Please submit CAEP 2015 EPP Annual Report with this document. (Due April 17, 2015)

**Foreign Language Requirement:**

The EPP includes the foreign language requirement on degree plans for each program:

Foreign Language Competency: Novice high-Listening/Speaking- One semester in college with “C” or better, or two years same language in high school with “B” or better, or pass CLEP test.

Candidates are required to have documented evidence of meeting the requirement for graduation. Although most candidates meet the requirement in high school, the institution offers courses in Spanish on a regular basis, for candidates who have not fulfilled this requirement. Other foreign language offerings include German, Japanese, Latin and American Sign Language.

**Graduate Students:** There are not any graduate programs offered in professional education.

**Supply and Demand:** Supply and demand issues are covered initially in ED 3013 Foundations of Teaching. They are also presented at Teacher Education Association meetings by invited guests from the professional teacher organizations.

**Elementary Education:** There was no activity during the 2013-14 school year in the elementary education program.

**Program Changes:**

- A Dispositional Assessment Form was implemented in 2011, collaboratively developed by candidates and the TEC, to provide a systematic way to evaluate candidates’ dispositions.
- A Middle Level math program was added in the 2011-12 school year to address teacher shortages in math. It was developed to address the pedagogical and knowledge skills needed of middle level teachers and attract candidates who may not be successful in completing the Secondary Math Education coursework.
- An Early Childhood program was added in the 2013-14 school year to address teacher shortages in this area. This program specifically focused on candidates’ knowledge of young children’s development and the pedagogical knowledge and skills needed to be successful working with young children and their families. This program has now been extended in an accelerated format to the College for Continuing Studies.
• The TEC approved (2014) for the EPP to put the Secondary English Education Program in dormant status due to lack of enrollment over the past three years.

Candidate Portfolios: There was no activity in this area.

Cooperative Efforts:
• In fall 2014, the EPP partnered with the Westerman Foundation, the Department of Catholic Education for the Archdiocese of Oklahoma City, and early childhood EPP faculty from the University of Oklahoma to seek ways to improve instruction and student achievement within early childhood programs in OKC Catholic schools. The committee is currently reviewing survey results from schools within the Archdiocese of Oklahoma City to determine needs identified by early childhood teachers and administrators.
• In 2014, the EPP expanded on the Robotics Workshop from 2013 to include a combined teacher and pre service teacher workshop. Participating districts were Dale, North Rock Tecumseh, Bethel, Prague, OCK, and Sand Springs, Tulsa. Forty three students (grades 5-8) participated in a two day student workshop titled: A Day in the Life of a Robot.
• In August 2014, EPP faculty provided professional development for the Grant County Professional Development session (Shine).
• In December 2014, EPP faculty provided professional development on robotics introduction and programming activities to 6th, 7th, and 8th grade students enrolled in STEM classes at Dale Schools. There were approximately 50 students who participated.
• In February 2015, the EPP entered into a partnership with Edmond Public Schools through a grant initiative titled: Mathematics and Science Partnership (MSP). Faculty from the unit will provide content and pedagogical knowledge regarding the development of integrated mathematics and science curriculum to curriculum coordinators and teachers in district.

Faculty Professional Development:
• In October 2014, EPP faculty provided professional development at Bishop Kelley High School for the Tulsa Diocese on 21st Century Skills and the Art of Reflection and again in February 2015 on The Role of Essential Questions in Developing 21st Century Skills and Differentiating Instruction.
• EPP faculty provided professional development at the OACTE Conference in Broken Arrow, OK on 21st Century Skills; Using Classwalk App.
• All EPP attended the OACTE Conference in Broken Arrow, Ok and attended professional development on developing rubrics and writing program reviews specific to their subject level.
Arts & Sciences Faculty: The EPP has an especially collaborative relationship with Department of Visual and Performing Arts faculty. Teacher candidates regularly take coursework from this department, in addition to actively participating in performing arts productions, dance recitals, and teaching in the Dance Academy for young children. The unit collaborates with visual arts faculty and students to help candidates create posters of their research for university wide presentations. Visual and Performing Arts faculty teach early childhood and elementary candidates when they take ED 3353 Methods of Integrating FA/PE/Health in EC-Elem Education.

Public School Direct Contact:

<table>
<thead>
<tr>
<th>Name</th>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gayle Fischer</td>
<td>Judge Speech Contest-St Eugene’s Catholic School</td>
<td>8 hours</td>
</tr>
<tr>
<td></td>
<td>Judge Science Fair- St. Philip Neri Catholic School</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>Residency Committee- St. Eugene’s (math teacher)</td>
<td>6 hours</td>
</tr>
<tr>
<td>Kristina Adams</td>
<td>Post residency Committee- St. Eugene’s (math teacher)</td>
<td>6 hours</td>
</tr>
<tr>
<td></td>
<td>Provided professional development on robotics introduction and programming activities to 6th, 7th, and 8th grade students enrolled in STEM classes at Dale Schools.</td>
<td>10 hours</td>
</tr>
<tr>
<td>Veronica McGowan</td>
<td>Secretary, Board of Directors, Insight School of Oklahoma, unpaid volunteer position, meetings are publically announced Testing monitor, Hefner Middle School, Putnam City Schools</td>
<td>24 hours</td>
</tr>
<tr>
<td></td>
<td>Volunteer Tutor for Summer School Reading Program-Shawnee PS-Will Roger’s Elem</td>
<td>10 hours</td>
</tr>
</tbody>
</table>

January 2015
**Technology Resources:** EPP faculty and teacher candidates use technology in the majority of their coursework. Faculty model the use of technology when teaching and candidates are then expected to use technology such as PowerPoint, Prezi, Google slides or the Smartboard to make presentations or teach lessons. Faculty and candidates also use PowerPoint Poster or Easel.ly to make digital presentations. EPP faculty use Blackboard for assignments and to record grades. Candidates access Blackboard to turn in assignments and for online discussions.

The EPP faculty developed an on-line faculty training using blackboard and demonstrated how to build this program to IT staff and administration. IT helped EPP faculty with installation of EV3 software for robotics grant.

**Alternative Placement Program:** Students who want to pursue alternative certification can come to unit faculty for advisement. They are allowed to take any education course and can even take methods coursework, with permission from the unit director. The unit maintains records of any students who need advisement regarding alternative certification. Information regarding alternative certification is located in the Teacher Education Handbook (p41), which is available on the Education website. It states:

**Alternative Certification Requirements:**
Alternative certification is the process used when a person has a subject area degree but has not completed that degree through an accredited teacher education program. Persons seeking alternative certification must have two years’ work experience in their degree field or post graduate college coursework in that field or in education. Only certification at the secondary levels may be obtained alternatively. Elementary, early childhood and special education certification must be acquired by completing an accredited degree program in that area. Applications for Alternative Certification can be found on the Oklahoma State Department of Education Website [http://sde.state.ok.us/](http://sde.state.ok.us/)

St. Gregory’s Teacher Education program welcomes applicants seeking alternative certification to take education coursework as a non-education major. Permission from the Director of Teacher Education must be granted for applicants to enroll in “Methods” coursework.
Once eligibility for the program has been verified in a written memorandum from the [Oklahoma Alternative Placement Program](http://sde.state.ok.us/), (405) 521-2062, the law requires candidates pass the Oklahoma General Education Test (OGET) and the Oklahoma Subject Area Test (OSAT).

**Input from Stakeholders:** The Teacher Education Council meets each semester to evaluate different aspects of the EPP, make recommendations for coursework or program changes and learn about upcoming events and program or candidate accomplishments. The TEC is composed of EPP faculty and university faculty from other disciplines, administrators from the institution, alumni from the unit, school faculty and administrators who work with teacher candidates, at least one teacher candidate (usually the president of the Teacher Education Association) and at least one community member.

In addition to the Teacher Education Council, local legislators are invited to attend classes or unit events and offer their suggestions regarding improvements for unit coursework and programs.
Community members and candidates’ families are also invited at the end of each semester to view the candidates’ poster presentations in the fall and presentations on the Student Learning Impact Project in the spring.

Post Graduate Surveys are sent annually to first year teachers and their employers. Results from this survey are used to gain knowledge regarding the quality of candidates’ preparedness at SGU. The TEC recently upgraded the survey instrument and method of delivery, which resulted in an increased response rate.

Information is included on the Education Department website regarding education programs, http://www.stgregorys.edu/academics/academic-departments/department-education the Conceptual Framework, the Teacher Education Association, along with current annual reports to the Office of Educational Equity and Accountability (OEQA) and Oklahoma State Regents for Higher Education (ORHE). Information regarding unit faculty contact information is also provided to encourage input from the public, as required by the Oklahoma Open Records Act.

THE SECTION BELOW APPLIES ONLY TO THOSE INSTITUTIONS WHO WERE ASSESSED AN AREA FOR IMPROVEMENT ON THE STATE REQUIREMENTS AT THEIR LAST BOE VISIT

The EPP was not assessed an Area for Improvement (AFI) at our last Board of Examiners visit on any of the State Requirements.

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

**OKLAHOMA STATE REQUIREMENTS**

1. Candidate Portfolios
2. Foreign Language Requirement
3. Input from Stakeholders
4. Content and Pedagogical Preparation
5. Advisement
6. Field Experiences (Student teaching minimums)

January 2015
7. Admission Requirements
8. Exit Requirements
9. Faculty Professional Development
10. Alternative Placement Program