



OKLAHOMA STATE REPORT 2025

Reporting on Academic Year of September 1, 2023 – August 31, 2024

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 **2023-2024** academic year to support your responses. Some questions may not apply to your institution. Upload the report to the [Educator Preparation Provider Portal](#) by April 30, 2025. Please submit the CAEP 2025 Annual Report with this state report.

- 1. Changes in the Implementation of Standards:** Describe changes in the standards outlined in the Institution Plan resulting from local and statewide evaluations/assessments, public hearings, or other reasons.
The EPP utilizes the CAEP standards as a foundational framework to ensure program quality, foster continuous improvement, and fulfill national accreditation criteria for initial and advanced programs. The CAEP standards enable the EPP to enhance program quality and effectiveness while facilitating data-driven decision-making to improve the overall quality of educator preparation. For each initial program, the EPP complies with the state-adopted InTASC (Interstate Teacher Assessment and Support Consortium) standards, in addition to specific standards set by Specialized Professional Associations (SPAs), ensuring that candidates demonstrate proficiency in these standards throughout their teacher education preparation program. For advanced programs, the EPP applies SPA-specific standards to ensure candidates demonstrate their content and pedagogical knowledge.
- 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.
Efforts to address supply and demand challenges include: 1) Inviting partner P-12 students to participate in the Southwestern Oklahoma State University (SWOSU) Majors Fair and Education Career Fair. 2) Enhancing awareness among P-12 faculty in partner schools about Teacher Candidate Tuition Waivers for hosting SWOSU Teacher Candidates, aimed at attracting diverse students to initial and advanced programs. 3) Creating a marketing strategy focused on recruiting candidates from diverse backgrounds for both initial and advanced programs, with the collaboration of the

SWOSU Teacher Education Council and the SWOSU Public Relations and Marketing division.

The EPP Recruitment Plan outlines objectives, strategies, timelines, and evaluation methods aimed at enhancing the representation of diverse cultures and groups within the Department of Education programs and P-12 school partnerships. This plan aligns with the EPP's Diversity Goals in the Recruitment Plan. Its primary aim is to establish a thorough recruitment strategy that can be evaluated and revised annually by the EPP to assess its effectiveness. A key objective of the SWOSU Department of Education (DOE) Recruitment Plan is to implement a focused recruitment initiative designed to increase the number of Education candidates and graduates from varied backgrounds. Currently, the EPP collaborates with Carnegie Public Schools, Watonga Public Schools, and Clinton Public Schools. Each year, students in grades 8-12 visit SWOSU DOE and the entire campus, where they receive information about the significance of pursuing a teaching career and the teacher education programs available at SWOSU.

Furthermore, starting with the Foundations of Education course, candidates are encouraged to seek out scholarships and grants, including the Inspired to Teach Scholarship and Incentive Program, the Oklahoma Teacher Shortage Employment Incentive Program (TSEIP), Stafford Loan Forgiveness for Teachers, the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program, and the Oklahoma Future Teacher Scholarship Program. There are also local scholarships available specifically for our Education majors. Courses such as EDUC 2113 Foundations of Education, methods courses, and EDUC 4021 Contemporary Issues in Education address teacher supply and demand challenges, as well as areas experiencing teacher shortages in Oklahoma.

The EPP maintains a partnership with the teacher education program at Western Technology Center – Burns Flat (WTC). Two faculty members from the Department of Education serve on the advisory board for WTC's teacher education program. These collaborations contribute significantly to the EPP's efforts in promoting and enhancing educational initiatives.

SWOSU faculty and university supervisors consistently foster strong partnerships with public schools each semester for field experience and student teaching placements. EPP faculty engage with prospective candidates at each partner school, encouraging them to inform cooperating teachers about SWOSU's 50% tuition waiver. This waiver can also be transferred to anyone who meets the admission criteria for SWOSU, including colleagues, family members, and even former P-12 students.

Our Field Experience Coordinator, along with other faculty members, actively engages in various local community events and campus activities, as well as state and national conferences, to attract prospective candidates. Faculty members participate in several campus committees, including those focused on Admission and Retention, Assessment, Excellence in Teaching and Learning and Faculty University Promotion/Tenure Review. Additionally, one faculty member is involved in the SWOSU Faculty Senate. Recruitment

efforts encompass a range of activities, such as freshman enrollment initiatives, sponsoring events for the Oklahoma Aspiring Educators Association (OAEA) and the Student Council for Exceptional Children (SCEC), as well as participating in SWOSU Saturday, SWOSU New Student Orientation, Homecoming events, and the Education Career Fair.

Faculty members actively engage in field experiences that involve service-learning projects aimed at benefiting the community. For instance, teacher candidates enrolled in the Introduction to Special Education course volunteer for events like the Special Olympics and Glow Prom. Additionally, the EPP faculty have shown commitment to public school partnerships by offering tutoring and mentoring services to students, providing professional development for teachers, participating as Early Bird Readers (reading to students at Burcham Elementary), contributing to the after-school STEM Opportunity Among Readers (SOAR) program to assist struggling readers, and serving as substitute teachers.

In Spring 2024, SWOSU SCEC organized its annual Glow Prom for students with exceptionalities. This event aims to foster support and raise community awareness for exceptional children in grades 7 through 12, as well as adults with special needs, coaches, and paraprofessionals involved in the Special Olympics. The EPP and student organizations aspire to support these athletes and their support networks to enjoy a memorable evening filled with fun and entertainment, highlighting the achievements of exceptional children and adults with special needs. The event is funded through various fundraisers, SWOSU Student Fees obtained via the allocation process, and community contributions. Each participant is provided with a complimentary shirt, a meal, photographs, and an evening packed with games and dancing.

- 4. Program Changes:** List any program changes that have occurred in the program resulting from data analysis.

Art

Data from 2020-2022 found low enrollment and less than 3.00 grade average in Art History courses, correlating with OSAT Test Subarea III, Historical and Cultural Context results. A pilot course was developed for art education majors. ART-4013: Integrating Art History K-12 was offered Summer 2024. Course content and methodology included historical and cultural context specific to PK-12 grade level learners and lesson planning. All students enrolled passed with high marks and demonstrated better performance for the OSAT test preparation. Conclusive data will come from Spring 2026 OSAT test scores.

Improvement in OSAT test scores from 2021 to 2023 show an increase from 50% to 75%. An OSAT Tutorial program was initiated to support pre-service students. The program includes shared presentations, video discussions, and testing guidance tips. Parts of the program were included in 2023-24 art education course content, specifically in ART 4553- Teacher's Course in Art. Conclusive data will come from Spring 2026 OSAT test scores.

Moreover, the SWOSU Department of Education has proposed that all education major programs replace the 2-credit Exceptional Children class with a 3-credit Introduction to Special Education class.

Educational Administration (Building and District)

The Educational Administration (EDAD) program has received national accreditation specific to the district-level and is now fully approved to deliver both building and district-level (National Educational Leadership (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 and professional understanding relative to individual NELP components. Data from the assessments is used to inform program instructors/faculty of specific areas in need of improvement.

Data from the 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).

Data from state certification exams indicate improved mean scores in all five subarea scores, suggesting that previous program improvements have been successful in addressing the previously identified concerns for both OSAT 144 and OSAT 248.

In addition to using available data from state certification exams and EDAD program assessments to evaluate program effectiveness and identify areas of improvement, qualitative comments from course evaluations are utilized. Spring 2024, Summer 2024, and Fall 2024 qualitative statements show consistent praise for relevance, flexibility, and the real-world experience provided through the internship assignments. However, the workload, particularly with the number of assignments in relation to field hours, was challenging for students. There was also a desire for more practical leadership experiences and hands-on activities in lieu of some assignments. Additionally, several students felt that course durations could be extended to allow for deeper exploration of content.

Science of Reading

The traditional view of language, reading, and writing as separate components taught across different departments is outdated. To reflect a more cohesive and research-based approach, the Reading (RDNG) designation has been recategorized to Literacy

Education (LITED), a term that better encompasses the full scope of language, reading, and writing instruction.

The newly designed LITED courses emphasize the interconnected nature of these components, with targeted attention to the needs of students with dyslexia, English Learners, and other special populations. Methods of instruction, including assessment practices, are integrated throughout the content, and field experiences are embedded across the course sequence to ensure candidates have multiple opportunities to learn and apply concepts in authentic settings.

Faculty have thoughtfully responded to current research to modernize both curriculum and instructional methods. Updating our course titles and catalog language is a necessary step to accurately reflect the contemporary, comprehensive approaches we now employ in preparing future literacy educators.

<i>Old Courses Phasing Out (16 credit hours)</i>	<i>New Courses (18 credit hours)</i>
<i>ELEM4463 Children's Literature</i>	<i>LITED2113 Children's Literature</i>
<i>RDNG3423 Teaching of Reading I</i>	<i>LITED3213 Foundations of Language & Literacy Education 1</i>
<i>ELEM4222 Phonics & Penmanship RDNG3432 Teaching of Reading II</i>	<i>LITED3413 Advanced Decoding & Literacy Education 2</i>
<i>PSYCH4533 Lang Devel. (EC & SPED) ELEM3453 Lang Arts for ELEM</i>	<i>LITED3513 Writing in Literacy Education 3</i>
<i>ELEM3133 Teaching English Learners (not required)</i>	<i>LITED3313 Teaching English Learners (required)</i>
<i>RDNG4443 Diag Practices in Tchng Reading</i>	<i>LITED4113 Practicum in Literacy Education 4</i>

Early Childhood Education

Working on survey, OSAT, and exit interview data, the EPP requested program modifications with course changes in addition to updating the reading–literacy education courses described above. KINES 3393 Nutrition for Children was removed from the program, and standards were aligned to other courses. ECED 4612 Practicum in Early Childhood Education was changed from a two-hour course to a three-hour course ECED 4713 Ethics & Advocacy: Practicum in Early Childhood. A classroom management course was added to the program: EDUC 4433 Motivation & Classroom Management. The EPP has made course content to align the components to meet the NAEYC (2020) Professional Standards and Competencies for Early Childhood Educators. Faculty have thoughtfully responded to current research and standards. Updating our course titles and catalog language is a necessary step to accurately reflect on the contemporary, comprehensive approaches we now employ in preparing future early childhood educators.

<i>Old Course Titles</i>	<i>New Courses Titles</i>
<i>ECED 4163 Perceptual Development of Infants & Toddlers</i>	<i>ECED 4163 Perceptual Development & Learning Environments</i>
<i>ECED 4423 Play Methods & Materials</i>	<i>ECED 4423 Early Learning Theories, Practices & Assessment</i>
<i>ECED 4483 Exploring A Child's World</i>	<i>ECED 4483 Inquiry-Based Teaching Math & Science</i>
<i>ECED 4533 Guidance of the Preschool Child</i>	<i>ECED 4533 Guidance of the Young Child</i>
<i>ECED 4463 Expressive Arts</i>	<i>ECED 4463 Creative Expression through the Arts & Movement</i>

<i>ELEM 3113 Teaching Arts in ECED and ELEM</i>	
<i>KINES 3393 Nutrition for Children</i>	
<i>ECED 4612 Practicum in Early Childhood w/lab</i>	<i>ECED 4713 Advocacy & Ethics: Practicum in Early Childhood</i>

Elementary Education

By the end of 2024, the EPP aligned the components of CAEP ELEM Standard 2 with general education courses and worked closely with faculty to confirm that all required standards were being met. If gaps were identified and the standards were not addressed, the EPP embedded them into the education courses. This effort was made by data indicating that our candidates' results on the second subtest of the OSAT were low. Working on surveys, OSAT data, and exit interviews, the elementary degree program proposed several program modifications with course changes in addition to updating the reading–literacy education courses as described above. The ELEM 3453 Language Arts for Elementary Teachers course was removed, and standards were embedded into the Literacy Education sequence. KINES 3393 Nutrition for Children was removed from the program to adapt to new CAEP ELEM standards. ELEM 4232 Practicum in Elementary Education was changed from a two-hour course to a three-hour course ELEM 4233 Practicum in Elementary Education. A foundational course on lesson planning and student engagement was added to the program: EDUC 3213 Art and Science of Teaching. A classroom management course was added to the program: EDUC 4433 Motivation & Classroom Management.

English Education

The EPP is expanding its elective offerings by introducing two new options: the Guided Writing Elective and the Guided Literature Elective, aimed at helping candidates complete their programs in a timely manner. Additionally, the EPP is now providing the Teaching English Language Learners course as an elective. This initiative is designed to encourage candidates who have fulfilled their high school foreign language requirement to consider this course as a suitable elective choice.

Moreover, the SWOSU Department of Education has proposed that all education major programs replace the 2-credit Exceptional Children class with a 3-credit Introduction to Special Education class. Alongside the addition of the Teaching English Language Learners course in the elective offerings, the EPP has identified it as the preferred option to meet this requirement, thereby encouraging greater enrollment among candidates.

History Education

In the past, candidates in History Education had the freedom to select any history courses they desired. However, this flexibility led to difficulties meeting CAEP accreditation standards, as the varied course selections among candidates hindered the ability to apply their assessments uniformly. To resolve this problem, the EPP has implemented a structured rotation of designated history courses that all candidates are required to complete. Following the retirement of a faculty member next year, the EPP intends to recruit an individual with a Master's degree in History and a teaching certification to take on the role of Program Coordinator. This new hire will also instruct

several of these courses, which will create opportunities for additional observation hours and produce additional assessments that the EPP can incorporate into our reporting. Moreover, the SWOSU Department of Education has proposed that all education major programs replace the 2-credit Exceptional Children class with a 3-credit Introduction to Special Education class.

Health and Physical Education

In response to the concerning low OSAT scores achieved by recent graduates, the Kinesiology Department has implemented a comprehensive strategy to address this issue. Beginning in the spring semester of 2025, the department introduced a student seminar designed to enhance test preparation. This training provides guidance on effective study techniques, familiarizes students with the OSAT framework and its subareas, offers practice test opportunities, and develops strategies for test day. Concurrently, the Teacher's Course in Health and Physical Education (HPE) has been supplemented with a module specifically dedicated to the subareas and competencies outlined in the OSAT framework, ensuring a thorough coverage of the requisite knowledge and skills. Furthermore, a systematic curriculum review has been undertaken, wherein instructors of required HPE courses have evaluated their syllabi to identify the OSAT subareas and competencies covered, enabling the department to pinpoint gaps in instruction and implement necessary improvements within each course. This multi-faceted approach aims to holistically address the identified deficiencies and enhance student performance on the OSAT.

For assessment 2, course grades, the course description was changed to better align with SHAPE standard 1.d, as well as updated rationale for meeting the standard. The department has implemented several targeted modifications to enhance alignment with professional standards and improve assessment practices. A noteworthy addition to the lesson plan rubric is the incorporation of SHAPE standard 3a, which focuses on planning and implementing learning experiences that are aligned with short- and long-term plan objectives. This inclusion ensures that pre-service teachers develop proficiency in creating coherent and purposeful instructional sequences. Furthermore, standard 3e has been isolated from other components, allowing for a more focused evaluation of candidates' ability to utilize appropriate instructional strategies to facilitate learning. These changes collectively represent a strategic effort to enhance the quality of teacher preparation and address specific areas of concern in student performance.

Moreover, the SWOSU Department of Education has proposed that all education major programs replace the 2-credit Exceptional Children class with a 3-credit Introduction to Special Education class.

Mathematics Education

In response to the low scores on CPAST item M. Connections to Research, we have introduced targeted readings into our methods course. Program faculty selected topics that align with NCTM standards, which require enhanced preparation and can be systematically integrated into classroom practice. The specific topics for directed readings are: 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). Moreover, the SWOSU Department of Education has proposed that all education major programs replace the 2-credit Exceptional Children class with a 3-credit Introduction to Special Education class.

Music Education

Classroom Management EDUC 4041 was removed from the instrumental and vocal music education degrees due to those competencies covered being redundant with their coverage already present (and music-specific) in Principles of Conducting MUSIC 2891, Choral Conducting MUSIC 3151, and Instrumental Conducting MUSIC 3101.

This change also allows for more accurate representation of the accreditation-required applied music credits for students on their degree plan, further putting us in compliance with our NASM accreditation and the recent student aid-related change to hours being covered on the degree plan.

Moreover, the SWOSU Department of Education has proposed that all education major programs replace the 2-credit Exceptional Children class with a 3-credit Introduction to Special Education class

School Counseling

Currently, the Praxis School Counselor (5422) Test serves as a key indicator of the program's performance, reflecting a significant increase in passing scores among candidates who have been exposed to recent program changes following feedback from our initial CAEP accreditation submission. These continuous alignment efforts with both the Praxis School Counselor and the ASCA Standards for School Counselor Preparation Programs are beginning to yield stronger candidate performance. The strongest performance trends from data derived from the Praxis: School Counselor Test are observed in the Define, Manage, and Deliver components. This improved demonstration of content knowledge, aligned with the ASCA National Model, can be attributed to the program changes implemented since Summer 2024. Continuous improvement efforts have focused on introducing the three foundational standards that define the school counseling profession earlier in the program and continuing to build upon them in core courses. In these courses, candidates are expected to effectively plan and implement key components of a comprehensive school counseling program. Furthermore, efforts to enhance candidates' content knowledge and performance in the Manage and Deliver components of the Praxis: School Counselor Test are attributed to refined teaching strategies in both micro-level (Comprehensive School Counseling course) and macro-level (Practicum in School Counseling course) settings. Specific improvements include the addition of supplemental support videos and comprehensive resources related to school counseling content. These resources aim to deepen candidates' knowledge and understanding of the intricacies of comprehensive school counseling, further supporting their success on the Praxis: School Counselor Test and in their professional practice. The Capstone Exam also demonstrates the candidates' mastery of content knowledge related to school counseling.

Program improvement efforts to enhance candidates' content knowledge also included revisions to the Capstone Exam. The number of questions was increased from 50 to 65, addressing the previous gap in evaluating the overall scope of the ASCA SPA Standards for School Counselor Preparation Programs. The expanded question set is now more closely aligned with the ASCA SPA Standards, ensuring a more comprehensive assessment of candidates' knowledge and understanding of the key content areas. Candidates' performance on the enhanced Capstone Exam demonstrated their strong ability to apply content knowledge, with 94% of candidates scoring above the passing threshold overall.

Another significant marker of program performance related to the Praxis School Counselor Test is the newly implemented Practicum Project and Presentation assessment, developed in Summer 2024. This assessment was designed to directly immerse candidates in the role of a school counselor by having them analyze data from their respective school sites and use that data to plan and implement key components of a comprehensive school counseling program aligned with the ASCA National Model. Upon completion of their practicum experience, candidates are required to demonstrate school counseling leadership qualities by presenting their projects and advocating for the importance of equity and access for all students within school counseling programs. This assessment, along with the evolving data it generates, provides School Counseling program faculty with a detailed understanding of candidates' ability to implement essential components of a school counseling program.

The assessment data from the Comprehensive School Counseling Project (Assessment Three) shows evidence of the relative mastery of the candidates' pedagogical knowledge related to school counseling. The Comprehensive School Counseling Project was designed to assess candidates' ability to effectively design all key components of a comprehensive school counseling program, utilizing relevant school counseling data. Candidates demonstrated the strongest proficiency in the Manage: Program Focus and Deliver components of the project, showcasing their ability to apply pedagogical knowledge in these areas. However, there was inconsistency in their ability to demonstrate pedagogical knowledge when developing core assignments, such as Annual Student Outcome Goals, Closing-the-Gap Action Plans, and effective lesson planning. To enhance candidate performance, program improvement efforts will focus on increasing support and resources in these areas. One area of improvement is to give candidates more opportunities to see how goals and action plans align with instructional strategies such as classroom instruction, small group lessons, and individualized interventions that promote the academic, social-emotional, and career development of all students. One strategy to improve pedagogical knowledge related to instruction is to assess candidates' ability to utilize effective classroom management and methods and strategies used to teach and engage students effectively when writing lesson plans.

The school counseling program faculty ensures all candidates are able to apply their professional knowledge and responsibility as they progress through the program. Evidence from assessment data from the Site Supervisor Evaluation Tool (Assessment Four), University Supervisor Evaluation Tool (Assessment Five), and Professional

Dispositions Competency Assessment - Revised (Assessment Seven) demonstrates candidates' ability to engage in professional learning, practice ethically, take responsibility for their learning, and collaborate effectively with others. These expectations are reflected in key components embedded in both the Site Supervisor Evaluation Tool and the University Supervisor Evaluation Tool. In the most recent academic cycle, candidates demonstrated strong dispositions in areas such as "motivation to learn and grow," "collaboration with school counseling stakeholders," "school counseling leadership," and "adherence to course and school site policies and procedures." Based on these strengths and their alignment with professional knowledge and responsibility, the school counseling program faculty are confident in candidates' ongoing success in these areas as data collection continues in future cycles. To ensure sustained success and added layers of accountability, the school counseling program faculty will implement the revised Professional Dispositions and Competencies Assessment starting in the Summer of 2025. The EPP believes this addition will strengthen the program's ability to evaluate professional knowledge and responsibility throughout the program, rather than only at its conclusion.

The school counseling program faculty ensures that all candidates can apply their knowledge of the learner and learning throughout the program. Evidence from assessment data from the Practicum Project and Presentation (Assessment Six) demonstrates that candidates can apply critical concepts and principles of learner development, learning differences, and creating safe and supportive learning environments to work effectively with diverse P-12 students and their families. Key components of the Practicum Project and Presentation assessment evaluate candidates' ability to implement interventions for direct student services, including the development and implementation of instructional strategies designed to meet the needs of diverse learners through small group lessons, interventions, and classroom or large group lesson plans. In addition to these direct services, candidates are expected to support students' needs through indirect student services by collaborating with educational partners and families. Data indicates that approximately 88% of candidates are proficient or exceed expectations regarding their impact on student learning. Program improvement efforts will focus on enhancing candidates' ability to plan effective lessons that create safe and supportive learning environments while promoting equity and representation in their instruction.

Revisions for Standard 1

Reviewers indicated concerns for Standard 1 related to the incomplete description of the alignment between assessments 1 and 2 and Standard 1. Reviewers noted concerns with the outdated version of the ASCA National Model being represented by Assessment 1 from the original submission. For Assessment 2, reviewers noted concern with the development and comprehensiveness of the assessment as presented.

To address reviewer concerns, Assessment 1 now includes recent assessment data for the Praxis School Counselor Test (5422), offered as an additional assessment for Assessment 1 to satisfy Standard 1, as it is more clearly aligned with the ASCA Standards for School Counselor Prep Programs and the 4th edition of the ASCA National Model. Originally,

the Praxis was not included for Assessment 1 because there was not enough data to report at the time of the original submission, due to the Praxis being an optional assessment for certification in the state of Oklahoma. School counseling program faculty have increased advocacy efforts with candidates to take the Praxis, and as a result, increased data has allowed for the Praxis to be reported for Assessment 1. Additionally, a more detailed alignment table and description of how the data provides evidence for meeting Standard 1 are included in the revised report for Assessment 1.

To address reviewer concerns for Assessment 1, the Oklahoma Subject Area Test (OSAT): School Counselor Test data for candidates has been updated, and more thorough alignment efforts were enacted, including collaboration with a school counselor educator and consultant, to ensure the most accurate alignment table and description for alignment to the standards could be included for this assessment. Because the OSAT remains an optional exam for certification in Oklahoma, data must continue to be presented for Assessment 1. School counseling program faculty consistently advocate for the Praxis School Counselor exam as an optional assessment for certification in the state of Oklahoma by actively participating in committees focused on updating the certification process in the state.

For Assessment 2: Capstone Exam, reviewers noted concern with the development and comprehensiveness of the assessment as presented in addressing Standard 1 as well as the limitations of only having 5 items represent a single standard. As a result of the feedback, School Counseling program faculty collaborated to develop more comprehensive questions for Assessment 2, ensuring that each ASCA SPA Standard Component was adequately represented by a test bank of questions aligned with the material taught in the respective courses from which the Capstone Exam is built. The revised Assessment 2: Capstone Exam now offers a more robust evaluation, with 4 to 5 questions per ASCA SPA Standard Component (8 - 15 questions per standard), enabling more effective data interpretation for program improvement and candidate performance evaluation.

Revisions for Standard 2

Revisions for Standard 2 include the incorporation of the Praxis: School Counselor Test (5422) and updated alignment with the Oklahoma Subject Area Test (OSAT): School Counselor, as mentioned in the revisions for Standard 1. Additionally, Assessment 2: Capstone Exam has been revised to be more comprehensive and realigned with the ASCA SPA Standards for School Counselor Preparation Programs, offering a significant improvement from the original submission and ensuring more accurate alignment with Standard 2, as referenced in the Revisions for Standard 1 above.

Feedback for Standard 2 focused on the Site Supervisor Evaluation Tool, offered as Assessment 4 from the original submission. Reviewers were unclear about how candidates could realistically be evaluated on all the items in the measure in such a limited field experience. In response to the feedback, School Counseling program faculty researched a more effective measure for candidates' practicum experience, and adapted and implemented the Assessment of School Counselor Competencies (ASCC), developed

by Dr. Glenn Lambie and Dr. Stickl Haugen (2020), to be used and presented as Assessment 4: Site Supervisor Evaluation Tool. A key feature of the new Assessment 4: Practicum Site Supervisor Evaluation is that it addresses reviewers' concerns about the practicality of all items being observed during a candidates' practicum experiencing by paring the tool down to the components that a practicum site supervisor could realistically observe in a 150-hour practicum without sacrificing quality of items, and providing a rating column for "not observed" as well as detailed competency descriptors for each item.

Revisions for Standard 3

Revisions to Standard 3 include the incorporation of the Praxis: School Counselor Test (5422) and updated alignment with the Oklahoma Subject Area Test (OSAT): School Counselor, as mentioned in the revisions for Standard 1. Additionally, the Capstone Exam has been revised and realigned with the ASCA SPA Standards for School Counselor Preparation Programs, offering a significant improvement from the original submission and ensuring more accurate alignment with Standard 3, as referenced in the Revisions for Standard 1 above.

Reviewers provided feedback for a project that was presented in the original submission as Assessment 3 and found that the assessment showed promise as an assessment aligned with Standard 3, but that more details needed to be offered for how candidates were expected to complete the assignment, which was perceived as rather significant to reviewers. In response to the feedback, the school counseling program faculty collaborated with a school counselor educator consultant and adopted a new rubric to more thoroughly evaluate the project in the Comprehensive School Counseling course. The revised assessment is now presented as Assessment 3: Comprehensive School Counseling Project. The new rubric used to evaluate this assessment offers clearer alignment with Standard 3 and provides a more comprehensive evaluation of candidates' ability to demonstrate the critical components of Standard 3.

Assessment 4: Practicum Site Supervisor Evaluation Tool is offered as a new assessment to address Standard 3, and revision information is discussed in the Revisions to Standard 2 section. To address Standard 3, Assessment 4 now includes key components aligned with ASCA SPA Standard Components, such as candidate proficiency in using multiple data points to identify student needs and collaboratively set goals during their practicum experience and other relevant assessment components, all of which the practicum site supervisor is positioned to evaluate more effectively. A more thorough outline of the components of the evaluation tool and how it effectively addresses the components of Standard 3 can be found in sections 1-5 of Assessment 4: Site Supervisor Evaluation Tool.

Assessment 5: University Supervisor Evaluation Tool is presented for Standard 3 to evaluate the same components as Assessment 4: Site Supervisor Evaluation Tool for Standard 3. While the Practicum Site Supervisor evaluates candidates' abilities in person, the University Supervisor assesses the same components for Standard 3 through the submission of the candidates' assignments for the practicum course. Assessment 5

was developed by adapting the Assessment of School Counselor Competencies (ASCC) measure to include those components that the university supervisor would be able to evaluate through candidates' assignment submissions as part of their practicum project, their weekly journal of activities, and documentation of hours spent with their practicum site supervisor.

Assessment 6: Practicum Project and Presentation, aligned with Standard 3, is a newly developed assessment aimed at evaluating candidates' ability to demonstrate a measurable impact on student outcomes and school counseling leadership. A more thorough outline of the components of Assessment 6 and how it effectively addresses the components of Standard 3 can be found in sections 1-5 of Assessment 6: Practicum Project and Presentation.

Revisions for Standard 4

Reviewers noted that since Standard 4 is skill-based, a stronger assessment than Assessment 2 should have been submitted. To address this concern, the updated Assessment 4: Site Supervisor Evaluation Tool is additionally presented for Standard 4 as it closely evaluates the components of Standard 4 for which a practicum site supervisor can realistically observe during the practicum experience. All components of Standard 4 are integral to the candidates' practicum project, which is evaluated through the practicum site supervisor's ongoing daily and weekly collaboration and consultation with the candidate. An additional benefit of the updated Assessment 4: Site Supervisor Evaluation Tool is that it addresses the reviewers' concerns by providing a more realistic and applicable evaluation framework for site supervisors to rate candidates based on direct observation during the 150-hour practicum experience. A more thorough outline of the components of Assessment 4 and how it effectively addresses the components of Standard 4 can be found in sections 1-5 of Assessment 4: Practicum Site Supervisor Evaluation Tool.

Assessment 5: University Supervisor Evaluation Tool is presented for Standard 4 as it evaluates the same components as Assessment 4: Site Supervisor Evaluation Tool for Standard 4, but where the Practicum Site Supervisor evaluates candidates' abilities directly, the University Supervisor evaluates the same components for Standard 4 through submission of their assignments for the practicum course as part of their practicum project, their weekly journal of activities, and documentation of hours spent with their practicum site supervisor. The addition of Assessment 5 for Standard 4 also presents an added layer of evaluation of the standard components. A more thorough outline of the components of Assessment 4 and how it effectively addresses the components of Standard 4 can be found in sections 1-5 of Assessment 4: Practicum Site Supervisor Evaluation Tool.

Revisions for Standard 5

Revisions to Standard 5 include the incorporation of the Praxis: School Counselor Test (5422) and updated alignment with the Oklahoma Subject Area Test (OSAT): School Counselor, as mentioned in the revisions for Standard 1. Additionally, the Capstone Exam has been revised and realigned with the ASCA SPA Standards for School

Counselor Preparation Programs, offering a significant improvement from the original submission and ensuring more accurate alignment with Standard 5, as referenced in the Revisions for Standard 1 above.

Assessment 3: Comprehensive School Counseling Project is presented for Standard 5. The new rubric used in the evaluation of this assessment offers clear alignment with Standard 5. A more thorough outline of the components of Assessment 3 and how it effectively addresses the components of Standard 5 can be found in sections 1-5 of Assessment 3: Comprehensive School Counseling Project. Information about the development of Assessment 3 is discussed in the Revisions for Standard 3 section.

Assessment 4: Practicum Site Supervisor Evaluation Tool, as outlined in the revisions to Standard 2, is also introduced as an assessment for Standard 5 for its ability to evaluate candidates' proficiency in meeting all components for Standard 5. A key distinction between Assessment 3 and Assessment 4 for Standard 5 lies in their context and focus. Assessment 3: is completed in the Comprehensive School Counseling course, where candidates focus on developing the foundational skills to design, implement, and assess comprehensive school counseling programs, but are not yet in the field. In contrast, Assessment 4 is conducted during the candidates' practicum experience, providing an opportunity for evaluation by their practicum site supervisor of the candidates' ability to design and implement key components of a school counseling program while actively working in the field. A more thorough outline of the components of Assessment 4 and how it effectively addresses the components of Standard 5 can be found in sections 1-5 of Assessment 4: Practicum Site Supervisor Evaluation Tool.

Assessment 6: Practicum Project and Presentation is aligned with and offered for all components of Standard 5. A more thorough outline of the components of Assessment 6 and how it effectively addresses the components of Standard 5 can be found in sections 1-5 of Assessment 6: Practicum Project and Presentation. Information for the development of Assessment 6 is discussed in the Revisions for Standard 3 section.

Revisions for Standard 6

Revisions to Standard 6 include the incorporation of the Praxis: School Counselor Test (5422) and updated alignment with the Oklahoma Subject Area Test (OSAT): School Counselor, as mentioned in the revisions for Standard 1.

Assessment 2: Capstone Exam is no longer included for Standard 6, as the realignment was not conclusive for all of the key components.

Assessment 3: Comprehensive School Counseling Project is presented for Standard 6, as the new rubric used in the evaluation of this assessment offers clear alignment with Standard 6. A more thorough outline of the components of Assessment 3 and how it effectively addresses the components of Standard 6 can be found in sections 1-5 of Assessment 3: Comprehensive School Counseling Project. Information for the development of Assessment 3 is discussed in the Revisions for Standard 3 section.

Reviewers raised several logical concerns regarding the original Assessment 4 submitted for Standard 6. These concerns included the 150-hour practicum experience, the feasibility of a practicum site supervisor thoroughly observing all required competencies

to fully evaluate candidate skills, and the fact that the assessment prompts for the standards were essentially restatements of the ASCA Standard Components. In response to these concerns, the school counseling program faculty implemented revisions by adopting and adapting the new Assessment of School Counseling Competencies (ASCC) Measure to use as Assessment 4: Site Supervisor Evaluation Tool (referenced in the Revisions for Standard 2). This updated Assessment 4, now presented for Standard 6, more accurately reflects what a candidate can realistically achieve during their practicum experience and offers more authenticity in the ratings by practicum site supervisors. Assessment 5: University Supervisor Evaluation Tool is presented for Standard 6 to complement the components evaluated by Assessment 4: Site Supervisor Evaluation Tool. While the Practicum Site Supervisor directly evaluates candidates' abilities, the University Supervisor assesses the same components for Standard 6 through the submission of assignments for the practicum course, the candidate's weekly activities, and documentation of hours spent with their practicum site supervisor. Furthermore, we believe the development and inclusion of Assessment 5 effectively addresses reviewers' original concerns regarding the feasibility of a practicum site supervisor thoroughly observing all required competencies to fully evaluate candidate skills. This additional assessment provides an added layer of accountability and oversight for candidates' practicum experience, offering an opportunity to support both the candidate and the site supervisor as they engage in key aspects of the practicum experience. Assessment 7: Professional Dispositions and Competency Assessment - Revised (PDCA-R) is offered as an additional assessment to address Standard 6. This assessment was recently adopted by the school counseling program faculty following a thorough review of its validity and alignment with the ASCA SPA Standards for School Counselor Preparation Programs. The faculty have determined that, while the practicum assessments effectively and adequately evaluate dispositions during the practicum experience, it would be beneficial to also track candidate dispositions related to Standard 6 throughout their entire journey in the school counseling program. Data collection for Assessment 7 will begin in the Summer of 2025.

Revisions for Standard 7

Revisions to Standard 7 include the incorporation of the Praxis: School Counselor Test (5422) and updated alignment with the Oklahoma Subject Area Test (OSAT): School Counselor, as mentioned in the revisions for Standard 1. Additionally, the Capstone Exam has been revised and realigned with the ASCA SPA Standards for School Counselor Preparation Programs, offering significant improvement from the original submission and ensuring more accurate alignment with Standard 7, as referenced in the Revisions for Standard 1 above.

Reviewers raised concerns about the original Assessment 4, originally presented for Standard 7, noting that the rubric was poorly designed, had issues with restriction of range, and included multiple items under each rated category. In response, Assessment 4: Site Supervisor Evaluation Tool has been revised to incorporate an adapted Assessment of School Counseling Competencies (ASCC) Measure. These updates address the concerns outlined for Assessment 4 and are discussed in Revisions for Standard 2 and Revisions for Standard 6.

Assessment 5: University Supervisor Evaluation Tool is presented for Standard 7 to complement the components evaluated by Assessment 4: Site Supervisor Evaluation Tool. While the Practicum Site Supervisor directly evaluates candidates' abilities, the University Supervisor assesses the same components for Standard 7 through the submission of assignments for the practicum course, the candidate's weekly journal of activities, and documentation of hours spent with their practicum site supervisor. This additional assessment provides an added layer of accountability and oversight for candidates' practicum experience, offering an opportunity to support both the candidate and the site supervisor as they engage in key aspects of the practicum experience, including monitoring candidates' professional dispositions and ethical practice. Assessment 7: Professional Dispositions and Competency Assessment - Revised (PDCA-R) is offered as an additional assessment to address Standard 7. The purpose and implementation of Assessment 7 is discussed in Revisions to Standard 6.

School Psychology and School Psychometry Programs

There is a critical need for school psychologists in Oklahoma, particularly in the western region where SWOSU is located. SWOSU is committed to offering a strong School Psychology Program that prepares its graduates to become successful school psychologist practitioners in response to this need. In an ongoing effort to evaluate our program and identify needs and areas for improvement, our program faculty meet every week to discuss programmatic and student-related issues and meet once a month with department faculty to discuss department-wide issues. The EPP recognizes, however, that these meetings do not allow enough time to fully examine data and make programmatic decisions; therefore, faculty meet once every summer for a day retreat to review aggregated data from grades, comprehensive examinations, and field supervisor evaluations. The primary focus is on trends across data sources, as any single instrument is prone to error and thus less indicative of program and candidate strengths and weaknesses.

Content knowledge. Assessment that measures candidate content knowledge, e.g., course grades and the comprehensive exams (Capstone, Praxis II), are used by program faculty to make decisions regarding student retention. Candidates with unsatisfactory performance on these measures would be required to engage in remediation plans to work towards competency. At the program level, satisfactory course grades (Assessment #2) demonstrate that our candidates adequately acquire the knowledge base that supports their performance as entry-level school psychologists. Aggregated data show that our students demonstrate high levels of content knowledge in all 10 standards. Further supporting evidence of this acquired content knowledge is gained from the pass rates for the Praxis II (Assessment #1). Candidates are performing extremely well with mean total scores on Praxis exam #5402 of 161.59 and 162.56 across the two applications. Candidate performance on this exam is monitored closely to determine if any adjustments need to be made regarding course content. Mean raw scores suggest that the areas of Professional Practices and Foundations of School Psychological Service Delivery may be areas for closer scrutiny to ensure that courses align with content covered by the Praxis. The content area demonstrating the highest score across

both applications is Systems-Level Services. The program faculty will continue to monitor all content areas and consider whether modifications need to be made in course content.

Additional data that will assist in assessing candidates' content knowledge will be gained from the Capstone (Comprehensive) Examination, which consists of candidates' presentation of three "Problem Solving Intervention Cases" to program faculty (Assessment #5). These "oral" comps provide a candidate's perspective, probably shaped by expectations for content knowledge during their culminating field experience. The program utilizes a four-point Likert rating scale to evaluate candidate performance. Aggregated data across both applications demonstrate that the academic case study is rated highest among the three cases. In discussing the results, faculty highlighted that candidates likely get more exposure to academic concerns and interventions due to assigned activities across several courses. While the mean scores across the other two case studies demonstrate a solid performance, faculty agree to explore ways to expand experiences with behavioral and system-level interventions. Currently, candidates are required to conduct behavior assessments in EDPSY 5703 Behavioral Intervention Strategies and EDPSY 5423 Practicum in School Psychology. With respect to system-level concerns, program faculty need to focus on content and skill building to enhance Domain 5: School Wide Practices to Promote Learning.

Additional data that informs programmatic decisions regarding content knowledge is gained from field-based supervisors. These professionals work closely with our candidates and have first-hand knowledge of the candidates' applied knowledge and skills. Although practicum and intern supervisor ratings of candidates' ability have been adequate overall, slightly lower ratings were achieved in the domain areas 1: Evidence-based Decision Making and 4: Mental and Behavioral Health Services and Interventions. As a result of these findings, program faculty have added a stronger RTI component to the EDPSY 5783 Psychometry practicum so that candidates have more exposure prior to the PSYCH 5423 School Psychology practicum. Candidates are required to develop an intervention, conduct progress monitoring, and evaluate the results. Faculty will continue to monitor this closely to ensure that our candidates are adequately prepared; additionally, these data suggest that it will be necessary to work collaboratively with field site supervisors to ensure that our practicum students and interns are provided adequate opportunities with mental health services, RTI, and other intervention activities. This will require us to closely monitor potential practicum and internship sites, as many schools in and around our geographic location have not fully implemented the RTI model.

Professional and pedagogical knowledge, skill, and dispositions. The assessment of professional knowledge along with the skills and dispositions to apply this knowledge is showcased primarily in the practicum and internship field experiences. Evaluations from both faculty and field supervisors indicate that our interns demonstrate the skills and dispositions to perform at the level of an entry level psychologist. While practicum supervisor ratings of candidates' ability have been adequate for level of training across years, individual item analysis of the supervisor evaluation data suggest that some candidates may have limited exposure in the field setting which translates into a lack of opportunity to develop interventions in the areas of Mental and Behavioral Health

Services. This area may be strengthened by our Capstone requirement that candidates design, implement and evaluate interventions. This emphasis on designing interventions that address behavioral concerns will likely positively impact the case studies, thus improving the already positive impact our candidates have on student learning. An additional suggested revision is to provide more concentrated focus (content and application) on measuring the impact of the interventions on student learning. Included in this is a focused review on calculating effect size and other strategies such as PND and GAS.

Student learning. Initially, i.e., during the MEd (Psychometry) portion of the program, candidates approach the Case Study from an assessment focus, placing their efforts on completing an intervention project rather than improving the functioning of the students served by the intervention. During the EdS practicum and internship, the focus shifts to intervention to achieve positive results. Program faculty realize that more emphasis should be placed during the Psychometry practicum regarding knowledge and skills of outcome measurement, including effect size. It is anticipated that this emphasis will become apparent during the EdS School Psychology practicum as well as the Internship. A more focused review has also been incorporated into the practicum and internship seminars.

Program evaluation procedures. The EPP continues to monitor the field supervisors' ratings to ensure that adequate information regarding candidates' knowledge, skills, and dispositions is obtained. Additionally, program faculty continues to assess whether to expand the psychometry practicum supervisor evaluation form; it currently is formatted with more emphasis on Oklahoma state department certification requirements to facilitate easier data collection and analysis for the psychometry program. While there is currently some overlap between the two practicum evaluation forms, faculty will continue to examine the needs of both programs to design a rating form that can effectively accommodate both programs. At the psychometry level, emphasis has been placed on academic assessment and intervention. At that point in their training, candidates have not yet taken coursework focused on mental and behavioral health. Finally, while the program faculty make every effort to adhere to the proposed plan in the program handbook, faculty must also be sensitive to individual student needs and demands placed on the program by the university due to ongoing budget constraints. Given the growth of our program over the past few years, the EPP finds it challenging to be able to offer enough sections of courses, which, in turn, impacts the order in which courses can be taken. While the EPP does not anticipate this to have a negative impact on student preparation, faculty continue to monitor the overall needs of our students and advocate to the university when warranted.

Science

The SWOSU Department of Education has proposed that all education major programs replace the 2-credit Exceptional Children class with a 3-credit Introduction to Special Education class.

Special Education

The following modifications have been implemented to enhance the options and flexibility for candidates enrolling in required courses, facilitate a smoother transition for Elementary, Early Childhood, and Special Education, improve OSAT pass rates, and provide additional training in paperwork for the special education major.

The courses SPCED 3213 Foundations of Mild/Moderate Disabilities and SPCED 3132 Exceptional Children have been merged to form a single course, SPCED 3143 Intro to Special Education. This change aims to foster a collaborative environment among all majors and broaden the training in special education.

The courses, SPCED 4821 Practicum in Mild/Moderate Disabilities and SPCED 4862 Collaboration & Planning in Special Education, have been combined into one integrated course, SPCED 4883 Practicum. This new course encompasses the content of both previous courses, addressing the need for increased training in IEP paperwork for future educators while also focusing on OSAT preparation to enhance pass rates.

5. Technology Resources: Report on resources devoted to technology.

The EPP is located within the Hibler Education Center, which also houses the Center for Excellence in Teaching and Learning. This shared facility continues to benefit the EPP, as the classrooms are outfitted with an instructor's computer, a video projector, and a document camera. Additionally, three classrooms feature SMART Boards. Teacher candidates and faculty have access to iPads for checkout. On the second floor, there is a computer lab containing 30 workstations. The Hibler Education Center offers wireless Internet access, and all faculty members are provided with a desktop and/or laptop that is updated every five years. For the fiscal year 2023-2024, the allocation for ITS expenses to the Department of Education amounts to \$141,177.59.

6. Faculty Professional Development: Summarize the professional development that focuses on unit faculty members' ability to model effective teaching styles such as inquiry, group discussion, and collaborative learning.

Several faculty members from the EPP participated in the 2024 OACTE State Conference, EmpowerED: Inspiring Educators for a Stronger Profession with keynote speaker Malina Monaco, CAEP Senior Vice President of Accreditation. The conference presented vital information regarding compliance with state, SPA, and CAEP standards. Over the past year, faculty members have also engaged in various national and state conferences, including the Annual Reading Conference, 2024 Council for Exceptional Children Annual Convention, Oklahoma Indian Child Welfare Conference, Annual Conference of the National Association for the Education of Young Children, the National Social Science Association National Conference, the International Literacy Association Conference, and the Oklahoma Music Educator Association, among others. Each of these conferences equipped faculty members with innovative ideas, strategic tools, and resources for classroom application, as well as support for ongoing improvement initiatives.

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	32 hours
Amy Barnett	18 hours
Allen Boyd	24 hours
Becky Bruce	10 hours
Catherine DeV Vaughan	12 hours
Daniel Farris	41 hours
Jolie Hicks	10 hours
Dawn Keller	12 hours
Ed Klein	25 hours
Amy Martin	12 hours
Evette Meliza	10 hours
Vanessa Nix	14 hours
Andy North	15 hours
Dana Oliver	24 hours
Marla Pankratz	40 hours
Robert Pippin	36 hours
Glenda Ross	12 hours
Robyn Randol	55 hours
Kendra Smith	59.5 hours
Reggy Yount	22 hours

8. Graduate Students: Report on the number of graduate students admitted conditionally and the success rates. *No graduate students were admitted conditionally for 2023-2024.*

9. Reading Instruction: Report on the results of the assessment of teaching skills in reading instruction as administered to candidates in elementary, early childhood education, and special education programs.

Candidates in Elementary, Early Childhood, and Special Education must complete six reading courses: LITED 2113 Children's Literature, LITED 3213 Foundations of Language and Literacy Education I, LITED 3413 Advanced Decoding and Literacy Education II, LITED 3513 Writing in Literacy Education III, LITED 3313 Teaching English Learners, and LTED 4113 Practicum in Literacy Education IV. These courses have been recently updated and improved to incorporate a comprehensive integration of content and teaching methods, aligning with the latest advancements in the science of reading research. Additionally, all special education teacher candidates are required to successfully complete the Oklahoma Reading Test, a comprehensive assessment that evaluates their reading instruction skills as mandated by 70 OK Stat § 1210.508 (2024).

The Educator Preparation Program (EPP) achieved a 100% pass rate, with ten students assessed.

- 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 questions related to the Alternative Placement Program are directed to the Certification Officer, who provides explanations either in person or via phone. Following this, the Certification Officer contacts the applicant or sends a confirmation email that includes links to the Oklahoma Department of Education (OSDE) application for alternative placement, as well as the websites for OSDE-approved subject area exams (Certification Exams for Oklahoma Educators and Praxis). Additionally, these potential candidates are informed about the courses available at SWOSU that enable applicants to fulfill their 6 to 18 hours of professional education coursework. During the 2023-2024 school year, the EPP successfully had 15 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 established a strong and collaborative partnership with surrounding P-12 schools and districts, which is essential for fulfilling its vision and mission. The EPP's conceptual framework emphasizes collaboration and support from external partners. Service-learning initiatives and field experiences necessitate community engagement, networking, and practical application, all of which enhance the EPP and its P-12 collaborators. These field experiences and clinical practices allow candidates to implement the knowledge, skills, and dispositions acquired throughout their teacher education programs. This partnership between the EPP and P-12 schools guarantees that candidates benefit from the expertise and guidance of highly qualified professional educators. The Field Experience Coordinator is responsible for organizing all field placements and serving as a liaison with P-12 school districts. After each field experience, candidates are assessed on their professional dispositions by their cooperating teachers.

The Teacher Education Advisory Board plays a crucial role in program evaluation and quality assurance. It ensures that the teacher education programs cultivate candidates' knowledge, skills, and dispositions in alignment with the conceptual framework, as well as state and specialized professional association standards. Comprising of EPP faculty, program coordinators, and P-12 partners, the board convenes at least twice a year, once in the fall and once in the spring. The Department of Education Chair leads the Advisory Board, which includes EPP faculty and P-12 partners from local school districts. Meeting minutes document discussions on state and CAEP accreditation, licensure requirements, revisions to the disposition rubric, field experiences, recruitment strategies, and other pertinent data. Additionally, stakeholder inquiries, feedback, and suggestions on these matters are recorded in the minutes. Data is shared with stakeholders through the Canvas CAEP Data Exhibits and EPP's website.