

OKLAHOMA COMMISSION FOR TEACHER PREPARATION
2012 ANNUAL STATE ACCREDITATION REPORT

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

Reporting Year: 2011-2012

CONCEPTUAL FRAMEWORK

The Unit has continued the process of a full review of its conceptual framework. The unit appointed a committee of COE faculty members to review the conceptual framework. Minutes from the previous year's meeting with alumni and current students who participated in the advisors' luncheon during the 2011 ORU Homecoming were given to the committee to include in the review. The committee also solicited updated researchers from all unit faculty members to anchor the conceptual framework. These changes have gone before the full Education Faculty Assembly and were approved for adoption.

The Unit has completed the process of transitioning to the new InTASC standards in preparation of its fall 2014 site visit. A matrix was created to align the new IS with the previous IS, and faculty have completed 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

100 percent of the teacher candidates meet the foreign language requirement prior to admission to the Professional Education Program.

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

During the 2011-2012 school year the Graduate School of Education received **65 applications**. Out of the **105 applicants**, **101** were **admitted**. Of the **101 admitted**, **101** were **admitted conditionally** (most candidates are now admitted conditionally until they have clear the background check) while **3** were **admitted on probation**. **4** 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.*

The unit provides several scholarships, including the John and Radine Frisbie Scholarship and the Helen Tyson Ware for candidates majoring in special education, and the Temple Foundation Scholarship which is given to first and second year teachers who teach in Title 1 and urban schools. The secondary representatives for Math and Science co-wrote and submitted a grant application to recruit math and science teachers.

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.”*

A new writing course has been designed to be added to the curriculum beginning fall 2013 to strengthen the teaching writing strategies of our candidates.

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.

The unit replaced the ELL overview course with a more practical and beneficial ELL Methods and Materials course for ELE, ECE, and SED majors.

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 2011-2012 academic year came to a total of **30** 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 ninth year having fully implemented the new assessment system using electronic portfolios at the initial program level and the fifth 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.

During the unit's assessment week, faculty worked on reliability and validity activities for the newly revised Teacher Work Sample.

Advanced Program

The Graduate School of Education employs a multi layered, systematic ongoing assessment plan. These assessments are aligned with the unit institutional standards as well as the ELCC standards. The overall assessment plan includes assessment activities such as, class / Professor evaluations conducted at the end of each class, data collection tracking and analysis for each of the three rounds of comprehensive exams held for both the Master and the Ed.D. programs, candidate proficiency on State Principal and Superintendent testing and other pertinent data. The types, nature and collection frequency of the data along with its standard alignment and analysis responsibilities is described in the Unit Assessment Catalog.

One of the components of the multi layered, systematic ongoing assessment plan is the Advanced Program Assessment System (APAS). The APAS assessment tool is a web based student (candidate) portfolio that collects many, but not all of the critical assessment data produced by the program candidates. APAS 2011 directs which course related, standards based assessment activities are to be collected. Student work artifacts are uploaded as prescribed. These artifacts are analyzed in the aggregate and disaggregated for deeper analysis.

In spring 2002, the unit developed the APAS for the purpose of systematically collecting the majority of candidate performance data. The APAS was designed in rubric format to be used with the unit's ePortfolio program in conjunction with the Chalk and Wire software vendor. Since 2002 APAS has undergone three major upgrades, APAS 2004, APAS 2007 and APAS 2011. The Graduate School of Education began using APAS 2011 the fall semester 2011.

APAS is structured around four professional developmental benchmark levels; Entry, Intermediate, Capstone and Professional. Both the MA and the Ed.D programs have the same general benchmarks, but the required artifacts for the benchmarks differ by program. Additionally, within each program the Intermediate level artifact requirements will differ by degree plan as the different degree plans address different collections of standards; i.e. teaching and leadership.

The APAS 2011 data reflect 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.

This APAS data is reviewed twice a year. These reviews inform the unit leadership of artifact quality, program related issues, and identify program strengths and weaknesses. The data from

each review is discussed as part of a Graduate Counsel meeting. This data informs the Graduate Counsel of needed areas for program improvement as well as often suggesting program improvement strategies.

Non-APAS related assessment data is reviewed regularly by the College of Education leadership and the Graduate Council. The review of these assessments is subject to the nature of the assessment activity. Each are reviewed and analyzed at least once a year and many are reviewed and analyzed multiple times a year. The review process timeline is depicted as “Date / Frequency” in the Graduate School of education Assessment Catalog.

The APAS 2011 data along with the non-APAS related assessment data is analyzed systematically and continues to provide the information necessary for the unit to aggregate and disaggregate performance data which informs ongoing program improvement.

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. The unit has fully implemented the newly revised assessment system and was able to pull data for the 13 program reports submitted for review. The unit is piloting the an electronic student teaching evaluation system with the goal of working out the bugs and fully implementing the new systems for all teacher candidates fall 2013. The electronic form will allow the unit to aggregate and disaggregate data by criterion and by major.

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

- **College of Education Hosts Education Conference:** Approximately 130 individuals including ORU alumni, current senior level teacher candidates, ORU faculty, Teacher Candidate Leadership Association officers, faculty from other universities, and guests attended the day-long College of Education Homecoming 2012 Education Conference. The theme: *Impacting Education: It's Where You Belong*, adopted from the homecoming theme, featured eight speakers presenting 16 workshops and a six-member panel discussion. The speakers and panelists represented K-12 public and Christian school teachers, principals and superintendents, along with Higher Education leadership. Through a generous donation from Praise Ministries, Inc., (Mary Martha Black Foundation) the College of Education was able to cover the cost of registration and lunch for all conference attendees. Additionally, funding covered the cost for 20 ORU alumni classroom teachers' substitute teacher pay. Finally, those registered were also entered into a drawing to win an iPad2. Of those responding to the conference evaluation survey, 100 percent rated the overall event as satisfied or very satisfied with the conference.
- **Candidates and Faculty Go to Haiti:** Students from the College of Nursing and candidates from the College of Education, along with two faculty members, **Dr. Jean Mosley** (education) and **Debi Lammert** (nursing) headed to Port-au Prince, Haiti for spring break to participate in a joint missions outreach ministry. The team partnered with Fishers of Men Ministries (FOMM) to work with H.I.S. Home for Children's orphanage. Nursing majors conducted general physicals for the children, and education majors conducted developmental assessments. Additionally, the faculty and students conducted professional

development activities for the staff members, teaching them how to implement strategies that would assist the children in their physical and cognitive development. Before leaving, other faculty members and students hosted a shower to collect items needed such as baby formula, diapers, and wordless picture books. One local church took up a special offering to donate monies for additional items needed.

- **College of Education Community Service Project:** The Teacher Candidate Leadership Association and sponsors organized a community service project for Choteau Elementary School and Mark Twain Elementary School. **Fifty-six** college education majors and **10** faculty members gave their time and energy to make the schools a special place for students to be proud of and to attend by painting murals, general cleaning, painting park benches, and planting a tree in honor of a student who passed earlier in the school year.
- **Faculty Participate in Oklahoma Commission for Teacher Preparation (OCTP) Training:** David Farnsworth, modern language education secondary representative, participated in the Oklahoma Commission for Teacher Preparation Board of Examiners training. He is now eligible to serve on state accrediting teams for other colleges, schools, and departments of education. In addition, Dr. Jean Mosley served as a reviewer on a program review committee for the National Association for the Education of Young Children (NAEYC).

The College of Education has defined Service as P-12 conference and workshop presentations, serving on P-12 committees, and volunteering in P-12 schools. Also under this category is unit and university level presentations, and committees, and community presentations and serving on community related boards and committees.

- The undergraduate faculty members conducted **six** presentations for P-12 schools, serve on **two** P-12 school committees or boards, and have volunteered at least **71** clock hours in P-12 schools. Additionally, they presented **eight** unit level workshops, and **all** full-time faculty serve on various committees for the COE. **Three** undergraduate faculty members provided workshops for the university, and others served on **five** university level committees. Finally, **three** faculty members sponsored **seven** clubs or organizations.
- Graduate Education faculty members conducted **68** workshops for P-12 schools or conferences, including **5** International conferences in Ghana, Zimbabwe, India, Canada, and El Salvador.

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 College of Education has defined Scholarship as article and book publications, attending and presenting at local, regional, or national higher education conferences and workshops, research projects, and chairing or serving as a team member for accreditation site visits and subject area program review audits.

- The undergraduate faculty presented or conducted **eight** workshops during the year and attended over **21** conferences or workshops (**two** of which were juried), and had **seven** publications (**four** of which were juried),. **Two** faculty members are in the process of completing books. Additionally, **three** faculty members are involved in **five** ongoing research projects. We are proud to announce that **two** undergraduate faculty members completed their doctoral programs this year. **One** faculty member continues to work on his advanced degree, moving toward the final coursework and beginning the dissertation phase of his program. Currently **six** full-time professional education faculty members and **eight** secondary representatives are involved in writing program reports for the programs offered that lead to certification.
- The graduate faculty 2011-2012 Scholarly Activities Report indicates that faculty completed **47** scholarly activities, including **10** publications, **13** higher education presentations, **4** grant related activities, and **20** other scholarly activities. **Three** faculty members are involved in writing program reports for advanced programs offered that lead to certification. Faculty members chaired **three** International Christian Accrediting Association (ICAA) accreditation visits for P-12 Christian schools.

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 2011-2012 school year, the College of Education Technology Center spent approximately \$100,000 for purchasing computers, Smartboards, clicker system, Elmo cameras, recording devices, assistive technology, and updating and purchasing 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.

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.