessment data tables and analysis. In the future, the program faculty will integrate more opportunities for students to design and implement assessments prior to their student teaching experience. The candidates will gain more practice at analyzing data to inform their teaching practice before entering student teaching. By implementing a practicum to ENGL 4882: Capstone, students will gain more opportunity to practice what they have learned theoretically in the past. The program faculty intend to work on allowing candidates to gain experience in theory-based instructional practices. As the program gives candidates more opportunities for teaching experience in other courses, candidates will be better prepared for their field experience. For example, candidates now get practical teaching experience in ENGL 4673: Teaching in the ELA Classroom, ENGL 3013: Writing Exploration and Practice, and LIT 4233: Young Adult Literature. In the next semester, program faculty will integrate a practicum in ENGL 4882: Senior English Capstone.

Additionally, the program recently adopted a new Teacher Candidate Disposition Rubric for faculty and university supervisors to assess the students' disposition throughout the program, in a beginner's course, in a progressing course, and at the advancing stage of their program (during their field experience). This inclusion allows multiple evaluations to underscore the importance and the necessary tracking of teacher dispositions. Also, the program will allow candidates to self-assess their teacher disposition and includes components, such as professionalism, completing required course components, and pedagogical knowledge for the teaching ELA content.

Program faculty members have discussed integrating better scaffolding approaches to teaching to facilitate candidates' learning. The program has instituted Brown Bag session for departmental professional development in working with special populations and for effective scaffolded approaches to teaching in the ELA required courses.

To enhance the courses with less than 100% completion for candidates includes ENGL 3013: Writing Exploration and ENGL 3603: English Grammar, program faculty have discussed how to better support candidates' learning. These changes include culturally sustaining pedagogy and cultivating cultural competence to make content relevant to real-world scenarios in professional practice and teaching. The grammar course has already included a four-day a week course progression to mitigate content knowledge reinforcement and to include scaffolded approaches to teaching content. Candidates will retake the courses for earned credit and degree completion and reflect on how to better support their learning. Similarly, ENGL 3013: Writing Exploration and Practice now includes the teaching of writing to generate interest for English Education majors and to integrate the specific teaching of writing content. Like Grammar, candidates will retake the course for degree completion.

Moreover, candidates will receive more practice with these skills for lesson plan design and instruction. They will integrate a variety of content and pedagogical knowledge to assist in their own learning. More courses have integrated reflective exercises to support student learning. Also, program faculty members are discussing the best ways to align curriculum with program goals.

Mathematics Education

Due to low scores on CFAST item M, program faculty have added directed readings to our methods course. Program faculty chose topics addressing NCTM standards that provide better preparation for and that lend themselves to regular and intentional incorporation in a classroom setting. Specifically, the directed reading topics include Equity in the Mathematics Classroom (NCTM Standards 3a and 6a), Promoting a Positive Math Identity (NCTM Standards 3b, 3c and 6b), and Critical Thinking in Mathematics (NCTM Standards 4b and 4f).

Educational Administration

SWOSU's EDAD Program has received National Accreditation specific to the district-level and is now fully approved to deliver both building and district level NELP standards in one 33-hour program. Building and District Level standards are delivered and assessed separately throughout the course sequence to ensure candidates possess an appropriate/professional understanding relative to individual NELP components. Data from the assessments are used to inform program instructors/faculty of specific areas in need of improvement.

Data from Oklahoma Subject Area Test 144: Principal Comprehensive Assessment and OSAT 248: Superintendent indicated areas of weakness related to Strategic Planning and Organizational Resource Management (NELP 6.0). In response, greater focus has been placed on course content in EDAD 5313 School Personnel Administration, EDAD 5933 The Principalship, and EDAD 5413 Internship in Educational Administration specific to these areas. Within these courses, candidates demonstrate their knowledge and ability to develop and implement research-based strategies for long-term planning specific to teacher recruitment and retention (NELP 7.0), curriculum and instruction (NELP 4.0), use of resources (NELP 6.0), and community and external leadership (NELP 5.0). The School Staff Selection Project is a case study assignment completed in EDAD 5713 in which candidates demonstrate the skills and abilities needed to build professional capacity. Candidates work collaboratively with building level administrators to determine the staffing needs specific to their school site and will develop and present a long-term plan for recruiting, selecting, and hiring staff (7.1). This project requires candidates to demonstrate their abilities to engage staff in a collaborative professional culture (7.2) and design professional learning to promote reflection, cultural responsiveness, school improvement and student success (7.3). Candidates will engage in reflective practice; cultivate professional norms among staff; communicate professional norms to diverse constituencies; and model professional norms (2.1). Candidates will evaluate ethical dimensions of issues; analyze decisions in terms of established ethical frameworks; and develop a communication plan to advocate for ethical decisions

(2.2). Candidates will describe how ethical practice is formulated, modeled, and cultivated in others (2.3).

In EDAD 5933 The Principalship, candidates demonstrate their knowledge and understanding of strategic planning by developing a 60-day plan focusing specifically on communication (NELP 50), relationships (NELP 3.0), and organizational structures and processes (NELP 6.0). For each area, candidates provide a description of research-based activities and events that will be facilitated/developed to increase their understanding and effectiveness as the new building leader in relation to faculty, parents, and students. In the District-Level Assessment 6: Strategic Ethics Plan requires candidates to demonstrate their knowledge and understanding specific to Operations and Management (NELP 6.0) and Policy, Governance, and Advocacy (NELP 7.0). The Strategic Ethics Plan includes three components: communication, decision-making, and conduct and relationships. This assessment requires candidates to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision and should include both routine communications in the areas of budget, curriculum and instruction, transportation, technology services, disability services, personnel and extra-curricular activities and emergency communications, engage multiple and diverse stakeholder groups, including school and district personnel, parents, board members and community members in designing collaborative systems for district governance to address employment decisions, budget decisions, and decisions about activities, and implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations, and describe a plan for representing the district and cultivating a respectful and responsive relationship with the district board, internal, and external constituents.

In EDAD 5413, candidates demonstrate their knowledge and abilities related to strategic planning in learning and instruction at both building and district levels (NELP 4.0). Candidates demonstrate their abilities to gather, synthesize, and use data to evaluate the quality, coordination, and coherence in and among the district's academic and non-academic services; use research to propose designs and implementation strategies for improving coordination and coherence among the district's academic and non-academic systems; use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices and results (4.4).

Additionally, program faculty have increased opportunities for practicing administrators to serve as guest speakers/interviewees to provide authentic leadership experiences and share effective, practical applications and tactics for long-term strategic planning (NELP 8.3). Program faculty anticipate improvement related to the identified areas of concern and will use available data from state certification exams and EDAD program assessments to evaluate the effectiveness of recent program/course changes.

School Counseling

Across the three most recent academic years for OSAT, the mean score for SWOSU completers is 251.8. For any given year, the mean score is 7 points higher than the

required pass score of 240. While the pass rate for completers has decreased each year, the pass rate continues to show over 80% success overall.

Regarding sub-area scores, year to year, the data represents candidates' strong ability to demonstrate success on this state-required assessment for certification. Overall, candidates displayed strengths in the areas of I (Human Development, Learning, and Diversity), II (Promoting Academic, Social/Emotional, and Career Development), and IV (The School Counseling Program and Professional Knowledge), respectively.

Over the course of a 3-year period, mean scores for the OSAT have decreased overall, but the pass rate for SWOSU completers remains above 80%. Program faculty believe the decrease in the average passing score is due to the alignment of the OSAT with the 3rd edition of the ASCA National Model. Our program focuses on the 4th edition of the ASCA National Model, and our state certification assessment does not reflect this. Recently, our state has allowed candidates to take the PRAXIS 5422 exam as an alternative option for state certification, but due to the recent nature of this addition, program faculty do not have current data to report on Praxis 5422, which is based on the 4th edition of the ASCA National Model. While program faculty continue to focus on the most updated version of the ASCA National Model and implement the ASCA standards in each of our courses, the program also includes study groups and study materials for the OSAT for candidates. The program faculty's dedication to building both the OSAT content as well as the 4th edition of the ASCA National Model has led to a continued pass rate of over 80% for the past 3 years, even as the OSAT has become increasingly outdated as a comprehensive assessment for School Counseling programs and state certification.

- 5. Technology Resources:** Report on resources devoted to technology. *The EPP is housed in the Hibler Education Center, which also houses the Center for Excellence in Teaching and Learning. The sharing of this facility continues to prove advantageous to the EPP since the classrooms are equipped with a computer for the instructor, a video projector, and a document camera. Three of the classrooms are also equipped with SMART Boards. Several digital cameras and iPads are available for check out by teacher candidates or faculty. A computer lab is located on the 2nd floor of the building with 30 workstations. The Hibler Education Center is equipped with wireless Internet and all faculty have a desktop and/or laptop that are upgraded every 5 years. This amount includes ITS employee salaries and contracted services, software, hardware, and operating expenses to support the ITS department. The expense allocation to the Department of Education for ITS expenses is \$137,065.62.*
- 6. 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. *Several EPP faculty members attended the 2023 OACTE/OEQA Fall Conference. This conference provided opportunities for EPP faculty members to explore AI in Education, recruitment and retention through online education degree programs, curriculum for diverse populations, advocacy, and much more. The conference also included important information in*

meeting state, SPA, and CAEP standards. In addition, faculty members have attended a variety of national and state conferences within the last year, including the National Association for the Education of Young Children Annual Conference, National Social Science Association National Conference, International Literacy Association Conference, Annual Oklahoma Reading Conference, and TEXOMA National Association for Teachers of Singing Conference and Competition among many others. All conferences provided faculty members with new ideas, strategic tools, and resources for the classroom as well as continuous improvement efforts. In addition, two faculty members completed the CAEP National Site Program Review Training and will be serving on CAEP Site Review Teams.

- 7. 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.

In a table format, report the number of hours all full-time teacher education faculty members spent in meaningful contact with P12 students.

Faculty Name	Contact Hours with P-12 students
Veronica Aguiñaga	16 hours
Amy Barnett	12 hours
Randy Barnett	10 hours
Allen Boyd	24 hours
Sherri Brogdon	36 hours
Catherine DeVaughan	18 hours
Daniel Farris	35 hours
Jolie Hicks	10 hours
Dawn Keller	10 hours
Ed Klein	10 hours
Amy Martin	12 hours
Evette Meliza	10 hours
Vanessa Nix	14 hours
Andy North	15 hours
Dana Oliver	21 hours
Marla Pankratz	35 hours
Glenda Ross	12 hours

Robyn Randol	40 hours
Robin Sobansky	32 hours
Kendra Smith	62 hours
Reggy Yount	24 hours

8. **Graduate Students:** Report on the number of graduate students admitted conditionally and the success rates. *There were 4 candidates that were admitted conditionally during the 2022-2023 academic year. Three students fulfilled the requirements and were fully admitted into their programs, and one student never enrolled.*
9. **Reading Instruction:** Report on the results of the assessment of teaching skills in the area of reading instruction as administered to candidates in elementary, early childhood education, and special education programs.

**Oklahoma Reading Test Pass Rates for Special Education
2022-23**

Major	Number of Candidates	Pass Rate
Special Education	10	100%

**Oklahoma Subject Area Test (Subarea 3) Pass Rates for Special Education
2022-23**

Major	Number of Candidates	Pass Rate
Special Education	6	67%

**Oklahoma Subject Area Test (Subarea 1) Pass Rates for Early Childhood
Education 2022-23**

Major	Number of Candidates	Pass Rate
Early Childhood Education	27	74%

**Oklahoma Subject Area Test (Subtest 1) Pass Rates for Special Education
2022-23**

Major	Number of Candidates	Pass Rate
Elementary Education	31	94%

10. **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. *All inquiries regarding the Alternative Placement Program are directed to the Certification Officer who explains the program in person or by phone. The Certification Officer then calls the applicant or sends a confirming email with links to the*

Oklahoma Department of Education (OSDE) application for alternative placement and the websites for OSDE approved subject area exams (Certification Exams for Oklahoma Educators and Praxis). These prospective candidates are also informed about the courses at SWOSU that allow applicants to complete their 6 to 18 hours of professional education coursework. For the 2022-2023 school year, the EPP had 7 candidates complete their alternative certification requirements.

11. 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 has a long-standing and collaborative relationship with surrounding P-12 schools and districts. These collaborative efforts are imperative for the EPP's vision and mission. In addition, the EPP's conceptual framework consists of collaboration and support from external partners. Service-learning opportunities and field experiences require community involvement, networking opportunities, and hands-on practice, which continue to benefit the EPP and P-12 partners. Field experiences and clinical practice provide the opportunity for candidates to apply the knowledge, skills, and dispositions developed during their teacher education program. This collaboration between the EPP and P-12 schools ensures that candidates receive valuable knowledge and guidance from the most capable professional educators available. The Field Experience Coordinator organizes all field experiences and requests placements from P-12 school districts. Candidates are evaluated on their professional dispositions by their cooperating teachers and/or university supervisors.*

The Teacher Education Advisory Board provides input to assist in program review and quality. The Advisory Board ensures that the teacher education programs promote candidates' knowledge, skills, and dispositions that reflect the conceptual framework, as well as state and specialized professional association standards. It consists of EPP faculty, program coordinators, and P-12 partners and meets at least twice a year, once during the fall semester and once during the spring semester. The Advisory Board is led by the Department of Education Chair and includes EPP faculty and P-12 partners from surrounding school districts. Meeting minutes show discussions of state and CAEP accreditation, licensure expectations, disposition rubric revisions, field experiences, recruitment, and other related data. Stakeholder questions, feedback, and suggestions on these topics are also included in the minutes. Data is disseminated to stakeholders via the Canvas CAEP Data Exhibits and the EPP's website.

