

# 2012 Part C of the AACTE / NCATE Annual Report

## Institutional Information

<b>NCATE ID:</b>	10575	<b>AACTE SID:</b>	3545
<b>Institution:</b>	Northwestern Oklahoma State University		
<b>Unit:</b>	Division of Education		

## Section I. Program Completer

How many candidates completed programs that prepared them to work in preschool through grade 12 settings in the 2011-2012 academic year (September 1, 2011-August 31, 2012) ?

79

Include candidates who

- completed a program that made them eligible for a teaching license,
- are licensed teachers who completed a graduate program, and
- completed a program to work as a school administrator, school psychologist, school library media specialist, reading specialist, and other specialties in schools.

Include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. Programs may or may not be tied to a state license or credential.

## Section II. Display of Candidate Performance Data

Where is candidate performance data displayed on your institution's website?

TEAMS Annual Report:

<http://www.nwosu.edu/Websites/NWOSU/images/Academics/Education/TEAMSAnnualReport.pdf>

## Section III. Substantive Changes

Have any of the following substantive changes occurred at your institution or unit during the 2011-2012 academic year?

1. Addition or removal of a preparation program at any level (e.g., a master degree).  
No Change / Not Applicable
2. Changes in program delivery from traditional to distance learning programs in which more than 50 percent of the courses are not delivered face-to face.  
No Change / Not Applicable
3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.  
No Change / Not Applicable
4. Increased in program offerings for education professionals at off-campus sites both within and outside the United States.  
No Change / Not Applicable
5. Significant changes as the result of a natural disaster or other unforeseen circumstances.  
No Change / Not Applicable
6. Significant change (25 percent increase or decrease) in Delivery of a program in whole or in significant part by a non-profit or for-profit partner  
No Change / Not Applicable
7. Significant change (25 percent increase or decrease) in Budget  
No Change / Not Applicable
8. Significant change (25 percent increase or decrease) in Candidate enrollment  
No Change / Not Applicable
9. Significant change (25 percent increase or decrease) in Size of the full-time faculty  
No Change / Not Applicable

## Section IV. Areas for Improvement

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

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1. The health and physical education program has not been nationally recognized.	(ITP)
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The health and physical education program was nationally recongnized in 2008.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1. The unit does not consistently use assessments as predictors of candidate success.	(ITP)	(ADV)
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TEAMS (Teacher Education Assessment Management System) continues to meet annually to discuss assessments and analyze results. Members of TEAMS include the Dean of Professional Studies, the Chair for the Division of Education, the Director of Teacher Education, the university Assessment Director, the Associate Dean of the Graduate Programs, the Assistant Director of the Graduate Programs, and the Director of Student Teaching and Field Experience. TEAMS continues to review ACT scores of candidates to predict success on the OGET (Oklahoma General Education Test). This continues to provide faculty important data for advising candidates within their plan of study's. Lower ACT scores (below 21) predicted lower success of passing scores on the OGET. Data from Specialized Professional Associations (SPA's) provided important data concerning OSAT scores. Writing within the constructed reponses continued to show as a weakness and continues to be an area where the unit would like to improve. Areas to help our candidates be more successful include aligning all rubrics for each program between all assessments and standards particular to that program, offering more tutoring sessions for OSATtesting, adding more case studies (writing) within the curriculum and more class and syllabus design to help increase scores.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1. The unit does not ensure that all candidates have field experiences with diverse P-12 students.	(ITP)	(ADV)
2. Candidates have limited opportunities to interact with diverse faculty.	(ITP)	(ADV)

1. The unit continues to use a tracking system that was implemented in 2009 to ensure all candidates have experiences with diverse P-12 students. All field experience forms are placed within their respective portfolio in Live Text. The unit also requires all candidates to attend a field trip to a diverse school in either Oklahoma City, OK or Wichita, KS. The field trip occurs in the course, Introduction of Education, since this is a required course of all candidates. This allows us to track this opportunity for our candidates need for more exposure to diverse populations.

2. NWOSU and the unit continue to make great efforts in the recruitment and hiring of ethnically diverse faculty members. Within the division of Education alone, one african american faculty member was hired in 2008, another in 2012, and one native american faculty member was hired in 2010. A faculty member wiht strong experience with ELL students was hired to to teach a course within the division and continued efforts will be made to strengthen instruction concerning ELL students. All university faculty completed diversity surveys describing their involvement in any diverse acitivities and incentives are awarded to faculty who make outstanding efforts toward diversity awareness.

toward diversity awareness.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

1. The unit lacks resources to disseminate academic information and advising services to adequately address the needs of candidates.	(ITP)	(ADV)
2. Faculty workload and limited university resources do not allow faculty to be sufficiently and effectively engaged in scholarship.	(ITP)	(ADV)

1. A campus wide system called Rangernet provides faculty with a user friendly on-line program that assists with advisement issues for all candidates. Information included on this website is a demographic page, transcripts, course schedules, requests for graduate audits, add/drop capabilities, course availability, and rosters. This program allows for a more efficient way of advisement and enrollment for faculty members. When candidates make appointments with faculty, critical information is now quickly located to help meet the enrollemnt and advising needs of all of our candidates and provide the best and most efficient plan of study for them.

2. To meet the needs of effectivley engaging our faculty in scholarship, the faculty teach no more than 12 hours within a semester. This includes supervision of candidates with their Internship. The residency year in Oklahoma has been put on hiatus, but the faculty continue to support our first year teachers as best as we can. Northwestern sponsors Research Day where faculty are encouraged to present research findings to all stakeholders within the university. Also, faculty present professional development during Assessment Day which is held every year as well. All faculty are encouraged to attend and present at the annual OACTE Fall Conference and other state, national, or international conferences. Faculty are also encouraged to complete terminal degress in a timely manner and publish articles.

## Section V: Continuous Improvement Pathway

1. Check the standard your unit has selected to move toward target level for your next onsite visit.

€ Std. 1

ⓑ Std. 2

€ Std. 3

€ Std. 4

€ Std. 5

€ Std. 6

2. Summarize progress toward target level performance on the standard(s) selected.

The mission of the unit is to positively impact the P-12 schools in its service area through a program of applied professional pedagogy which leads to effective teachers and thus effective schools. The Unit believes that multiple assessments are necessary to determine whether it is accomplishing that mission. The assessment system has been developed through a process involving faculty, candidates, and the community at varied stages of its design, development, and implementation. During the spring of 2000, a committee was formed to align instruction, curriculum, and assessment with national, state, and institution standards. New APPLES competencies were identified based on national and state standards. Courses were then redesigned so that instruction and performance assessments were aligned with the APPLES competencies.

In the spring of 2002, a Standard 2 Committee was formed to develop an assessment system that was consistent with our Conceptual Framework (CF) and that complied with NCATE standards. The committee identified assessments that were currently being used and recommended additional assessments that would provide a holistic view of the Unit's candidates, faculty, and program. As a result of the work completed by the Standard 2 Committee, the Teacher Education Assessment Management System (TEAMS) committee was formed from the membership of the Teacher Education Committee to monitor and adjust the system as data continues to be collected and analyzed. One of the TEAMS committee key responsibilities is to provide continuous verification of the validity, reliability, and utility of the data and to ensure all candidate assessments are fair and free from bias. The system is designed to evaluate data regarding: (1) the assessment of candidates at the initial and the advanced levels, (2) Unit effectiveness, and (3) Unit governance.

The TEAMS committee meets annually to review the data and make recommendations to the appropriate entity. The committee reviewed data on September 28, 2012 and then made the recommendations that are the basis of this report. A copy of the instrument used to review data and record concerns and recommendations is included in an appendix.

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

The Teacher Education Assessment Management System (TEAMS) committee meets annually to review the data and make recommendations to the appropriate entity. The committee reviewed data on September 28, 2012 and then made the recommendations that are the basis of this report. The committee reviews 33 separate pieces of data that have been identified as possible indicators of success of program candidates. The annual report indicated many areas of success, such as the 100% Pass rate of program completers for each of the state certification tests as noted in the Title II report. It was noted, however, that some programs' candidates have had difficulty passing the test on their first attempt. At that point, the program coordinator with the appropriate faculty review syllabi and test competencies to discover a possible disconnect. The syllabi then will be revised to include any subject materials that may have been covered less thoroughly. Study sessions are also created to assist candidates in preparation for the certification exams.

To eliminate bias and ensure fairness, accuracy and consistency of assessment procedures, the unit has the following procedures in place, (a) rubrics are used for all performance assessments to ensure each candidate is measured with the same criteria, (b) candidate portfolios are evaluated by a single Teacher Education faculty member at Benchmarks 1 and 3, however Benchmarks 2 and 4 are evaluated by a committee of three faculty members, (c) teacher Education Faculty discuss the criteria of each assessment for clear acuties of what is required, (d) inter-rater reliability data can be viewed for all assessments aggregated in LiveText, etc.

Changes Teacher Education Assessment Management System include the implementation of an electronic portfolio for candidates to verify they meet all national, state and program standards; modifying the date of the annual meeting to align data with state and national reports; disposition data for initial and advanced candidates was added; and university/division resources information was added.

Candidate data of initial candidates provided faculty members with a greater amount of information that was helpful in advisement. For instance, the comparison of ACT and OGET scores showed that candidates whose ACT score was 22 or greater received a passing score on their first attempt of the OGET. Data from the Teacher Education Admission Interviews prompted a thorough review of the items evaluated and resulted in a new protocol to be developed. It will be piloted in the upcoming semester. Lack of data for the advanced candidates' opportunities to validate their experiences with diverse population resulted in a revision to the portfolios. Work is also on-going with the university Director of Assessment to streamline some of the data gathering/reporting processes.

Exhibits that support the narrative:  TEAMS Annual Report 2011-2012.docx  Title II Data 2011-12.docx

## **Report Preparer's Information**

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