

Systemwide Teacher Education Program Review

*Report of the External Program Review
Team to the Oklahoma State Regents
for Higher Education*

November 6, 1992

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SECTION I

**Reform in Teacher Preparation:
Introduction**

SECTION I

REFORM IN TEACHER PREPARATION

INTRODUCTION

A National Concern

The current focus on the adequacy of teacher preparation is a logical outgrowth of rising national concern over the past decade about the quality of public education. Beginning with the landmark 1983 publication of A Nation at Risk: The Imperative for Educational Reform, numerous studies, reviews, and reports have targeted shortcomings in the public schools. Invariably, this discussion has raised questions about how well teachers are being prepared for the classroom by American colleges and universities.

During this period, for example, groups such as the Education Commission of the States, the American Association of Colleges for Teacher Education, and the Southern Regional Education Board have called for reform of teacher preparation. Reviews of teacher preparation in states such as Georgia (1986 and 1990) and North Carolina (1985), and by private foundations such as The Carnegie Forum on Education have addressed many similar issues. National reform of teacher testing and certification standards presently is taking place through such organizations as the National Board for Professional Teaching Standards. Common reform themes running throughout the many reviews include:

- Increasing the supply of quality teachers, including minorities;
- Testing for certification and accountability;
- Impact of enhanced admission standards;
- Proliferation of teacher education programs;
- Coordination of continuing professional education;
- School-college partnerships;
- Teacher salaries;
- Subject-matter requirements in the education major;
- Developing better cooperation between Education and Arts and Sciences colleges, and between Education colleges and the common schools.

Colleges of education have taken a proactive role in addressing the need for reform by establishing such organizations as the Holmes Group and the Renaissance Group. The ninety-six member Holmes Group was established for research universities, while the

Renaissance Group serves regional institutions. Each organization is a forum for the exchange of ideas concerning teacher preparation and a national information network for colleges of education. Both organizations are committed to improving teacher education. Common principles include:

- In-depth subject matter preparation of teachers;
- Preparation of teachers to teach in a pluralistic and multicultural society;
- Partnerships between colleges of education and common schools;
- Excellence in professional development schools.

Other organizations, such as the American Association of State Colleges and Universities, have targeted college presidents and have prepared an agenda for presidential leadership in teacher preparation. This reflects the current national feeling that teacher preparation is a campus-wide responsibility.

The Oklahoma State System for Higher Education review is closely tied to these national trends and to the review processes used by other states. The 14-point charge given to the External Program Review Team was intended to reflect both state and national issues. The resulting document is designed to provide recommendations for enhancing the quality of the present system of teacher preparation.

A Legislative Concern

Public concern about the quality of our schools also has been extensively reflected in the political realm. Government leaders at both the national and state levels have argued the imperative to upgrade the quality of the nation's schools as a necessary prerequisite for the continued growth and prosperity of the country in a highly competitive global economy. The question, though, is not merely about economics. It is also one of how well our schools are preparing historically aware, competent, creative, and responsible citizens. State legislatures increasingly tie appropriations for public education to mandated programs of reform and renewal. Oklahoma is no exception. Indeed, since the early 1980s, legislative, public school, and higher education leaders have worked together to enhance the quality of education in Oklahoma generally, and specifically in the area of teacher preparation.

House Bill 1706

The Entry-Year Teacher Assistance Program was mandated by the Oklahoma legislature in 1980. Designed by higher education and public school faculty and staff, the program's intent was to upgrade the quality of teacher preparation in Oklahoma higher education and to improve the caliber of elementary and secondary school teachers. Under the program, first-year teachers work with a committee composed of mentors to include a certified teacher at the same school, a school administrator, and a representative from higher education. The committee offers support and guidance to the new teacher, and the higher education representative provides a link to a university and its resources.

Oklahoma was the first state in the nation to mandate and implement a program in which schools, colleges, and Department of Education faculty work together to directly evaluate and assist beginning teachers. Similar programs are now being adopted by other states across the nation.

HB 1706 also established the basis for implementing the Oklahoma Teacher Certification Testing Program in 1982. For those who plan to teach, successful completion is a prerequisite for certification. The process has resulted in much improving the quality of teachers entering the classroom.

Senate Bill 986

Since adoption of HB 1706, the entry-year program has demonstrated the importance of providing advice and guidance to teachers new to the classroom. Indeed, a good deal of reform interest in teacher preparation centers on strengthening the entry-year experience. As a result, SB 986, adopted in 1992, calls for the State Regents, the State Department, teacher preparation institutions, and local Boards of Education to recommend ways in which to improve the Entry-Year Assistance Program.

Senate Resolution 34

In response to Senate Resolution 34 in 1985, the Oklahoma State Regents, in cooperation with the teacher preparation institutions in Oklahoma, selected the Pre-Professional Skills Test (PPST) as a means to upgrade teacher preparation programs throughout the state. The result has been to increase the quality of those students admitted to the professional segment of teacher preparation.

House Bill 1017

The omnibus legislation adopted in 1990 and reaffirmed by Oklahoma voters in 1991, House Bill 1017, calls for reform in multiple areas of common education. The stated purpose of the bill is to provide "*quality standards for public schools.*" Areas addressed by the bill include:

- **Curriculum.** The development and implementation of a system of Outcomes Based Education.
- **Kindergarten.** After January 1, 1993, kindergarten teachers must be certified in early childhood education.
- **Testing.** Expands the existing Oklahoma School Testing Program and calls for better use of the test results.
- **Alternative Teacher Certification.** Provides an alternative method of entry to the classroom for persons with discipline-specific baccalaureate degrees.
- **Class Size Reduction.** Many classes reduced to 20 students by 1993-94.

- **Teacher Salaries and Incentive Pay.** Minimum salary for a teacher with a baccalaureate degree will be \$24,060 by 1994-95.

While HB 1017 focuses on common education, more than a dozen sections of the bill refer to higher education and teacher preparation and are based on a recognition that successful reform in the public schools will require a continuing supply of quality teachers provided by Oklahoma colleges and universities.

House Bill 2246

Paralleling House Bill 1017's outcomes based philosophy, House Bill 2246, adopted in 1992, requires the development of an outcomes-based teacher preparation system. The reform outlined in the legislation affects not only the teacher preparation curriculum, but also the teacher in-service and certification programs. Additionally, the responsibilities of the State Department of Education (State Department) and the State Regents have been shifted. HB 2246 gives the State Regents greater responsibility for determining the content of the undergraduate curriculum with the State Department's focus on in-service programs.

Under HB 2246, the new system of teacher preparation is to be fully integrated and implemented by September 1, 1995. A committee of 28 members, the Oklahoma Commission for Teacher Preparation, is primarily responsible for the development of the new system, with the assistance of the State Department and the State Regents.

As detailed in the legislation, higher education has primary responsibility for developing the outcomes expected from the undergraduate curriculum and the design of a pre-service program and assessment procedure consistent with these outcomes. Several outcomes are outlined in the act, in very general terms, which must be included in the new teacher preparation system; for example, "*teachers shall understand child and human development.*"

The State Department is charged with the in-service programs, which also stem from the outcomes identified in HB 2246. A deregulation program is to be developed by the State Department which will allow school districts to better meet the identified outcomes. In-service training shall be required throughout the teacher's career, and programs will be developed for the Oklahoma certification of out-of-state teachers, the re-entry of teachers with lapsed certificates, and the recruitment of minority candidates.

The State Department of Education is required to restructure existing certification procedures so as to be consistent with those outlined by the National Board for Professional Teaching Standards. An incentive system will encourage teachers to achieve National Board certification and out-of-state teachers with National Board certification shall be eligible for licensing in Oklahoma without "*additional certification requirements.*"

An alternative placement certificate is to be offered by the State Department to individuals who hold a baccalaureate degree, plan to teach in their major area of study, and declare the intent to earn a Standard Certificate through a teacher preparation program. Candidates must meet the standard certification requirements within three years and must have never been denied admission to a teacher preparation program. After June 30, 1992, any higher education institution which has not begun implementation of an Alternative Placement

Program will not have its accreditation renewed by the State Board of Education. Several other reforms are detailed in HB 2246 concerning minority teacher recruitment, principal preparation, higher education governance, and other topics.

Higher Education Initiatives Affecting Teacher Preparation

The universities with teacher education programs historically have provided leadership in teacher preparation, and this leadership continues today. Institutional faculty and administrators take seriously the responsibility to educate the state's common school teachers recognizing that the state's economic health as well as quality of life are dependent on their efforts. The success of the State Regents' efforts are noted in the findings of the evaluating team's report. It notes that "*supervisors, principals, and superintendents report the graduates of the teacher education programs of Oklahoma to be effective.*" The External Team agreed "*that the graduates were enthusiastic and dedicated to the task of providing the best educational experiences possible for their students.*"

The State Regents have also provided the system with leadership in teacher preparation. In 1985, the State Regents, in cooperation with the institutions, developed and adopted a comprehensive policy on academic program review. The policy requires each institution to evaluate each of its academic programs, including those in education, every five years. The review is based on multiple criteria: the centrality of the program to the institution's mission; the program's vitality including quality indicators, student demand, and the effective use of resources; and the uniqueness of the program. Program reviews, which are submitted to the State Regents, are designed to demonstrate academic strengths and weaknesses and to ensure that resources are targeted on areas of quality and productivity.

As part of their Program for Academic Excellence and Efficiency, in 1990, the State Regents proposed a system-wide review of teacher preparation programs. In August 1991, the State Regents formally kicked off the review by issuing a 14-point team charge under the general heading of assessing the status of teacher education and making recommendations for its enhancement.

The preparation of teachers clearly is a long-term partnership between the State Regents and the teacher education universities. The goals of student success and academic excellence are shared. Both the State Regents and the institutions are committed to working together to build on the strong foundation in the teacher preparation programs.

Summary

Within this national and state context, the State Regents commenced the first-of-its-kind system program review of teacher preparation. This action is not only consistent with national and state initiatives, it builds on existing reform efforts. Indeed, in light of the directives of HB 2246, the State Regents' review provides timely recommendations that will prove to be of considerable advantage to higher education as it moves aggressively to re-enforce the process of preparing quality teachers for Oklahoma public schools.

... in the area of higher education and other topics

Higher Education Initiatives: Attracting Teacher Preparation

The initiatives with teacher education programs historically have provided leadership in the preparation and the leadership continues today. Institutional funding and administrative support have been essential to the success of these programs. The success of the State R grants efforts are noted in the findings of the 1980 report. It notes that significant and substantial support for the preparation of teachers is provided by the State R grants. The External Review Panel has been established to monitor the progress of the grants and to report on the progress of the grants and the impact of providing the grants to the various institutions and the impact of providing the grants to the various institutions.

The State R grants have also provided the system with leadership in teacher preparation and the State R grants in cooperation with the institutions developed and supported innovative programs on academic program review. The policy requires each institution to submit each of its academic programs, including those in education, every five years. The review is based on multiple criteria: the quality of the program to the institution, the program's ability to attract quality students, student demand, and the program's resources and the effectiveness of the program. Program reviews, which are conducted by the State R grants, are designed to demonstrate academic strengths and weaknesses. Program reviews are targeted on areas of quality and productivity.

The External Review Panel for Academic Excellence and Efficiency in 1980 the State R grants provided a system-wide review of teacher preparation programs. In August 1981, the panel issued a report on the review listing a 14-point reform charge under the heading of assessing the status of teacher education and making recommendations for improvement.

The External Review Panel's report is a long-term partnership between the State R grants and the educational institutions. The goals of student success and teacher excellence are shared by the State R grants and the institutions are committed to working with the External Review Panel in the teacher preparation programs.

Summary

The External Review Panel and state board, the State R grants, and the institutions have worked together to improve teacher preparation. This action is necessary to ensure that the State R grants are used effectively to improve teacher preparation and to ensure that the State R grants are used effectively to improve teacher preparation and to ensure that the State R grants are used effectively to improve teacher preparation.

TEACHER EDUCATION PROGRAM REVIEW EXTERNAL TEAM REPORT

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November 2, 1992

Dr. Hans Brisch, Chancellor
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Dear Chancellor Brisch:

Re: Teacher Education Program Review
External Team Report

On behalf of the External Team, I am writing to congratulate you on the leadership evidenced on the part of the Chancellor's office and the State Regents for higher education to improve teacher education in Oklahoma and to implement House Bill 2246. The team discussed the unprecedented opportunity to move teacher education to the forefront both in the state and the nation. We know of no other state with such a legislative mandate to improve teacher education, a progressive and willing board of regents for higher education, a group of universities committed to quality programs and program improvement, the expressed cooperation of the State Department of Education, the Oklahoma Education Association, and other organizations. Surely, such an opportunity to improve preparation of teachers in Oklahoma may not occur again in many years.

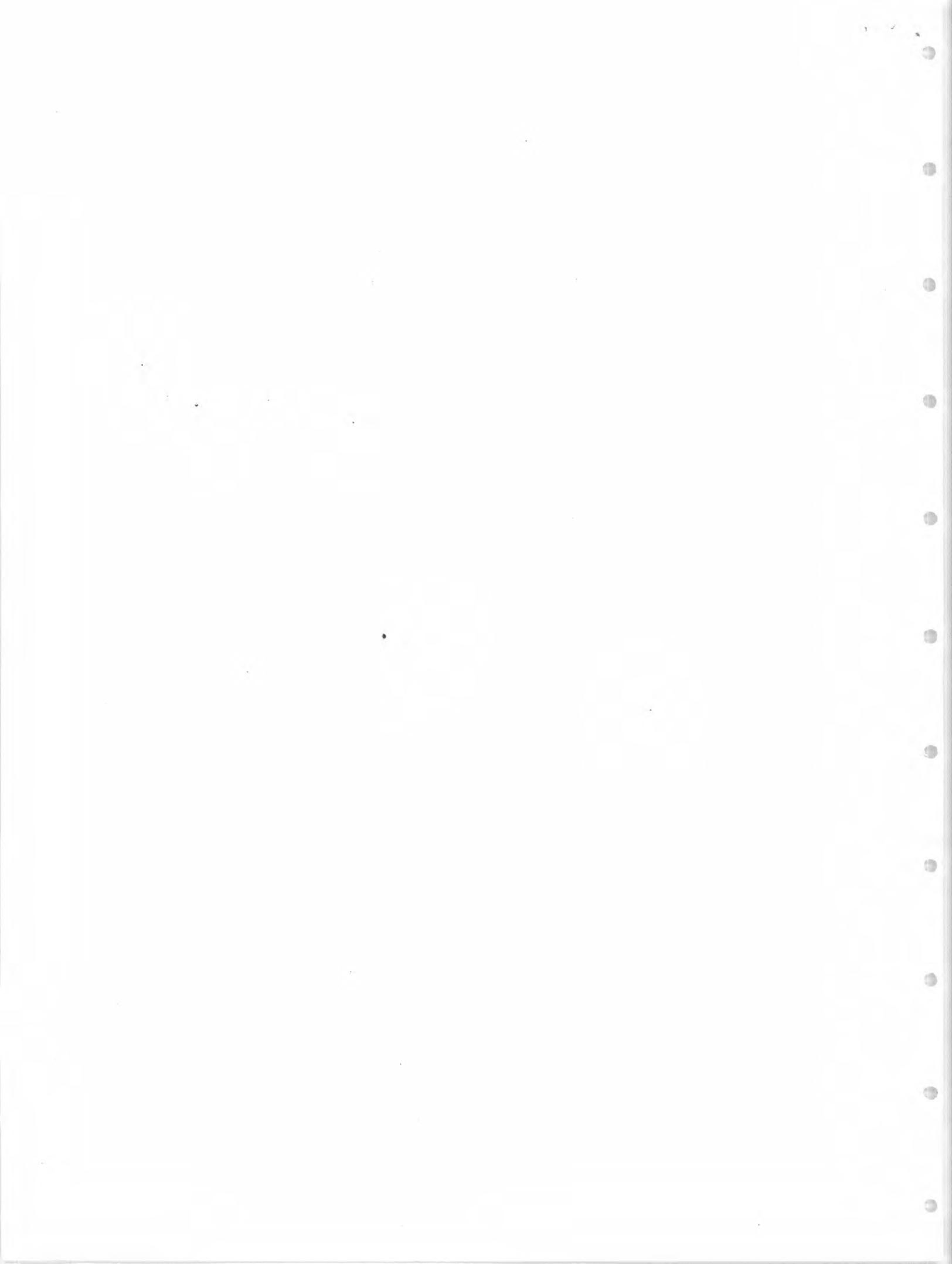
Also, I am pleased to formally transmit the Teacher Education Program Review completed by the External Team. We sincerely hope that the report will prove to be beneficial as you move toward implementation of House Bill 2246 and as you lead the State System of higher education in the improvement of teacher education.

Sincerely,



J. T. Sandefur, Chair
External Team

JTS/sh



SECTION II

Executive Summary

Findings

**Recommendations for Oklahoma
To Become a Leader in Teacher Education**

SECTION II

EXECUTIVE SUMMARY

Overview

There are 12 universities in the State of Oklahoma with undergraduate teacher preparation programs; 10 universities offer master's degrees in teacher education; and the two comprehensive institutions have doctoral programs.

In the fall of 1990, there were 21,110 students enrolled in teacher preparation programs in the state. Elementary education was the most popular major with 32.1 percent of the enrollment followed by physical education majors with 11.7 percent of the total.

To teach in the State of Oklahoma, graduates must pass the content-based certification examinations implemented in 1982. University graduates boast a high pass rate at 76 percent in the ten years of comprehensive testing.

Process

The purpose of the systemwide review of teacher education programs was to assess the status of teacher education in the State of Oklahoma and make recommendations for its enhancement. Primary responsibility for carrying out this charge was assigned to a review team of several knowledgeable professionals from outside the State of Oklahoma and four Oklahoma community leaders. The team was assisted by an internal task force and State Regents' staff. Comparable institutional data were shared with the external team members prior to their state visit.

Findings

(Refer to Report)

Recommendations for Oklahoma to Become a Leader in Teacher Education

1. State Regents should give special consideration to matching programs to the size and capability of the faculties involved to assure quality and productivity.
2. In cooperation with the institutions, minimum productivity standards should be set and programs which do not meet these standards should be eliminated.
3. Graduate programs should be examined to assure that they are rigorous, vigorously administered, and adequately supported with resources; those that do not meet the guidelines of the Council of Graduate Schools should be eliminated.

4. Institutions that do not already have a clearly defined faculty overload policy and a clearly defined policy for review and appointment of adjunct faculty should develop such policies.
5. A State Regents' staff member should be named to coordinate teacher education efforts.
6. Institutions that do not require a major in an academic discipline for secondary certification should do so. The State should set a date to eliminate or decrease the use of endorsements as a method of certifying subject matter teachers.
7. Academic preparation for elementary teachers should be strengthened, which may require more flexibility in certification requirements.
8. The State Regents for Higher Education should require an annual report on grades given by education faculty compared to those given in general education and academic disciplines from each institution.
9. An immediate study should be undertaken at each institution to identify unnecessary duplication of courses and to determine the appropriate course sequence.
10. The State of Oklahoma needs to make a massive financial commitment to computerizing instructional technology and otherwise upgrading the technology used in its institutions of higher education.
11. Without adding additional hours, we recommend teacher education at all levels include more intensive preparation in classroom management, parent involvement, legal issues, exceptional and gifted students, and global and multicultural education.
12. If teacher education is to advance to its rightful place, the relationship between the State Department of Education and the State Regents must be clarified and improved.
13. Cooperation and communication need to be enhanced between and among universities, education agencies, and private business.
14. Professional development should be focused on the university faculty member's ability to model such effective teaching styles as inquiry, group discussion, collaborative learning, etc.
15. The student teaching program and all clinical programs are essential. Each institution should examine clinical programs to be sure there is quality control. Since the clinical component is reported by students to be the most valuable in the entire program, ways should be found to strengthen it.
16. Serious attention should be given to role, scope, and specialization of mission as a means of facilitating the transfer of courses and programs among institutions and the articulation of two-year college students with four-year institutions of higher education.

17. The comprehensive and regional universities must remain in control of entry, curriculum, and exit from teacher education programs.
18. There needs to be an increased emphasis on hiring minority faculty and recruiting minority students.
19. We recommend the establishment of a statewide leadership institute for deans and directors of teacher education.
20. The State Regents should begin immediately to acquaint and involve Education and Arts and Sciences faculty in the implementation of HB 2246.
21. The system of reciprocity between states should be improved to facilitate certification of students from other states and from NCATE approved programs.
22. A special certification should be created for teaching in the middle school.
23. Increase the requirement that teacher education faculty members teach in the public schools to a minimum of 10 hours per year to keep faculty attuned to and cognizant of the realities of today's classrooms and schools.



FINDINGS*

The External Team was given the general charge of "*assessing the status of teacher preparation in the State System and making recommendations for its enhancement.*" In addition to the General Charge, seven specific charges were given to guide the Team in its deliberations. A significant source of data was the site visit to each of the twelve state controlled institutions actively engaged in preparing teachers. In order to collect comparable data, a set of questions and actions was developed around each charge. These questions, along with instructions to the Teams of specific areas to be investigated, have been used as the format for this section.

CHARGE #1:

"Identify specific characteristics of the program's faculty, students, curriculum, facilities, and resources as well as the competence and vitality of the program's leadership. Study the use of computers and the application of computer technologies in the programs. Explore innovative features of teacher education programs which break away from the uniformity common among most baccalaureate programs. Recommend guidelines for institution-based innovative, experimental, or consortium-based programs."

Action Item #1.A:

Solicit information on scholarly productivity of faculty, including writing, research, and services.

Scholarly activity, including publication and research, was strong at the two comprehensive universities. Faculty appeared to understand that such an expectation existed at research institutions and that promotion and tenure were dependent to a significant extent on one's scholarly activity.

Scholarly activity on the regional campuses was not as evident as the Team had expected. In general, scholarly activity on several of the campuses could only be termed as deficient. When asked about publication, research, and acquisition of extra-mural monies, faculty frequently replied that they were teachers in teaching institutions, and writing and research were not priority issues with them.

Of concern to the Team was the fact that there was no apparent relationship between scholarly productivity and teaching in the graduate program. With only one or two notable exceptions, the primary qualification for graduate teaching was the terminal degree and not even this qualification was in place at all institutions. At several institutions there was no distinction in workload between graduate and undergraduate faculty, no graduate council to supervise graduate work, and a lack of rigor in admission to graduate study.

*It should be noted that there are a wide variety of strengths and weaknesses in the teacher education programs. The Team's findings indicate that, indeed, there are quality teacher education programs. These programs may be found at both the comprehensive and regional tiers.

Action 1.B:

Are faculty teaching in their areas of preparation?

The comprehensive universities have been able to assign faculty to their areas of preparation and expertise. The regional universities, because of size, funding, and scope of programs, utilize faculty in a variety of ways and in a variety of areas. For example, eight of the ten regional universities offer the master's degree although six of the ten regionals have fewer than 1,000 students enrolled in education. Efforts to cover a full range of undergraduate programs plus graduate programs causes, in some institutions, faculty members to be extended beyond their areas of expertise. It also causes a number of adjunct faculty to be employed.

If the state is committed to providing broad geographic access to higher education, as we believe it is, then more definition should be given to which core programs can be delivered in a quality manner by a small faculty. Graduate courses and programs should be limited to areas of great need and taught by faculty qualified by scholarly activity and genuine expertise.

The Team found evidence that the smaller regional universities have extended faculty to their limits. The Team discussed the possibility of using interactive television as an expanded resource for smaller universities.

Action 1.C:

Are faculty overloaded? Do they teach overloads for extra pay?

The comprehensive universities assign workloads that usually do not exceed nine credit hours and frequently no more than six credit hours. These reduced workloads are in recognition of the writing and research expected of each faculty member. Regional universities, however, generally assign a twelve-hour teaching load. In the event that enrollments require additional courses, faculty occasionally teach overload for extra pay, a practice with which faculty do not always disagree since it provides an opportunity to earn extra salary. In one institution, more than fifty percent of the faculty taught overloads. In addition to overloads, institutions short of manpower employ adjunct faculty. All too frequently these adjunct faculty do not possess credentials comparable to regular faculty. In one institution, more adjunct faculty are employed than are regular faculty members. In one case, entire degree programs are taught by adjunct faculty, most of which are fully employed elsewhere. This practice raises the question of overloads and is evidence of inadequate staffing. The Team suggests that the State Regents for Higher Education consider a policy which limits the percent of a degree program which may be taught by adjunct faculty.

Action 1.D:

Are faculty active in professional organizations?

Little funding is available for travel in all institutions. The comprehensive universities manage to provide travel funds from extra-mural sources but few regional universities

have significant travel funds from any source. Many faculty members reported that they received partial funding for at least one out-of-state trip annually. Membership in professional organizations was usually at the individual's expense.

Action I.E:

Tour campus to examine facilities. Are they accessible to handicapped? Are they clean and well maintained?

Most campuses were clean and well maintained. Access for handicapped was generally available. However, while efforts are being made to keep buildings and grounds clean and presentable, there is some evidence of significant deferred maintenance. There were a few notable exceptions. A few of the regional facilities were in poor repair and in need of renovation. At one institution one building's windows were boarded up. In some institutions, furniture and equipment were inappropriate for college level studies. Moreover, some regional universities lacked specialized facilities such as computer labs, adequate space, and access to up-to-date instructional technology.

Action I.F:

Ask to see the latest NCATE action letter.

Of the twelve state institutions, eight were NCATE approved, two had failed to receive accreditation and decisions were pending for two. All institutions indicated that they valued NCATE and would continue to seek accreditation, though one institution expressed concern regarding the demands of NCATE.

Action I.G:

Examine program scope and sequence for the two largest programs. Are they comparable to other quality programs?

Elementary education was most commonly named as the largest and strongest program of teacher education on each campus. No pattern emerged for the other largest and strongest program. Responses varied and included reading education, special education, early childhood education, and secondary education. The External Team examined syllabi of the programs and concluded that they tended to be traditional and in many cases lacked currency. Little innovation or creativity was evident. In some cases the bibliography was lacking or outdated.

Although there were examples of faculty doing some very creative and innovative projects, most faculty responded with silence when asked about innovative features of their program. Some projects perceived to be innovative by faculty, and, indeed, they may have been new and innovative on that campus, were not innovative in the scheme of national developments in the profession. The Team questioned whether there may be a relationship between the broad lack of national travel and the lack of awareness of innovative programs in other states. They also concluded that there may be a direct correlation between the lack of scholarship among faculty and the inadequacy often found in the syllabi.

Action I.H:

Are faculty attuned to and cognizant of the realities of today's classrooms?

The forty-hour "back-to-school" requirement for education faculty to go back into the classroom is an excellent concept that could well be expanded. Also, the entry level program is excellent and should be maintained with higher education involvement and possibly expanded.

Action I.I:

Are staff development activities in place?

The Team found a few institutions in which staff development activities were well planned and effective. Unfortunately, this was not the case on the majority of campuses. Few institutions had a formal plan for keeping their faculty up to date with current issues and programs. It is evident that these institutions need to develop a formal plan.

Action I.J:

Question the effectiveness of the four consortia in the state.

The University Center at Tulsa is seen by participants to be political but also to be important to the future of the participants. All current participants would like to expand their offerings at UCT. All four consortia are perceived to be an efficient form of delivering regional access to collegiate studies. Many participants in the consortia are delivering a significant portion of their consortia classes via adjunct faculty members. As noted under I.C., the Team suggests that the State Regents for Higher Education consider a policy which limits the percent of a degree program which may be taught by adjunct faculty.

CHARGE #2:

The effectiveness of teacher preparation in equipping future teachers with a sensitivity to and an understanding of the significantly changing multicultural demographics of the urban schools.

Action:

Ask basic and advanced students to describe their perception of the effectiveness of their programs with reference to multicultural and particularly racial sensitivity.

Faculty profess an awareness of need in multicultural and global education yet there is little evidence of increased content in these areas. Students, in general, recognize the need for increased emphasis in understanding multicultural diversity. Students frequently commented on their need and the fact that they would soon be in classrooms without adequate preparation to cope with the diversity they expected to find. The Team noted little diversity of faculty in most regional universities although there were notable exceptions. The Team concluded that although there is much innovation taking place nationwide in teaching about cultural diversity and bias, there is little evidence that these innovations are being utilized in Oklahoma. This problem may well relate back to the lack of staff development and contacts made outside the state.

CHARGE #3:

Recommend teacher education standards including ways to upgrade teacher preparation to make the course of study more rigorous and more effective.

Action:

Ask administrators and faculty how they perceive the rigor of the programs.

Education faculty and students perceived the rigor of their programs to be equal to or greater than that of the rest of the university. Faculty and administrators from outside of education generally held contradictory opinions. Grade inflation could only be termed as "rampant." Forty-five percent of all education grades in the comprehensive universities were "A's" and 69 percent of all grades were "A's" and "B's." The situation was even more pronounced in the regional universities where 50 percent of the grades were "A's" and 73 percent were "A's" and "B's." Only 7 percent in the comprehensives were "C's," and 8 percent were "C's" in the regionals. The Team believes that rigor in programs is suspect when grades are so high. Explanations were given that education students were much better at entry by virtue of the 2.5 GPA and having passed the PPST. ACT scores averaged 22 at the comprehensive universities and 19 at the regionals. These scores do not lend credibility to such high grades.

The Team came away from the institutional visits with the impression that the regional institutions are trying to offer programs of study that are too broad. This tends to stretch faculty too thin and reduce rigor. Many institutions are so small that only regional accessibility can justify their programs' continuance. Certainly both comprehensive and regional universities need to focus on areas of strength and eliminate small productivity programs of questionable quality.

Apparently, graduate programs were added to most regional institutions without increasing their resources. It should be recognized by the institutions and the State Regents for Higher Education that graduate education programs require greater resources in order to deliver a quality program.

CHARGE #4:

The strengths and concerns of the respective teacher education programs including recommendations for individual institutional programs and the State System's enhancement.

Action:

The question about strengths and concerns should be asked in all meetings and interviews with administrators, faculty, and students.

The administration, faculty, and students generally agreed that each of their teacher education programs was strong and prepared excellent teachers. Most reported the elementary programs as both the largest and the strongest. At the secondary level most institutions took pride in the fact that secondary teachers took a major in the discipline.

A major concern reported was a lack of sufficient faculty to prevent overloads and employment of large numbers of adjunct faculty. The Team shares this concern, particularly at the graduate level.

CHARGE #5:

The productivity of the respective teacher education programs.

Action:

Programs that have low productiuity, inadequate faculty, or large numbers of part-time faculty are obviously not cost effective and should be noted.

The Team noted several programs with low productivity, inadequate numbers of faculty, and large numbers of adjunct faculty employed. These data are available to the State Regents for Higher Education through the Unitized Data System and the Office of Research. When questioned by the Team about low productivity, the answer most frequently given was that if the low productivity program were dropped, no monies would be saved. The Team found most institutions unwilling to voluntarily drop programs of low productivity.

CHARGE #6:

The roles of the various boards, departments, and agencies with responsibilities for teacher preparation including NCATE, the State Board of Education, the State Regents for Higher Education, legislative mandates, etc. The Team should make recommendations to enhance quality through better coordination and division of responsibility.

There is general agreement within the state institutions that the current system over regulates/prescribes the course requirements for teacher education to the extent that there is not enough flexibility to add new and creative programs. Both students and faculty agree that change in degree requirement regulations comes too frequently. A common criticism is that there is no room in many programs for electives or to add new courses that reflect changing societal or educational conditions. Consequently, there is little room for developing new and innovative programs. Moreover, the restrictive requirements of licensure and certification tend to mold most programs into a traditional and uniform sequence of courses. In summary, there is a general belief that teacher education is over regulated by the State Department of Education.

There is also the belief that the alternative certification system is not working well from the point of view of those seeking such certification. The Team frequently heard the opinion that the conversion endorsement teaching certificate is subject to abuse and that too many individuals are being employed without adequate subject matter preparation.

The Team, in discussion with teacher education administrators, heard the need for more joint communiques between the State Superintendent and the Chancellor for Higher Education. The Oklahoma Commission for Teacher Education promises a forum for such communication. The Commission will need to involve faculty from the various universities to aid in the evaluation of existing programs and the creation of new ones.

CHARGE #7:

The effectiveness of the graduates of the educational programs including conversations with graduates and their supervisors.

Supervisors, principals, and superintendents reported the graduates of the teacher education programs of Oklahoma to be effective. The Team agreed that graduates were enthusiastic and dedicated to the task of providing the best educational experiences possible for their students. Since the Team was unable to watch graduates teaching in the public school classrooms, we could only judge through interviews and conversation. Even though the overall impression was positive, the Team's recommendations are designed to further strengthen teacher preparation.

Other Findings:

1. A broad perception exists that there is a need for a special program to address the needs of the modern middle school. Today's adolescent culture is inconsistent with the theory being taught in elementary and secondary programs.
2. There needs to be a way to encourage, facilitate, and require cooperation between and among the various institutions of education. This includes the agencies representing higher education, common education, and vo-tech education.
3. Most faculty members in education are either uninformed or actually oppose the outcomes based education concepts incorporated in HB 2246. Work needs to be done to bring them on board.
4. Although all institutions want NCATE accreditation, they are aware of the national scrutiny under which all accrediting agencies now find themselves. It appears that those institutions that have failed to gain NCATE accreditation will reapply at the appropriate time.



RECOMMENDATIONS FOR OKLAHOMA TO BECOME A LEADER IN TEACHER EDUCATION

Although many of our recommendations are based on information gathered from data prepared by State Regents' staff and the site visits to the twelve state institutions, others have been made that are based on our knowledge and understanding of the national trends in teacher education. Although our recommendations focus on areas that need strengthening which is inherent in any program review, it should be noted that there are many positive components in the various teacher preparation programs.

1. State Regents should give special consideration to matching programs to the size and capability of the faculties involved to assure quality and productivity.

The Team believes the regional universities may be spread too thin given their size and lack of resources. We believe that each institution should focus on a select number of teacher education programs. Serious questions should be raised about the proliferation of graduate programs of doubtful quality.

2. In cooperation with the institutions, minimum productivity standards should be set and programs which do not meet these standards should be eliminated.
3. Graduate programs should be examined to assure that they are rigorous, vigorously administered, and adequately supported with resources; those that do not meet the standards of the Council of Graduate Schools should be eliminated.

The Team questioned the rigor of a number of graduate programs, particularly those that used large numbers of adjunct faculty members or assigned overloads to regular faculty. In at least one university, no graduate council or committee was charged with overview of graduate studies. In several institutions the graduate studies programs were very small.

4. Institutions that do not already have a clearly defined faculty overload policy and a clearly defined policy for review and appointment of adjunct faculty should develop such policies.

The Team noted the use of overload and adjunct faculty to such an extent that it concerned us. We noted one program that relied almost entirely on adjunct faculty. Another institution employed more adjunct faculty than it had regular faculty. In another institution, 75 percent of the education faculty taught overloads for extra pay. We find it hard to believe that such practice leads to quality programs.

5. A State Regents' staff member should be named to coordinate teacher education efforts.

Teacher education needs a focal point at the state level. House Bill 2246 gives increased responsibility to the State Regents for Higher Education. The Chancellor's office needs a dynamic teacher educator with research experience and great knowledge about teacher education. It would be helpful if this individual had a national reputation and a record of creative and innovative leadership in preparing teachers. This

individual should be given responsibility for quality assurance in the twelve state institutions. It is our opinion that quality programs will not be developed voluntarily except in a few of the strongest institutions. We also believe that few of these recommendations will be implemented without the leadership of a strong teacher-educator at the state level.

6. Institutions that do not require a major in an academic discipline for secondary certification should do so. The State should set a date to eliminate or decrease the use of endorsements as a method of certifying subject matter teachers.

The present endorsement system allows add-on certification with a very small number of credit hours in the endorsement area. Oklahoma educators and the Team do not believe the teacher supply to be so critical that endorsements are necessary.

7. Academic preparation in elementary education should be strengthened, which may require more flexibility in certification requirements.

Teacher educators throughout the nation are concerned about the academic preparation of elementary teachers. Most agree that the elementary teacher should be well grounded in general education and in the arts and sciences because of the broad scope of subject matter the teacher is required to teach in the self-contained classroom. We believe that many elementary education programs have stressed general education and specialized professional education courses (e.g., Teaching Math in the Elementary School) rather than academic content. Certification requirements are no doubt a part of the problem. For example, the Team found in one institution three courses in parenting education.

We believe that elementary education programs in Oklahoma should be carefully reviewed with the intent to shrink or reduce the professional education component making it more generic and less specialized. Any credit hours saved through this process should be added to academic classes that will extend the teacher's competencies in areas of specialization.

In addition, we believe the internship and other clinical experiences are of great value to prospective elementary teachers. The internship should be lengthened and strengthened through the use of master teachers.

8. The State Regents for Higher Education should require an annual report on grades given by education faculty compared to those given in general education and academic disciplines from each institution.

The Team is convinced that grades at all levels and disciplines in Oklahoma are inflated but education is the leader in each institution. We have heard from administrators and faculty that education students are already superior to students from other areas of the university. We recognize that the 2.5 GPA and passing the PPST does, indeed, insure a reasonably high quality of student. Even so, the large percentage of "A's" (50 percent) leads us to believe that grade inflation should be examined. We found, for example, one

faculty member with over 150 students gave 100 percent "A's." It is not uncommon to find faculty giving grades that average 3.84, 3.90, 3.75, etc.

9. An immediate study should be undertaken at each institution to identify unnecessary duplication of courses and to determine the appropriate course sequence.
10. The State of Oklahoma needs to make a massive financial commitment to computerizing instructional technology and otherwise upgrading the technology used in its institutions of higher education.

Team findings indicate that graduates at several teacher education programs lack the computer literacy to function at the level demanded by public schools. The need for additional technology is evident by the number of smaller regional universities attempting to offer both basic and graduate programs with inadequate faculty. The Team suggests that interactive television could bring highly qualified instructors into distance sites at equal or less expense.

11. Without adding additional hours, we recommend teacher education at all levels include more intensive preparation in classroom management, parent involvement, legal issues exceptional and gifted students, and global and multicultural education.

Interviews with students almost invariably included these areas about which they reported the need for more preparation. It may appear incongruent that we suggest more in the same number of hours, but we believe some present areas of professional education can be reduced in emphasis to allow increased emphasis on students' recognized needs.

12. If teacher education is to advance to its rightful place, the relationship between the State Department of Education and the State Regents must be clarified and improved.
13. Cooperation and communication need to be enhanced between and among universities education agencies, and private business.

Both vertical and horizontal cooperation needs to be achieved. Vertically, articulation needs to be improved within the higher education community. The Team found some universities to be unfamiliar with programs and features of programs at other institutions.

We believe that joint faculty appointments between education and the disciplines would enhance articulation. We believe that the video technology that exists at the comprehensive universities could be used by the entire system, perhaps even to teach graduate courses at remote sites through interactive television.

Horizontally, better articulation between higher education, common education, and vo-tech education should be achieved. Increased collaboration that recognizes the partnership and commonality of goals of common education and higher education should be actively sought. Partnerships with private companies, especially for technology utilization, have become quite common nationally and should be actively pursued in

Oklahoma. Also, partnerships with public schools designed to provide professional development for faculty and teachers are common throughout the nation.

14. Professional development should be focused on the university faculty member's ability to model such effective teaching styles as inquiry, group discussion, collaborative learning, etc.

Faculty members should demonstrate the various teaching methods rather than relying on the lecture and other conventional methodologies.

15. The student teaching program and all clinical programs are essential. Each institution should examine clinical programs to be sure there is quality control. Since the clinical component is reported by students to be the most valuable in the entire program, ways should be found to strengthen it.
16. Serious attention should be given to role, scope, and specialization of mission as a means of facilitating the transfer of courses and programs among institutions and the articulation of two-year college students with four-year institutions of higher education.
17. The comprehensive and regional universities must remain in control of entry, curriculum, and exit from teacher education programs.

We recognize the interest of community colleges in providing certain teacher education courses. We suggest the possibility of arrangements whereby faculty from the universities may be used to offer teacher education classes in community colleges where the universities are in control of the quality of course offerings.

18. There needs to be an increased emphasis on hiring minority faculty and recruiting minority students.

There is a striking absence of minority faculty in the regional universities. We also noted a visible absence of African American and Native American students. We recognize the difficulty of employing African Americans but we believe an improvement can be made by increased recruiting efforts.

19. We recommend the establishment of a statewide leadership institute for deans and directors of teacher education.

An effort to keep deans and directors of teacher education informed about the latest developments and innovations in teacher education would be worth the cost and should, to a great degree, offset the provincialism and isolation of small institutions.

20. The State Regents should begin immediately to acquaint and involve Education and Arts and Sciences faculty in the implementation of HB 2246.
21. The system of reciprocity between states should be improved to facilitate certification of students from other states and from NCATE approved programs.

22. A special certification should be created for teaching in the middle school.

It is generally recognized that middle school students are entering a unique phase of their lives. Emerging adolescents are not served well by teachers with either elementary or high school certification. The middle school student needs programs with more academic content taught by teachers who are well prepared academically. The middle school teacher needs special preparation in pre- and adolescent psychology. Most states, to our knowledge, require at least a 24-credit-hour preparation in a discipline while others require a full academic major. We also believe middle schools are an area needing special research regarding the rapidly changing culture of today's adolescent.

23. Increase the requirement that teacher education faculty members teach in the public schools to a minimum of 10 hours per year to keep faculty attuned to and cognizant of the realities of today's classrooms and schools.



SECTION III
INITIAL IMPLEMENTATION PLANS

SECTION III

INITIAL IMPLEMENTATION PLANS

Consistent with national trends, for nearly two years the State Regents, the State Regents' staff, college and university presidents, vice presidents, deans, and faculty have discussed the ramifications of reform of teacher preparation. On the basis of these discussions, there emerged a general consensus concerning the need to think carefully about how system institutions prepare public school teachers and how improvements might enhance that preparation. Deliberations within higher education have focused on many areas consistent with those which are contained in the recommendations of the External Review Team and with those priorities enunciated by HB 2246:

- Requiring a major academic discipline for secondary education;
- Restructuring and strengthening the elementary education curriculum;
- Strengthening the entry-year experience;
- More emphasis on global and multicultural instruction in teacher preparation;
- Expanded hiring of minority faculty and administrators and on the recruiting of minority students into education programs;
- Adding liberal arts and sciences coursework for education majors;
- Evolving course and program content and direction towards outcomes-based education, etc.

The report of the external review now provides a **specific** vehicle for pursuing renewal and reform in these many areas.

Although the 23 recommendations of the External Review Team refer to the State System, not all will apply in both scope and intensity to each of the 12 institutions with teacher preparation programs. The recommendations do, however, cluster around five main concerns: program rigor, faculty resources, technology, interrelationships/leadership, and teacher certification (see attached chart). These five areas will provide a common framework for the entire system as it works collectively to enhance the quality of teacher preparation.

The recommendations define leadership initiatives, some of which are assigned to the State Regents, some to the institutions and some to cooperative efforts involving higher education and the State Department of Education. In all cases, extensive collaboration among the State Regents, the 12 teacher preparation institutions and their governing boards, as well as the State Department will be necessary for an adequate and comprehensive response to the report.

Based on the main concerns listed in the attached chart, major goals will be defined and a comprehensive plan of action will be designed. A plan for implementation will be submitted at the December meeting of the State Regents.

**CATEGORIZATION AND PRIORITY LISTING OF
RECOMMENDATIONS OF THE EXTERNAL TEAM**

I. Program Rigor	II. Faculty Resources	III. Technology	IV. Interrelationships/ Leadership	V. Teacher Certification
2. Set productivity standards	1. Match programs to size and capability of faculty	10. Financial commitment to computer and other technology	5. Name Regents' staff member to coordinate teacher education	21. Establish reciprocity among states
3. Examine graduate programs	4. Develop faculty overload and adjunct faculty review policies		12. Improve relationship State Department/State Regents	22. Create middle school certification
6. Require major in academic discipline for secondary certification	14. Faculty professional development		13. Cooperation among universities/agencies/business	
7. Strengthen academic preparation for elementary	18. Recruit minority faculty/students		16. Transfer of courses and articulation 2-year/4-year institutions	
8. Monitor grade inflation	23. Increase faculty requirement to teach in public schools		17. Control of teacher preparation by four-year institutions	
9. Discover unnecessary course duplication			19. Leadership institutes for deans/directors	
11. Intensify preparation in classroom management, etc.			20. Involve arts and science/education faculty in 2246	
15. Increase quality control of student teaching/clinical				

*Numerals identify the ranking of importance of individual recommendations by External Team.



APPENDICES

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
August 16, 1991

AGENDA ITEM #8-a:

Systemwide Program Review

SUBJECT: Teacher Education

RECOMMENDATION:

It is recommended that the State Regents announce the systemwide external review of undergraduate professional education and teacher preparation as outlined below.

STAFF ANALYSIS:

The State Regents identified systemwide program review as one of the 18 focal points in the *Program for Academic Excellence and Efficiency*. Teacher education was named as the first area for system-wide review.

House Bill No. 1017 provides the impetus for the review of teacher education. This omnibus educational reform legislation promises to increase academic depth, quality, and rigor by focusing on performance-based and outcome-oriented teaching and learning objectives. In initiating the systemwide teacher education program review, the State Regents are demonstrating their active support of House Bill No. 1017 by extending the spirit of the legislation to higher education.

The plan detailed below lists the charge to the review team, the collection of a comprehensive set of comparable institutional data, the selection of the program review team members, and a time schedule for the review's implementation and completion:

Program Review Team Charge:

The teacher education program review team will be charged with the task of assessing the status of teacher preparation in The Oklahoma State System for Higher Education and making recommendations for its enhancement. Specifically, the team will be expected to address the following:

- 1) The strengths and concerns of the respective teacher education programs.
- 2) The effectiveness of the "students" of the educational programs including on-site observations of practicing graduates and conversations with their students and supervisors.

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- 3) The relationship of the respective teacher education programs to "external" factors such as the demand for graduates, legislative mandates, special needs of the field, etc.
- 4) The productivity of the respective teacher education programs.
- 5) Specific characteristics of the program's faculty, students, curriculum, facilities, and resources as well as the competence and vitality of the programs' leadership.
- 6) Recommended changes related to the continued existence, enhancement, and support of specific teacher education programs.
- 7) Recommended teacher education standards including ways to upgrade teacher preparation to make the course of study more rigorous and more effective.
- 8) Roles of the various boards, departments, agencies with responsibilities for teacher preparation and to make recommendations to enhance quality through better coordination and division of responsibility.
- 9) Innovative features of teacher education programs which break away from the uniformity common among most baccalaureate programs and to recommend standards for institution-based innovative and experimental programs.
- 10) Effectiveness of teacher preparation in equipping future teachers with a sensitivity to and an understanding of the significantly changing multicultural demographics of the urban schools.
- 11) Recommended standards for implementing consortium based teacher education.
- 12) Areas of potential teacher shortage and oversupply in the next 10 years.
- 13) Costs and benefits of NCATE accreditation.
- 14) Changes which will strengthen and enhance not only the individual institutional programs but also the State System.

The Collection of Institutional Data:

Prior to the review team's site visit, a comprehensive set of comparable institutional data will be compiled in a readable format for the team members' in-depth study. Data will include the following:

- 1) The latest NCATE report for each institution.
- 2) Student Graduate Information for the past five years including:
 - Geographic origin of graduates;
 - Entering academic information - ACT scores, high school GPA and rank - including a comparison of these scores with the other institutional "non-teacher" graduates;
 - The college GPAs in relation to the total institutional "non-teacher" graduates;
 - PPST scores;
 - Certification test scores;
 - Race/ethnicity and gender.
- 3) Institutional Faculty Information including:
 - FTE, Rank, Tenure;
 - Academic Preparation including where college degrees earned;
 - Student/Faculty Ratio;
 - Publication Rate and/or Regional or National Reputation;
 - Race/ethnicity and gender.
- 4) Program Resources including:
 - Instruction, Research, and Extension Budgets;
 - State Funds, Grants and Contracts, Private Funds;
 - Vocational Education Revenue;
 - Total Revenue Per FTE Student;
 - Student Financial Aid;
 - Library Resources;
 - Space and Equipment;

Staff Development Dollars;

Support Services;

Percent Maintenance Budget as compared to other academic programs' maintenance budgets.

5) Curricular Requirements including:

Number and Types of Teacher Education Degree Programs;

Respective Degree Program Requirements;

Evidence of Currency and Diversity of Curriculum;

General Education, Discipline, Teacher Methodology, and Elective Requirements;

Innovative/Experimental Programs;

Relationship of Arts and Sciences Course Work/School and Education Course Work/School.

The Selection of an External Program Review Team:

Creditable, knowledgeable, independent team members will be selected from geographic areas outside the State of Oklahoma. Possible categories for the selection of members include a vice president or above of a national testing company, a member of the Holmes Group; a dean or professor of a respected college of arts and sciences; a dean or professor of an innovative teacher education program; and a public school teacher representing Kindergarten through grade 12.

Team members will receive the compiled data weeks in advance of the on-site visits. The comprehensive review team visits will include conversations with students, faculty, university administrators, legislators, superintendents, common school teachers, etc.

The Selection of an Internal Task Force to Supplement the External Program Review Team:

The external program review team will be responsible for conducting the systemwide program review and making subsequent recommendations. The team's work will be augmented by an internal task force which will serve as a resource to the State Regents' staff in coordinating the review and to the program review team in conducting the review. The State Regents will

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select the task force members representing such groups as the institutional academic officers, college deans, and faculty; the State Department of Education; the legislature; and common school teachers and administrators.

The Time Schedule:

Staff recommends that the State Regents approve the program review team's charge at the August 16 meeting and authorize the selection of an external program review team and internal task force subject to State Regents' October approval. It is anticipated that the team will conduct site visits during the month of November with a final report including recommendations to the State Regents by the end of January.

Recommended:  Concur: 



OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
State Capitol Complex

**TEACHER EDUCATION PROGRAM REVIEW
INTERNAL TASK FORCE**

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STATE REGENTS' SYSTEMWIDE PROGRAM REVIEW OF TEACHER EDUCATION

External Team's General Charge:

Assessing the status of teacher preparation in the State System and making recommendations for its enhancement.

Consolidating the 14-point charge of the External Team listed in the State Regents' August 16, 1991 agenda (attached). The Team will be expected to address each of the following areas:

- 1) Specific characteristics of the program's faculty, students, curriculum, facilities, and resources as well as the competence and vitality of the programs' leadership. Study the use of computers and the application of computer technologies in the programs. Explore any innovative features of teacher education programs which break away from the uniformity common among most baccalaureate programs. Recommend guidelines for institution-based innovative, experimental, or consortium-based programs.
- 2) Effectiveness of teacher preparation in equipping future teachers with a sensitivity to and an understanding of the significantly changing multicultural demographics of the urban schools.
- 3) Recommend teacher education standards including ways to upgrade teacher preparation to make the course of study more rigorous and more effective.
- 4) The strengths and concerns of the respective teacher education programs including recommendations for individual institutional programs and the State System's enhancement.
- 5) The productivity of the respective teacher education programs (quantity).
- 6) The effectiveness of the graduates of the educational programs including conversations with the graduates and their supervisors.
- 7) The roles of the various boards, departments, agencies with responsibilities for teacher preparation including NCATE, the State Board of Education, the State Regents, legislative mandates, etc. The team should make recommendations to enhance quality through the better coordination and division of responsibility.

(One area of original charge not included - "Areas of potential teacher shortage and oversupply in the next 10 years." Data are not available; however, the State Department of Education has contracted with the Southern Regional Education Board to conduct a supply and demand study.)



Teacher Education: External Program Review Team



Oklahoma State Regents for Higher Education
State Capitol, Oklahoma City

June, 1992

CHAIRMAN



J.T. Sandefur is Dean Emeritus of the College of Education and Behavioral Sciences at Western Kentucky University and has served as the Jones Distinguished University Professor at Emporia State University. In addition to many other positions in higher education, he has served as Chairman of the American Association of Colleges of Teacher Education and has received the Pomeroy Award for Outstanding Contributions to Teacher Education. He has served on systemwide program review committees for Idaho, Florida, and Mississippi.

Thomas E. Bennett, Jr. is President, Tulsa division, of the Stillwater National Bank and Trust Company and has worked extensively throughout Oklahoma in the fields of strategic planning and economic development. He has been a guest lecturer at Harvard University, Massachusetts Institute of Technology, University of Oklahoma and Oklahoma State University, and has served with a number of community organizations, including the Academy for State Goals, where he was Co-Chair of the Task Force on Testing Student Competencies, and the Post Secondary Oversight Council.



Suzie Brewster is a graduate of Southwestern Oklahoma State University and East Central University, and has worked in the field of public education for more than two decades. While serving as a teacher she was named "Teacher of the Year" and was also a finalist for the "State Teacher of the Year." The wife of Congressman Bill Brewster, she currently serves in his Washington office, working on education issues.

Larry D. Clark is currently Dean, College of Arts and Science at the University of Missouri-Columbia. Prior to becoming Dean he served as Chair of the Department of Theatre, Director of Theatre, and Associate Provost. He has written a number of pieces about theatre and theatre education, and has taught extensively in the field of theatre at the University of Missouri, the University of Iowa, and the University of Illinois.





Julie Conatser is currently the Executive Director of the Oklahoma Academy for State Goals. She has also served as teacher and counselor at the high school level, and has been an adjunct professor at the University of Oklahoma. She serves on a number of boards and commissions, including the Advisory Board of the Planning and Coordination Council of the Oklahoma Commission on Children and Youth, the Public Education and Higher Education Committee for the Norman Chamber of Commerce, and the Business/Education Coalition for the State Chamber of Commerce.

James E. Danieley has served on the faculty of Elon College (NC) since 1946 and has held the posts of President, Dean of the College, and Thomas E. Powell, Jr. Professor of Chemistry; he has also been Visiting Professor at the University of North Carolina. Currently he is Director of Planned Giving at Elon. He is a member of the Board of Governors of the University of North Carolina and has served as Vice Chairman of the North Carolina Task Force on Teacher Education.



Beverly J. Divers-White is Superintendent of Lee County School District in Marianna, Arkansas. She has served in a number of positions, including District Supervisor of Pupil Personnel Services, District Supervisor of Human Relations/Staff Development, junior and senior high Assistant Principal, Administrative Assistant-Curriculum and Instruction and Associate Superintendent for Curriculum, Research and Development. She has also served as an adjunct professor for the University of Arkansas and for the University of Central Arkansas.



John D. McCrone is currently Dean of Graduate Studies and Research and Professor of Biology at Pittsburg State University. He has served at a number of higher education institutions, including Clemson University, Western Carolina University, the University of Iowa, the University of the Pacific, the University of Florida, Florida Presbyterian College, and Fairleigh Dickinson University. He has recently made presentations on education and environmental issues for audiences in Thailand and the Republic of China.

Thomas C. Meredith is president of Western Kentucky University. Prior to coming to Kentucky he served as Vice Chancellor for Executive Affairs and adjunct professor of higher education at the University of Mississippi, and served 10 years with the Mississippi Board of Trustees of state institutions of higher learning. He has also taught at Indiana University southeast, Jackson State University, and Mississippi State University, and has been elected chair of the Renaissance, a national council of deans and presidents charting the future of teacher education.



Avalon B. Reece's service in public education spans more than four decades and covers a number of fields. Currently she is a Counselor at Muskogee High School, a post she has held since 1971. She has also served with a number of professional organizations, including the Professional Standards Board for the State Board of Education, the Citizens Advisory Council on Goals for Oklahoma Higher Education, as Chairman, Eastern District Deans and Counselors for the Oklahoma Education Association, and the Oklahoma State Regents for Higher Education.

Robert L. Saunders' 45 years of service in public education include posts ranging from high school teacher to his current position of Dean Emeritus, College of Education, Memphis State University. He has served on NCATE visiting teams for colleges and universities across the nation and has worked extensively in the field of Teacher Education, including a term as President of the American Association of Colleges of Teacher Education. A widely published writer, his most recent work appears in *The Evidence for Quality*.



FACILITATORS



J. H. Boggs served on the faculty of Oklahoma State University for 48 years, including 25 years as Vice President for Academic Affairs and Research, before retiring in 1991. During his career at OSU he served as Acting President on several occasions, and as Interim President in 1977 and 1988. He has worked on a number of commissions, councils, and committees for the state, including the Oklahoma Commission on Education and the State Regents Council on Instruction.

Dan Hobbs served with the Oklahoma State Regents for Higher Education for 27 years before retiring in 1988 with the title of Senior Vice Chancellor for Planning and Policy Research Emeritus. While at the State Regents, he served as Interim Chancellor in 1987 and 1988, and most recently served as Interim President of the University Center at Tulsa. He has taught at the University of Oklahoma and Oklahoma State University, and was named Distinguished Professor at the University of Science and Arts of Oklahoma.



J. R. Morris' 25 year career with the University of Oklahoma encompassed a variety of administrative roles, including service as Dean, Vice President for Student Affairs, Provost and Senior Vice President, and Interim President. In 1986 he returned to the faculty of the University of Oklahoma as Regents' Professor of Psychology and Higher Education.

Cindy Ross is Associate Vice Chancellor of the Oklahoma State Regents for Higher Education, and oversees the development, modification, implementation, and interpretation of academic policy as it relates to The Oklahoma State System of Higher Education. She also works in the area of teacher education. Prior to coming to the State Regents she served at Oklahoma State University as a faculty member and as Director of Academic Affairs Administration.





**Systemwide Teacher Education Review
Tentative Schedule for the Week Beginning Saturday, June 20, 1992**

Saturday, June 20	Sunday, June 21	Monday, June 22
<ul style="list-style-type: none"> • Team Arrives • Dinner Meeting with State Regents, Chancellor, Legislators, and Staff 	<ul style="list-style-type: none"> • Team Study Session • Dinner with State Regents' Staff 	<ul style="list-style-type: none"> • Meet with Internal Task Force, Legislators, Superintendent • Public Hearing

Tuesday, June 23			
<p>SWOSU Weatherford</p> <p><i>Team 1:</i> Thomas Meredith Larry Clark Susie Brewster <i>Facilitator: Jay Boggs</i></p> <p><i>Internal Task Force:</i> Richard Ratcliffe</p>	<p>OU Norman</p> <p><i>Team 2:</i> J.T. Sandefur Earl Danielely Avalon Reece <i>Facilitator: J.R. Morris</i></p> <p><i>Internal Task Force:</i> Charles Scott</p>	<p>UCO Edmond</p> <p><i>Team 3:</i> Robert Saunders Beverly White Tom Bennett <i>Facilitator: Cindy Ross</i></p> <p><i>Internal Task Force:</i> Joe Wiley Paul Simon</p>	<p>NSU* Tahlequah (flight)</p> <p><i>Team 4:</i> John McCrone Julie Conatser <i>Facilitator: Dan Hobbs</i></p> <p><i>Internal Task Force:</i></p> <p>*Public Hearing</p>

Wednesday, June 24			
<p>NWOSU Alva (flight)</p> <p><i>Team 1</i></p> <p><i>Internal Task Force:</i> Smith Holt</p>	<p>USAO Chickasha</p> <p><i>Team 2</i></p> <p><i>Internal Task Force:</i></p>	<p>LU Langston</p> <p><i>Team 3</i></p> <p><i>Internal Task Force:</i> Kenneth Elsner Gus Pekara</p>	<p>ECU Ada</p> <p><i>Team 4</i></p> <p><i>Internal Task Force:</i> Joe Wiley Karen McKellips</p>

Thursday, June 25			
<p>OPSU Goodwell (flight)</p> <p><i>Team 1</i></p> <p><i>Internal Task Force:</i> Smith Holt</p>	<p>Cameron* Lawton</p> <p><i>Team 2</i></p> <p><i>Internal Task Force:</i></p> <p>*Public Hearing</p>	<p>OSU Stillwater</p> <p><i>Team 3</i></p> <p><i>Internal Task Force:</i></p>	<p>SEOSU Durant</p> <p><i>Team 4</i></p> <p><i>Internal Task Force:</i> Paul Simon</p>

Friday, June 26
<ul style="list-style-type: none"> • External Team Study Session • Meeting with Internal Task Force • Evening Departure



