

OKLAHOMA COMMISSION FOR TEACHER PREPARATION
2010 ANNUAL STATE ACCREDITATION REPORT

Oral Roberts University College of Education
7777 South Lewis Ave. - Tulsa, Oklahoma
Kim E. Boyd, Ed.D. - Dean

Reporting Year: 2009-2010

CONCEPTUAL FRAMEWORK

The Unit has begun a full review of its conceptual framework. The Unit reviewed the Institutional Standards, which are derived from the conceptual framework, against the new InTASC standards. Minor changes to the wording of the Institutional Standards were suggested. These changes will go before the full Education Faculty Assembly prior to final adoption. Faculty members have begun submitting updates to the literature that undergirds the conceptual framework. Finally, the Unit has begun assembling a task force consisting of current initial and advanced candidates, alumni, superintendents, classroom teachers, parents, building administrators, and other stakeholders. Their first task will be to review the conceptual framework and provide feedback on needed changes.

I. CANDIDATE PERFORMANCE

Standard 1: Candidate Knowledge, Skills and Dispositions

Foreign Language Requirement

Teacher candidates who seek admission to the Professional Education Program (PEP) at Oral Roberts University must complete language proficiency through level 102 by one of the following requirements:

- a. Pass the Language Proficiency Skills Test given periodically by the Modern Foreign Language Department. Currently, tests have been prepared in Spanish, French, and German. After passing this test, the Proficiency (PRF #001) will appear on the student's official transcript.
- b. Complete ORU's Language #102 course in any language and earn a grade of "C" or better. Or, Test Out of the #101 and/or #102 course(s) is acceptable.
- c. Transfer a Foreign Language course(s) to ORU, either Language 101 and/or 102.
- d. Complete Foreign Language course(s) through the Advanced Placement program.
- e. CLEP is acceptable for LAN 101 and/or 102.
- f. Pass the NOLA (Novice Oral Language Assessment) foreign language assessment process available in Spanish, French, German, and Russian. This test is not given at ORU but will be accepted if the student is transferring to the program in the College of Education

Graduate Students - include the number of graduate students admitted conditionally and their success rate.

During the 2009-2010 school year the Graduate School of Education received **79 applications**. Out of the **79 applicants**, **73** were **admitted**. Of the **73 admitted**, **6** were **admitted conditionally** while **4** were **admitted on probation**. **Three** applicants were **denied admission** – **2** were at the **MA** level and **1** was at the **Ed.D.** level. At this time, all newly admitted candidates have achieved “good standing” status.

Supply and Demand - describe the efforts made to address supply and demand issues.

Elementary, early childhood and special education teacher candidates are provided with an assigned faculty member to serve as their advisor based on the assessment system benchmarks. Secondary teacher candidates are assigned a faculty advisor based on their P-12 or secondary subject area concentration. Additionally, a full-time professional education faculty member also serves as an advisor for P-12 secondary candidates. The advisor serves to assist the candidate in taking course work designed to maximize their opportunity for certification and employment. Candidates are advised of the latest supply and demand information concerning teacher employment and state salary structure during the unit’s required *Education Seminars* held twice a year.

All available teaching position notifications are posted and information can be found in the unit’s main office. All undergrad elementary, special education, early childhood and English for Second Language Learners (ESL) teacher candidates must declare two areas for certification. When candidates graduate from the ORU program they qualify for two certifications making them eligible to meet the supply and demand needs in more than one certification area and often times in the shortage areas.

Elementary Education – Please describe any changes which have been made to strengthen the elementary education program. If no changes have occurred, indicate “no activity.”

A review of data from exit interviews revealed that candidates needed to observe how the beginning of the school year started. The Early Experience Program was implemented, adding an additional week to the student teaching internship. Senior level candidates in elementary, early childhood and special education programs participate in a year-long cohort program where they attend classes for six weeks and then complete an eight-week student teaching internship during both the fall and spring semesters. To accommodate the request for the Early Experience Program, candidates now begin the fall semester with their assigned Cooperating Teachers, enabling them to be a part of the begin of the year activities, and then begin their cohort classes.

Program Changes - list all individual certification program areas and their status. List any programs that have been added, dropped or placed on hiatus in the last year.

PROGRAM	STATUS
Art	Active
Com Arts	Active
Early Childhood Education	Active
Elementary Education	Active
English	Active*
Health & Physical Education	Active
Mathematics	Active
Modern languages	
French	Active
German	Active
Spanish	Active
Music	
Instrumental	Active
Vocal	Active
Science	Active
Social Studies	Active
Special Education	Active
Administration	
Building	Active
District	Active
Teaching English as a Second Language	Active

*On November 24, 2009, the unit requested that the Commission grant permission to remove the Oral Roberts University English Education program from hiatus status. On December 18, 2009 the unit received a letter from Linda Reid with the OCTP reinstating the English Education certification program.

Recommendations - number of candidates recommended for certification during the academic year.

Number of Teacher Candidates recommended during the 2009-2010 academic year came to a total of 32 individuals.

Standard 2: Assessment System and Unit Evaluation

Program Changes - list any program changes that have occurred in the unit as a result of data analysis

The unit has completed its seventh year having fully implemented the new assessment system using electronic portfolios at the initial program level and the fourth year at the advance level for full implementation and data evaluation.

Initial Program

The unit created an “Assessment Week” to allow faculty the time needed to assess artifacts and engage in the process of analyzing data to inform program improvement. Assessment week is the week before finals. All major projects that are artifacts for the electronic portfolios must be uploaded into the portfolios no later than the week prior to assessment week. A timeline has been created to avoid bogging down the system with everyone uploading and assessing artifacts at the same time. Classes are cancelled allowing candidates to study and prepare for finals while faculty members meet to analyze aggregated and disaggregated data.

Additional improvements continue to be made to the student teaching internship performance evaluation forms. Rubric scores have been readjusted to better reflect the descriptors for the levels of achievement. To gain full approval of the new scores, the undergraduate council will have to approve the changes and submit them to the full Education Faculty Assembly for final approval and implementation.

The Undergraduate Department of Education used the Educational Benchmarking, Inc. (EBI) Teacher Education Exit Assessment survey for the second year to provide reports on the areas of strengths and weaknesses within our program for teacher preparation. The EBI also allowed the College of Education to ask 10 of its own Teacher Candidate Program questions related to the College of Education Institutional Standards to enable the faculty to assess how the unit goals are being inculcated and applied by the teacher candidates. While data reports indicated a slight improvement of candidate satisfaction with the teacher education program, the margin of difference was not significant enough to draw any conclusions. However, information gained from the survey was deemed valuable enough to warrant continual use of the EBI.

The initial teacher education program continues the revision of the electronic portfolio requirements to better streamline the required artifacts and to align the intermediate level benchmark with program standards.

Advanced Program

The Graduate School of Education began using APAS 2007 the spring semester 2008. APAS 2007 is the third version of the Oral Roberts University School of Education Advanced Level assessment process. It represents a major redesign from its predecessors and is designed to clarify the required artifact submissions and to systematize the collection and the review of the assessment data. This is accomplished in part by tying specific artifacts to specific date defined courses. Additionally, the assessment process is also aligned to these specific dates.

The APAS 2007 artifacts reflect 38 distinctive rubric defined criterion. Many of the artifacts address multiple ELCC standards / elements and are assessed multiple times with ELCC element specific rubrics. Each criterion assessment is based on a 1-4 point scale. The scale is defined by an ELCC element specific rubric with the 4 delineation points being: 1 = Unacceptable, 2 = Acceptable, 3 = Competent, 4 = Exemplary.

As of November 29, 2010, 561 artifacts have been collected from candidates in the Advanced programs. This is a 65% increase in artifact submissions from November

2009. Ninety percent of the 561 submitted artifacts have been assessed by the Graduate School of Education faculty.

This data is reviewed five times a year. Beginning with the August 2008 review cycle, the Graduate School of Education has undergone eleven data reviews. These dated reviews are specific to the core course artifact due dates. These reviews inform the unit leadership of artifact collection progress. The data from each review is discussed as part of a regular Graduate Counsel meeting. This data informs the Graduate Counsel of needed areas for program improvement as well as often suggesting program improvement strategies. Additionally, each semester the Graduate Counsel meets to review and discuss in detail the assessment process, the assessment data and program improvement.

The most recent assessment meeting was held December 1, 2010. While the Graduate Council has ongoing discussions related to the assessment system, the graduate faculty participated in the Assessment Week activities for the first time this year. They were extremely engaged in the process and discussions resulted in a clearer understanding of expectations.

The following topics were discussed:

- Reviewing core course post assignments as they relate to ELCC aligned assessments
- A summary of the assessment review protocols and processes, past findings and recommendations
 - As a result, of the protocol and process challenge discussion, institutional policies related to APAS 2007 ePortfolio training were amended.
- A review and discussion of the updated (November 29, 2010) assessment data
- Beginning spring 2011, graduates candidates are required to have all artifacts uploaded into their ePortfolio and submitted to faculty to be accessed **prior** to receiving their final course grades.

The APAS 2007 artifact data is analyzed systematically and provides the unit with the data necessary for the unit to aggregate and disaggregate performance data to assess and inform program improvement.

Annual Public Forum – Describe how the unit informs stakeholders of changes and receives feedback.

While the unit did not hold a formal Annual Public Forum, we continue to inform and seek input from our stakeholders using multiple platforms. We hold a Cooperating Teachers' reception each semester. Gaining critical feedback, data analysis, and informing participants of unit and program changes and the conceptual framework, are key components of the meeting agenda.

Each year the unit hosts a luncheon for the Tulsa County Area Superintendents Association. The association includes superintendents from all 15 public school districts in Tulsa County, as well as representatives from Tulsa Technology Center, Tulsa Community College, and local university campuses. During the luncheon, the dean gives an update of unit activities, and solicits feedback from participants regarding how we can better serve them and prepare candidates to work in their schools.

Candidate Portfolios - include changes or revisions in written policies, technology, assessment rubrics, or development of philosophy. If no changes have occurred, indicate “no activity”.

The unit continues to work to improve its assessment system. An evaluation of the assessment system has resulted in major adjustments to the number of artifacts submitted to the electronic portfolio to better reflect the institutional standards. Analysis of aggregated and disaggregated data is systematic and ongoing to inform unit and program improvements.

II. UNIT CAPACITY

Standard 3: Field Experience and Clinical Practice

Cooperative Efforts - discuss the PK-12 cooperative efforts that have occurred in the past year.

Initial Program

The unit continues to meet with cooperating teachers each semester to gain input concerning program changes. Data from the Educational Benchmark Incorporated (EBI) survey and from the unit assessment system were presented to PK-12 educators and suggestions were recorded.

The unit continues to develop partnerships with P-12 schools to ensure our candidates have ongoing and intense field experiences and clinical internships that prepare them to meet the needs of all student learners. A recent partnership agreement was established with a local school whose primary focus is to provide highly specialized education and therapeutic services to children with special needs. All early-childhood, elementary, and special education majors now complete at least one field experience in this location.

Advanced Program

The Graduate School of Education - Advanced Candidate is afforded, through formal internships and field experiences, many opportunities to interact with diverse learners. The internship and field experience placements are made with this in mind. The candidate is then required to reflect upon these experiences. These reflection activity guidelines are described in the *Internship Handbook* under ELCC Standard 2 and 4 Required Activities. These Required Activities are evaluated as part of the Candidate's grade. The internship and field experience activities are then recorded and assessed as part of the Advanced Portfolio Assessment Sheet (A.P.A.S.). The School of Education aggregates and disaggregates the internship data to evaluate, among other things, the effectiveness of the internship placements as they pertain to providing the candidates with opportunities to interact with diverse learners. (Please see Standard 2 for additional information)

Standard 4: Diversity

Tracking - *Describe the method used to track field experiences/internships to ensure that candidates have the opportunity to interact with diverse learners.*

Initial Program

Based on data from candidate completion of a contextual information form for each field experience/internship, candidates are in six to eight different types of classroom settings. Candidates work with PK-12 students from diverse backgrounds including ethnic, language, religion, socioeconomic, gender, geographical, and exceptionalities, as well as multiple grade levels. Candidates continue to document all field experiences and internships in their electronic portfolios. Faculty advisors are responsible for reviewing the information prior to making additional practicum/internship placement assignments to ensure candidates have diverse experiences. Additionally, candidates will begin recording all placements on the Student Teacher Placement Application to ensure internships placements represent another diverse placement.

Advanced Program

The ORU Advanced Candidate is afforded, through formal internships and field experiences, many opportunities to interact with diverse learners. The internships and field experience placements are made with this in mind. The candidate is then required to reflect upon these experiences. These reflection activity guidelines are described in the *Internship Handbook* under ELCC Standard 2 and 4 “Required Activities.” These Required Activities are evaluated as part of the Candidate’s grade. The internships and field experience activities are then recorded and assessed as part of the Advanced Portfolio Assessment Sheet (A.P.A.S.). The School of Education aggregates the Internship data to evaluate, among other things, the effectiveness of the Internship placements as they pertain to providing the candidates with opportunities to interact with diverse learners.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty Professional Development - *include summary of the professional development activities offered to faculty noting specifically activities focused on effective teaching styles.*

Unit Faculty

- The unit hosts two professional development days at the beginning of the Fall semester and 1 – 2 days at the end of each semester during Assessment Week.
- All faculty members are to attend their SPA’s national conference at least once within a 3-year cycle.
- Each year some of the unit’s faculty members attend the National AACTE Annual conference and training sessions with NCATE.
- Faculty members participate in state and regional conferences including – OACTE, OATE, Encyclo-Media, OCIC and numerous others.

The unit continues to clarify and define the scholarly activities at both the initial and advanced levels. The faculty scholarly activities are documented and this documentation allows the unit leadership to better assess the nature of the scholarly

activities and then direct accordingly. Faculty promotion and tenure has been very strongly linked with scholarly activities, with the goal of strengthening the research and publication activities in addition to the existing infield service activities.

Faculty at both the graduate and undergraduate levels continue to participate in multiple scholarly activities.

- The undergraduate faculty presented or conducted **11** workshops during the year and attended over **23** conferences or workshops, and had **three** publications. **Three** undergraduate faculty continue to work on advanced degrees with one successfully completing the doctorate comprehensive exams and one in the final reviewing stage of the dissertation.
- The graduate faculty 2009-2010 Scholarly Activities Report indicates that faculty completed **89** scholarly and K-12 / Community service activities, including **9** publications, **12** higher education presentations, **15** grant related activities, **23** other scholarly activities and **30** K-12 / Community service activities (This list does include activities conducted during summer 2009.
- Graduate Education faculty members conducted **34** workshops for Christian Schools and/or Christian School conferences, including **three** International conferences: Ghanaian Christian School Leadership Conference, (Accra, Ghana), West African Christian School Conference (Benin City, Nigeria), ORUEF Conference, (Bogota, Colombia)

Arts and Science Faculty – *How have arts and science faculty been included in the education of pre-service teachers? Please describe any significant collaboration which has occurred between the arts and science faculty and education faculty.*

The P-12 secondary representatives are faculty members whose primary duties are in their disciplines as part of the College of Arts and Cultural Studies and the College of Science and Engineering. They also work with the Undergraduate Department of Education and teacher candidates for the purpose of instruction in their content courses, candidate advisement, serving as candidate intern consultants and residency committee members, and are responsible for writing the program review in their content area.

The unit includes those faculty members considered as P-12 secondary professional education representatives as official members of the College of Education's Undergraduate Council. The Undergraduate Council serves to recommend, review, and ensure implementation of all policies and procedures, and curricular changes related to the undergraduate education department. The Chair of the College of Education's Undergraduate Education Department serves as the Chair of the Undergraduate Council. Council responsibilities include:

- overseeing the work of the following committees as it relates to undergraduate programs:
 - Curriculum and Academic Standards Committee
 - Admissions and Retention Committee
 - Distance and Online Learning Committee
 - Student Teaching Admissions and Placement Committee
- to review and execute the appeals and grievance policies and procedures.
- to discuss student concerns.
- make recommendations for approval to the College of Education Faculty

Assembly.

Additionally, the Undergraduate and Graduate Chairs of the College of Education also sit on the College of Arts and Cultural Studies and the College of Science and Engineering. Chairs Council and attend the Chairpersons Council meetings to represent the College of Education and to keep the Council members informed of the College of Education's activities and explain how these activities relate to the University and their unit in particular. The Dean also has, at times, requested to be on the Council's agenda to inform the group of the College of Education's concerns or issues related to their units.

Public School Direct Contact - *include the number of hours each faculty member spent in meaningful contact with PK-12 students.*

Unit faculty members have all documented public school contact hours in their professional development portfolios, ranging from 12 hours to over 20 hours.

Outside Funding - *list all grants awarded to unit or individual faculty during the academic year.*

The Temple Foundation Scholarship Program for Future Oklahoma Teachers for the seventh year awarded the College of Education a \$50,000 grant to keep teachers in the state and work with at-risk schools. Additionally, a \$7,000 grant was awarded for the IMPACT Program. The purpose of the program is to provide teacher recruitment activities to middle and high school students through structured activities, school partnerships and other innovative methods.

Standard 6: Unit Governance and Resources

Technology Resources - *include amount spent during reporting year and how these resources were used to support instructional technology.*

During the 2009-2010 school year, the College of Education Technology Center spent \$35,000 for purchasing computers, Smart Boards, updating software and hardware for instructional purposes.

Residency Committees - *include number of residency committees and number of faculty participating.*

During the 2009-2010 academic year The College of Education and extended faculty served on **172** First-Year Teacher Residency Committees in schools throughout the Tulsa metropolitan area.

III. OKLAHOMA STATE REQUIREMENTS

Areas for Improvement – *If you were assessed an Area for Improvement (AFI) on your last Board of Examiners visit on any of the following State Requirements; please indicate what progress has been made toward correcting the AFI.*

No Areas for Improvement (AFI) were cited for the Oklahoma State Requirements for Oral Roberts University College of Education during its last Board of Examiners visit.