Please submit Part C of the AACTE/NCATE Annual Report with this document. (Due April 19, 2013)

- **Foreign Language Requirement**: The foreign language requirement can be satisfied by SGU candidates in any of three ways: 2 years of same foreign language in high school with a grade of “B” or better; one semester of foreign language college with a grade of “C” or better; pass CLEP in foreign language. St. Gregory’s currently has faculty who teach Spanish, French, and Japanese. St. Gregory’s and Oklahoma Baptist University have a reciprocal course exchange agreement and OBU offers sign language.

- **Graduate Students**: We currently do not have any graduate education programs.

- **Supply and Demand**: The Department of Teacher Education works closely with admissions to recruit education majors, especially in the fields of math and science. Admissions counselors are educated regarding shortage areas and incentive programs offered in the field of education and Preview Days are held on campus regularly at which time education faculty speak to attendees. In addition, SGU is the only university in Oklahoma to offer a Middle Level Math Education Degree. This program was added, specifically, to attract possible Math Education Majors who do not have the proficiency in math to complete a Secondary Math Education program. An Early Childhood Education program was also approved in 2012-13 and was implemented in fall 2013 in response to shortages in Early Childhood. The Early Childhood program has now been expanded to our College for Continuing Studies (CCS) and is offered in an accelerated format. This was done to attract prospective who are currently working in the early childhood field but do not have a bachelor’s degree.

- **Elementary Education**: Beginning in the 2012-2013 year, elementary candidates are required to take Child and Adolescent Development (PY 4003) in place of Developmental Psychology (PY3113). The new requirement more closely examines the developmental characteristics and behaviors of children and adolescents, including physiological, perceptual-motor, neurological, language, social, emotional, and cognitive development. This change was made, as a result of data analysis from the Student Teacher Monitoring Report and the OPTE, to better prepare candidates to understand how students learn and develop and, as a result, be able to articulate and apply this knowledge in the classroom.
• **Program Changes:**
  1. All student teachers are required, as of fall 2012, to keep a daily electronic journal of what they see and do, including specific behavioral and/or academic accomplishments or concerns. This journal will be emailed to the university supervisor each Friday by 6:00pm and the supervisor will respond to and return the journal by Sunday at 6:00pm. The journal will be included in the Education Portfolio and count as 25% of the grade in Student Teaching Seminar (ED 4322). This change was made to address concerns of candidates’ ability to demonstrate reflective practice and use it to adapt instruction on Assessment #5 - Candidate Effect on Student Learning.

  2. Because the university faculty voted to eliminate Fundamentals of Leadership (SS 3213) from the Common Core requirements, exploring the teacher’s role as an educational leader and developing a Leadership Project will be included in Middle Level Education (ED 3002). This was implemented in spring 2013.

  3. It was determined by the Teacher Education Council that the dispositions of candidates were not being evaluated systematically throughout the program. Therefore, an evaluation instrument was developed collaboratively by the TEC, faculty and students taking education coursework for this purpose. It was implemented in fall 2012. The students use the Disposition Evaluation as a self-evaluation in Foundations of Teaching. It is completed by recommending faculty as part of the admission requirements to Teacher Education and again by methods coursework faculty before student teaching.

• **Candidate Portfolios:** “no activity.”

• **Cooperative Efforts:**

  1. The unit continues to encourage membership from local P-12 schools in the Teacher Education Council (TEC). Currently Rebecca Barry, Counselor, Shawnee Public Schools; Donna Benson, Director of Crossroads Head Start, Shawnee; Dr. Cris Carter, Superintendent of Archdiocese of Oklahoma City; Julie Dawson, Assistant Superintendent and Director of Special Services, Tecumseh Public Schools; Lori Farris, Teacher, Grove Schools; Tammy Giaudrone, Principal of Krouch Early Childhood Center, Tecumseh Public Schools; Robert Kinsey, Principal, Tecumseh Middle School; Cindy Anderson, Principal, Carl Albert Middle School, Mid-Del Schools; Rondall Jones, Principal, Schwartz Elementary, Mid-Del Schools; and Starrla Sims, Education Director of Crossroads Head Start in Shawnee are community members of the TEC.

  2. Dr. Gayle Fischer, Director of Teacher Education continues to serve on the Head start Policy Board for Cleveland, Comanche, Seminole and Pottawatomie Counties; the Oklahoma Commission for the Catholic School Accreditation; and the Oklahoma State Department of Education Teacher Competency Review Panel.

  3. The unit began working with local home schooled children during 2013-2014. During ED 3113 Early Childhood Reading Assessment and Instruction and ED 3233 Elementary/Intermediate
Reading Assessment and Instruction, teacher candidates worked individually with students to assess, diagnose and remediate reading difficulties. The unit faculty plan to expand this project in the fall 2014 to provide an ongoing tutorial program for students who are home schooled on campus.

4. In the fall 2013 the unit sponsored its first Robotics Workshop, with a grant from the Oklahoma Regents for Higher Education. There were 50 participants in the Robotics WS, from 4-8th grade, representing the districts of Shawnee, Tecumseh, Dale, Grove and Sts Peter and Paul Catholic School in Kingfisher, OK. The participants were grouped in 13 teams of 4-5 each and represented differing age groups and schools. There were a total of teacher candidate mentors. Each team had at least one mentor and other mentors floated among teams. Teachers from Cross Timbers Elementary and Dale MS also attended the workshop in order to be able to provide similar trainings in their respective districts. The workshop trainers were Lori Farris from Grove School District and Roger Farris and Preston Warden from Gordon Cooper Technology. Laura Farris and Melissa Michie, Oklahoma State Regents of Higher Education, also helped with judging and table set up. Approximately 75 parents, teachers, and school administrators attended the competition on November 16.

- **Faculty Professional Development:**
  1. Dr. Gayle Fischer, Director of Teacher Education and Jean Hill, reading faculty, attended *Destination Common Core* on August 30, 2013 and October 16, 2013 at Krouch Early Childhood Center, Tecumseh Public Schools. Early Childhood candidates from the unit also attended these workshops, which focused on Early Childhood reading and math instruction. Kim Adsit, award winning kindergarten teacher and author, was the workshop presenter.
  2. Dr. Gayle Fischer and Dr. Deborah Williamson attended a conference at Rose State College on October 8, 2013 on implementing the Common Core.
  3. Dr. Fischer, Dr. Deborah Williamson, and Dr. Valerie Plaus attended OACTE Fall Conference and Program Review Training in November 2013.
  4. Jean Hill, reading faculty, attended the Oklahoma Reading Conference, September 2013.

- **Arts & Sciences Faculty:**
  Arts & Sciences faculty at SGU collaborate in many ways with education faculty and teacher candidates. Judges for the Robotics Workshop in November 2013 were Dr. James Meyer, Physics Professor; Dr. Sean Connolly, Theology Professor; and Dr. Angela James, Business Arts & Sciences faculty. Dr. Eric Gray, English faculty, and Fr. Joachim Speaxarth participated in judging a speech contest with education faculty and candidates at St. Eugene’s Catholic School in February 2014. Fr. Charles Buckley, math faculty, serves on the Teacher Education Council, attends Program Review Training and writes the Math Program Reviews. Dr. Valerie Plaus, science faculty, attends Program Review Training and helps write the Science Program Reviews. Dr. Deborah Williamson, Director of Assessment and Accreditation for the university, attends Program Review training and assists in writing the English Program Review. All CAS faculty meet regularly with the Director of Teacher Education to ensure that the subject area coursework
they teach addresses education objectives and standards. All Arts and Science faculty who
teacher required education coursework are evaluated annually by the Director of Teacher
Education.

The unit has a very collaborative relationship with the Department of Performing Arts. Faculty
from the Department of Performing Arts help in teaching the Methods of Integrating Fine Arts in
EC-Elem Education course. Unit faculty and candidates help with student matinee performances
presented at SGU and even take part in some of the productions.

- **Public School Direct Contact:** Both unit faculty, CAS faculty and unit affiliate faculty participate
  with P-12 schools in addition to supervision of student teachers.

  1. Dr. Gayle Fischer: Judge for Science Fair (St. Philip Neri) in December 2013 and Speech
     Contest (St Eugene’s) in February 2014; monitored state testing at Tecumseh Middle School-
     spring 2014= 12 hours
  2. Dr. Gayle Fischer: Mentor first year teacher- St. Eugene’s Catholic School- 4 hours
  3. Jean Hill- Affiliate Faculty- Reading Instructor: Judge Speech Contest St Eugene’s- 8 hours

- **Technology Resources:** none

- **Alternative Placement Program:** Prospective Alternative Certification applicants are provided
  information regarding Alternative Certification Guidelines and Procedures, which is located on our
  website in the Teacher Education Handbook. Alternative Certification Guidelines and Procedures
  are also covered in ED 3012 Foundations of Teaching. St. Gregory’s students pursuing alternative
certification are permitted to take any education coursework offered at SGU, including methods
  coursework. Alternative students’ grades in education coursework are not included in program
  reviews and are not reflected in the unit’s OGET, OSAT, or OPTE scores.

- **Input from Stakeholders:** Information regarding the SGU Teacher Education Program is available
  on the SGU website [http://www.stgregorys.edu/academics/academic-departments/department-
  education](http://www.stgregorys.edu/academics/academic-departments/department-education)
  Contact information for the Director of Teacher Education and the Teacher Education Handbook
  are included on the website.
  Invitations to the Teacher Education Council are sent to administrators in all surrounding school
districts: Asher, Bethel, Dale, McLoud, Meeker, Shawnee and Tecumseh, along with minutes from
the previous meeting.

Post graduate surveys are sent to all first year teachers and their administrators with self address,
stamped envelopes to encourage input on program effectiveness.

Events sponsored by the Teacher Education Department, such as the Robotics Workshop, are
submitted to the local paper
Candidates Scores on Certification Tests:

<table>
<thead>
<tr>
<th>Year</th>
<th>OSAT (% Pass)</th>
<th>OPTE (% Pass)</th>
<th>MEAN (% Pass)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>83%</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>2012-13</td>
<td>81%</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>2013-14</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

SECTION VI-ATTACHMENT #1

Summarize activities, assessments and outcomes toward correcting AFI(s) cited in the last Accreditation Action Report, if applicable.

AFIs related to Standard 1 cited as a result of the last Oklahoma review:

1. **Data was insufficient to clearly ascertain the impact of candidate field and student teaching experiences on student learning.**

   The Student Learning Impact Project (SLIP) is a requirement for all education majors during student teaching. This project, instituted in the Fall 2008, and revised in 2010, is specifically designed to direct teacher candidates to:
   - be reflective practitioners,
   - thoughtfully and systematically consider the impact their instruction has upon P-12 student(s), and
   - use assessment, formal and informal, formative and summative, to drive instruction.

   The evaluation and rubric from this project are used to demonstrate the candidates’ impact on student learning. Candidates present their research to students and faculty from throughout the university at the end of their student teaching semester and answer questions regarding project findings.

   All Elementary and Early Childhood candidates spend one full week assisting and teaching lessons in a P-12 school during their methods coursework. Secondary candidates spend a minimum of 15 hours in P-12 schools and teach at least two lessons during their methods coursework. Cooperating teachers complete evaluations for all candidates during their methods coursework field experiences.

AFIs related to Standard 2 cited as a result of the last Oklahoma review:

AFI and level(s)

2. **The EPP Assessment System is not clearly aligned with the elements of the Conceptual Framework.**

   The EPP has aligned the elements of the EPP’s Conceptual Framework with the Assessment System in the following table. Data from assessments included in the table are collected and analyzed to determine candidate performance and the need for program changes.
### Elements of Conceptual Framework | Assessment
--- | ---
Knowledge of Self | Portfolio-Philosophy of Education, Personal and Professional Goals, Disposition Self Evaluation
Knowledge of Learners | Portfolio-Competencies 2,3,4,9 (Field Experience summaries, case studies, course assignments), Student Learning Impact Project
Knowledge of Subject Matter | OSAT/OGET
Knowledge of Pedagogy | OPTE, Field Experience Evaluations, Scores from Lesson Planning, Student Teacher Monitoring Report
Field Experiences | Field Experience Evaluations, Portfolio-Field Experience Summaries
Student Teaching | Student Teacher Monitoring Report
Reflection | Reflections during Coursework, Portfolio-Reflective Summaries of artifacts and field experiences, Reflections during Student Teaching, Student Learning Impact Project

Beginning in 2011-12, student teachers in all programs are required to keep a daily electronic journal of what they see and do, including specific behavioral and/or academic accomplishments or concerns. This journal will be emailed to the university supervisor each Friday by 6:00pm and the supervisor will respond to and return the journal by Sunday at 6:00pm. The journal will be included in the Education Portfolio and count as 25% of the candidates’ grades in the Student Teaching Seminar (ED 4322). This change was made to address concerns of candidates’ ability to demonstrate reflective practice and use it to adapt instruction on the Student Learning Impact Project.

**3- The EPP does not take steps to ensure fairness, accuracy, consistency, and the avoidance and elimination of bias in performance assessments.**

Performance assessments on portfolios for all candidates are evaluated by at least two reviewers, both within and outside of the EPP. Performance assessments and rubrics, such as those for lesson planning and student teaching, are similar across all program areas. This allows for less subjectivity and bias in assessments. In-class presentations are evaluated by the instructor and by peers, although the peer evaluations are not calculated in the presentation grade. This gives candidates a greater idea of the quality of their performance.

Candidates are evaluated by mentor teachers during methods coursework and student teaching. Administrators from participating field experience schools complete an evaluation of program effectiveness regarding field experiences. Results from these evaluations are analyzed and shared with the Teacher Education Council to determine program modifications.

**4- Limited summary data were available for to (sic) demonstrate which data sets would be tracked longitudinally for program improvement.**

Assessment data to be tracked longitudinally are:
1. Scores from the Oklahoma General Education Tests, Oklahoma Subject Area Tests and Oklahoma Professional Teaching Exam
2. Scores from field experience evaluations during methods coursework and The Student Teaching Monitoring Report
3. Scores from the Portfolio Evaluation
4. Course Evaluations
5. Post Graduate surveys (from program completers and school administrators)

Data is disaggregated among program areas, when results might cause course or program modifications
Results from all of these data sets are shared with the Teacher Education Council.

5- It is not clear how information technology will be utilized to maintain the program or provide specific reports for program evaluation

The EPP does not employ an outside data system to provide reports for program evaluation purposes, other than course evaluations, which are compiled by IDEA. Due to the size of the EPP all assessment data are stored electronically and analyzed using Microsoft excel and results are reported each semester to the Teacher Education Council. It is at this meeting that decisions are made regarding coursework and/or program changes.

The EPP is currently making revisions to completer and employer post graduate surveys. The surveys will be shorter than previously used and they will be sent electronically, rather than by mail. It is hopeful that the new surveys will yield better return rates. Results of the surveys are reviewed by the EPP and the Teacher Education Council in order to make modification to the program.
SECTION VII-ATTACHMENT #2

The EPP’s accreditation pathway will be Continuous Improvement. The standard that the EPP has chosen to move toward target is Standard #3.

Progress toward target level performance on the standard(s) selected.

**Design, Implementation and Evaluation of Conceptual Framework** - The Conceptual Framework is evaluated by the EPP each year for updates or changes. Changes were made in 2009-10 to update the References associated with the Conceptual Framework. Changes were made in 2010-10 to align the Conceptual Framework to the EPP assessments.

**Participation in EPP’s and school partners’ professional development:**
- Attending the REACH3 meeting in with superintendents of local school districts
- Attended Co-teaching Training with Director of Curriculum and Instruction, Shawnee Public Schools,
- Service on the Professional Development Committee for Shawnee Public Schools, 2009-present
- Faculty and teacher candidates attended *Destination Common Core* on August 30, 2013 and October 16, 2013 at Krouch Early Childhood Center, Tecumseh Public Schools. Kim Adsit, award winning kindergarten teacher and author, was the workshop presenter.
- The EPP sponsored a Robotics Workshop for four surrounding districts and Catholic schools in fall 2013 to enhance STEM education. P-12 students (grades 4-8) and teachers attended this two day workshop.

**Share expertise and integrate services:**
- Participation and presentations at the Reach3 training with all Pottawatomie County Schools
- Service on the Head start Policy Board for Cleveland, Comanche, Seminole and Pottawatomie Counties; the Oklahoma Commission for the Catholic School Accreditation Council; and the Oklahoma State Department of Education Teacher Competency Review Panel.

**Jointly determine specific placements:**
- Placement contracts in place
- Student teacher handbook outlines criteria for mentor teacher placements

**Apply and reflect in a variety of settings:**
- Outlined in Teacher Education Handbook
- The field experience has been strengthened by expanding to the Mid-Del and Oklahoma City school districts.
- Documented on student field experience logs and in reflective summaries.

**Candidates learning integrated into school program and teaching practice:**

- A clinical alliance has been formed with Head Start and two local early childhood centers to increase participation in B-Grade 2 programs for Early Childhood candidates.
- Elementary and Early Childhood candidates complete a one week field experience in P-12 schools during methods coursework.
- Secondary candidates complete a minimum of 15 hours in P-12 schools during methods coursework and teach a minimum of 2 lessons.
- P-12 teachers evaluate all candidates during methods coursework field experiences.
- In 2013 the EPP began working with local home schooled children. During ED 3113 Early Childhood Reading Assessment and Instruction and ED 3233 Elementary/Intermediate Reading Assessment and Instruction, teacher candidates worked individually with students to assess, diagnose and remediate reading difficulties. The EPP plans to expand this project in the fall 2014 to provide an ongoing tutorial program for students who are home schooled on campus.

**Candidates observe and are observed by others:**

- Peer evaluations of classroom presentations in multiple courses.
- Peer evaluations on lessons in methods coursework.
- Candidates are evaluated by mentor teachers during methods coursework and student teaching.
- Administrators from participating field experience schools complete an evaluation of program effectiveness regarding field experiences.

**Reflect and justify own practice:**

- Student Learning Impact Project during student teaching.
- Daily reflections with supervisor feedback during methods coursework and student teaching.

Character limit (including spaces): 3000 per response

1. **Summarize data to demonstrate that the EPP continues to meet Standard 2: Assessment System and EPP Evaluation in the area of EPP operations. Submit sample data/evidence/exhibits, one or two samples.**

   Improvements have been made in the assessment system to provide regular information on EPP operations. In addition to ongoing discussion regarding candidate performance in specific subject areas with faculty from the College of Arts and Sciences (CAS), the Teacher Education Council (TEC), comprised of the EPP faculty and the professional community, meet each semester to evaluate the program and make recommendations for change. Each fall the TEC concentrates on data from certification exams and field evaluations from the previous year to determine candidate performance. In the spring the TEC looks at course evaluations and post graduate surveys to determine program quality. Over the past 5 years there have been many changes to the programs, based on recommendations from the TEC regarding student performance. A sampling of those recommendations are described below:

   - In 2008, after reviewing scores on the science and math subtests of the Elementary OSAT, the TEC recommended the addition of several courses to the elementary degree program. A passing
score is 240. Half of the candidates passed the math subarea and only one of the four candidates passed the science subarea. Scores from 2008 are reported below:

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Math Subarea</th>
<th>Science subarea</th>
</tr>
</thead>
<tbody>
<tr>
<td>279</td>
<td>270</td>
<td>285</td>
</tr>
<tr>
<td>229</td>
<td>209</td>
<td>196</td>
</tr>
<tr>
<td>229</td>
<td>229</td>
<td>211</td>
</tr>
<tr>
<td>254</td>
<td>249</td>
<td>226</td>
</tr>
</tbody>
</table>

The EPP added: NS 1313 Frontiers of Science - an overview and survey of major developments in the history of each area of science and LS 1023 Environmental Science - the exploration of the interrelationships between humans and their world. The EPP also added Math for Elementary Teachers III (MA 3443), which is an additional math course that addresses algebra and statistics appropriate for elementary majors.

OSAT results in math and science for elementary candidates in 2011-2012 demonstrated a positive result from these coursework changes. All three candidates passed the OSAT, Subtest II, and only one candidate scored below 240 in math or science subareas. Scores from 2012 are reported below:

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Math Subarea</th>
<th>Science Subarea</th>
</tr>
</thead>
<tbody>
<tr>
<td>267</td>
<td>286</td>
<td>233</td>
</tr>
<tr>
<td>281</td>
<td>286</td>
<td>244</td>
</tr>
<tr>
<td>242</td>
<td>248</td>
<td>247</td>
</tr>
</tbody>
</table>

- In 2010 the TEC recommended that PY4223 Tests and Measurement replaced ED 4132 Education Evaluation to enhance candidates’ practical understanding and application of issues, theory, and uses of educational evaluation and assessment. This recommendation came as a result of candidates’ low performance on the Student Learning Impact Project and student teaching evaluations in the area of assessment. Both English Education and Elementary candidates scored 13/15 (86%) on the assessment portion of both of these evaluation instruments. Results from these changes are forthcoming.

- In 2011 the TEC recommended that the EPP review the content of coursework in the Secondary Life Science/Biology program, because of a recent candidate’s low score (219 out of 300, passing is 240) on the Biological Sciences certification exam. Feedback was given at the April 2013 meeting from EPP faculty and P-12 science teachers and it was determined that the coursework requirements were sufficient to meet NSTA standards. It was recommended that the EPP establish a regular review for students taking subject area exams and this is currently being implemented.
Course evaluations are reviewed each spring at TEC meetings. In 2011, course evaluation analysis for all required education coursework, revealed that EPP areas of strength were: the overall evaluation of the instructor (4.7) and the Worthwhileness of the course (4.8), the instructor’s interest in students (4.9), and the instructor’s knowledge of the subject he/she taught (4.9). Areas in need of improvement were; the students’ ability to remain attentive (4.4) and the instructor’s ability to explain well (4.5). This was based on a 5 point scale, with 5 as highest. EPP faculty were challenged by the TEC to enhance the rigor of their coursework for all programs and this challenge was also forwarded to CAS faculty.

In addition to feedback from EPP faculty and the TEC, the EPP also submits an Annual Report to the Provost each spring, which focuses on program changes made as a result of assessment results. All of these improvements to the assessment system have helped the EPP systematically monitor student performance and EPP operations, in order to make changes to programs as needed.