

OKLAHOMA COMMISSION FOR TEACHER PREPARATION
2011 ANNUAL STATE ACCREDITATION REPORT

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

Reporting Year: 2010-2011

CONCEPTUAL FRAMEWORK

The Unit has continued the process of a full review of its conceptual framework. The unit held an advisors' luncheon during the 2011 ORU Homecoming to give alumni an opportunity to provide feedback on the unit's conceptual framework as it relates to the ORU vision and its alignment to the state and national standards. Alumni were asked to review the conceptual framework in light of current practices in the field. Minor changes to the wording of the CF were suggested. These changes have gone before the full Education Faculty Assembly and were approved for adoption.

The Unit has begun the process of transitioning to the new InTASC standards in order to prepare for the fall 2014 site visit. A matrix was created to align the new IS with the previous IS, and faculty have begun the transition of aligning course syllabi, assignments, and assessments to the new IS.

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 2010-2011 school year the Graduate School of Education received **65 applications**. Out of the **65 applicants**, **65** were **admitted**. Of the **65 admitted**, **21** were **admitted conditionally** (most candidates are now admitted conditionally until they have clear the background check) while **2** were **admitted on probation**. **No** applicants were **denied admission**. 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.

Finally, teacher candidates are given information about the Teacher Shortage Employment Incentive Program (TSEIP) several times through their tenure at ORU, and given the opportunity to sign up for the program.

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

No activity.

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

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

Number of Teacher Candidates recommended during the 2010-2011 academic year came to a total of **25** 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 eighth 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 revised the entire assessment system in order to align it with the new InTasc Standards and to eliminate unnecessary assessments. Additionally, a new section (Intermediate Level – Part II) was created to better reflect assessments needed at the program level. Unit faculty worked together to revise the Teacher Work Sample (TWS) to reflect current language and research.

The Undergraduate Department of Education continues to use the Educational Benchmarking, Inc. (EBI) Teacher Education Exit Assessment survey for the third 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, ORU candidates consistently score their satisfaction with the ORU preparation program higher than candidates from all other participating schools.

Advanced Program

The Graduate School of Education continues to employ a multi-layered, ongoing assessment system that is aligned with the unit institutional and ELCC standards. Primary sources of data collection includes tracking and analyzing three rounds of master and doctoral level comprehensive exams annually, and use of electronic portfolios, or the Advanced Program Assessment System (APAS).

Since the implementation of the assessment system in spring 2002, the graduate department has continuously collected, analyzed, and utilized assessment data using a four point scale with 1 = Unacceptable, 2 = Acceptable, 3 = Competent, 4 = Exemplary. As of May 13, 2011, 605 artifacts had been collected from candidates, of which 88 percent have been assessed by the graduate faculty.

The data generated from the assessments are reviewed multiple times a year, with the most recent assessment meeting being held April 19-20, 2011. Topics included:

- Reviewing core course post assignments as they relate to ELCC aligned assessments
- Reviewing protocols and processes, past findings and recommendations
- Revision of the unit's institutional standards based on the new InTASC standards
- Establishing the preliminary steps for the redesign of the APAS 2011-12, which will include fewer artifacts, alignment with the revised unit IS and ELCC standards, and a transition year to move from APAS 2007 to APAS 2011-12.

<p><u>Candidate Portfolios</u> - <i>include changes or revisions in written policies, technology, assessment rubrics, or development of philosophy. If no changes have occurred, indicate "no activity".</i></p>

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 and new

InTasc Standards. Analysis of aggregated and disaggregated data is systematic and ongoing to inform unit and program improvements.

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 Teacher Work Sample and the unit assessment system were presented to PK-12 educators and suggestions were recorded.

Unit faculty members worked together to formulate a description of Highly Effective Educators who are willing to work with ORU candidates. This information was presented to the Tulsa Area School Administrators' organization to gain feedback and to solicit their assistance in making sure our candidates are placed with educators who meet the criterion for practicum and student teaching internships. Administrators in attendance gave verbal approval of the document, sharing that they see the importance of such a placement, and made a commitment to partner with ORU to ensure that our teacher candidates will be their best teachers.

Advanced Program

The Graduate School of Education faculty members provide services for P-12 schools. In addition to other scholarly activities, they conducted **54** workshops for Christian Schools and or Christian School conferences, including **5** International conferences: Ghanaian Christian School Leadership Conference, (Accra, Ghana), West African Christian School Conference (Benin City, Nigeria), Northern European Christian School Leaders Conference (Uppsala Sweden) and, the ORUEF Conference in Honduras.

Faculty Professional Development - *Summarize 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.
- All full-time faculty members are observed by the dean, graduate chair, and undergraduate chair within a three-year rotation cycle. Additionally, faculty are required to select a peer outside of their department to observe them.

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 **10** workshops during the year and attended over **25** conferences or workshops, and had **four** publications. **Three** undergraduate faculty continue to work on advanced degrees with two in the final reviewing stage of the dissertation.
- The graduate faculty 2010-2011 Scholarly Activities Report indicates that faculty completed **129** scholarly and K-12 / Community service activities, including **12** publications, **15** higher education presentations, **3** grant related activities, **15** other scholarly activities and **84** K-12 / Community service activities (This list does include activities conducted during summer 2010).

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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 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.

Finally, the College of Education includes monies in its budget to support professional development activities for secondary representatives, and has recommended secondary representatives to participate in the state BOE training.

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.

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

During the 2010-2011 school year, the College of Education Technology Center spent approximately \$15,000 for purchasing computers, and updating software and hardware for instructional purposes.

Alternative Placement Program – *state the procedures in place for advising alternative placement candidates.*

The unit offers an Alternative Placement Program at the graduate level. A suggested degree plan is on file, an advisor supervises the program, and candidates are assisted with information via the OSDE's website.

Annual Public Forum – *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 unit informs the public regarding the teacher education program and solicits and receives input utilizing the following strategies:

- We hold a Cooperating Teachers' orientation each semester to gain critical feedback, conduct data analysis, and to inform participants of unit and program changes. Additionally, an explanation of the unit's conceptual framework is a key component 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.
- The unit held an advisors' luncheon during the 2011 ORU Homecoming to give alumni an opportunity to provide feedback on the unit's conceptual framework as it

relates to the ORU vision and its alignment to the state and national standards. Alumni were asked to review the conceptual framework in light of current practices in the field. Minor changes to the wording of the CF were suggested. These changes have gone before the full Education Faculty Assembly and were approved for adoption.

II. 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.