



OKLAHOMA STATE REPORT 2020
Academic Year 2018-2019
East Central University

Please submit CAEP 2020 EPP Annual Report with this document. (Due April 30, 2020)

- **Foreign Language Requirement:** Include a self-evaluation of the assessment process and candidates' abilities to meet the foreign language competency. At the present time, does the unit have adequate methods for assessing competency in various languages requested by candidates?

ECU requires candidates to demonstrate foreign language competence. This can be done by one of three methods: 1) providing evidence of a grade of "C" or better in college-level foreign language course-work; 2) by passing an exit exam from a college-level course; or 3) by demonstrating two years of foreign language at the high school level with a grade of "C" or better for both years. Since candidates may choose the language they wish to demonstrate competence in, and since they have options for demonstrating competence, the unit clearly has an adequate method of assessing competency in various languages that may be requested by teacher education candidates. Course grades for the classes are the primary method used to assess the candidates' competency as a grade "C" or better would note the candidate met expectations for satisfactory completion and thus the ability to demonstrate they meet the basic standards.

- **Graduate Students:** Include the number of graduate students admitted conditionally and their success rates.

A total of 99 graduate students were admitted to the M.Ed. during AY18-19. Of the total admitted, 78 were admitted unconditionally and 21 were admitted with conditions. Of the 355 in unconditional status, 157 graduated in Fall 2018, Spring 2019 and Summer 2019.

- **Supply and Demand:** Describe the efforts made to address supply and demand issues. Supply and Demand information figures are detailed at all stages of the program. The webpage for the unit includes links to the OSRHE and OSDE websites that detail employment issues and job openings. Specifically, employment figures are provided during the initial block of professional education in the Foundations of Education class where candidates are given information about supply and demand and where they are provided websites for the Oklahoma State Department of Education and the Oklahoma State Regents for Higher Education, which have links to current supply and demand details. The EPP also provides information about scholarships related to teacher shortage areas during the professional blocks when scholarship applications are due. All current shortage areas are identified so students can apply for the Future Teacher Scholarship. Additional supply and demand information is provided in the Student Teaching Seminar during a teacher candidate's final semester.

Over the past couple years, the EPP examined enrollment trends to identify three specific focus recruitment areas. STEM enrollment data indicates a sharp decline in STEM program

enrollment, specifically over the past ten years the EPP has not had a completer in the area of Chemistry or Physics Teacher Certification. In addition, the EPP has only average 1 completer for Biology or Math Teacher Certification each year.

In an effort to focus on the areas of STEM, The Institute for Math and Science Education (IMSE) was initiated in the Summer of 2017. IMSE is designed as a collaborative opportunity to partner with experts in the fields of math, science, technology, and education. Programming includes offering professional development for area teachers, assisting local school districts establishing STEM labs and programs, providing learning opportunities for teacher candidates and local P-12 students, tutoring teacher candidates for certification tests in math and science, as well as partnering with other state universities to develop STEM curriculum. Over the past school year, the focus of IMSE has been to start a “certification” program for teacher candidates who participate in IMSE programs. IMSE is led by a director/science specialist as well as members of an advisory board. There are five major areas of focus for the institute with the purpose of the fourth area being recruitment: 4) Encourage/recruit top high school students to consider the areas of math and science education at our university.

Due to shortages in special education across the state, the State Department of Education created "non-traditional routes to special education", which the special education program coordinator helped develop. It resulted in an increased number of candidates who enroll in special education graduate courses. HB 1233 grants the Oklahoma State Board of Education the ability to issue a one-year provisional certificate to qualified individuals to teach in the area of mild-moderate or severe profound disabilities. The EPP developed a special education Boot Camp to ensure that candidates pursuing certification via this route receive quality coursework and field experiences. In Fall 2019 the number of participants... In May 2018, only 5 undergraduate special education candidates received a degree and were certified via the traditional route compared to 9 candidates earning certification through the Boot Camp.

The EPP recruitment plan also targets Native American teacher candidates and potential students. The university is located in the heart of the Chickasaw Nation and borders on the Choctaw Nation to the south. To focus on some of the unique area schools' needs, the EPP implemented a mandatory Professional Development Day in the fall for teacher candidates that focuses on situations that teachers face in area schools, such as politics, mental health, trauma-informed instruction, resources available to teachers, and professional attire. In the Spring of 2018, the EPP also partnered with the Choctaw Nation to provide additional scholarship opportunities to Native American teacher candidates through Teach 2 Reach. In total to date, ECU has had 5 candidates awarded the Teach 2 Reach scholarship. Based on data, which represents the needs of area P-12 schools, the EPP identified special education, STEM, as well as Native American needs as three targeted areas for recruitment efforts.

Finally, the state is working to give lower socioeconomic students opportunities to obtain a bachelor's degree through the Oklahoma's Promise program. Oklahoma's Promise offers qualified students an opportunity to earn a scholarship for college tuition based on parents' federal adjusted gross income being \$55,000 or less a year. The state also offers a Teacher

Shortage Employment Incentive Program (TSEIP) to recruit and retain mathematics and science teachers in Oklahoma. Successful candidates get reimbursed for eligible student loan expenses or an equivalent case benefit. In the Fall of 2018, the EPP approved a program which offers Oklahoma teachers the opportunity to have their first year freshman dependents' tuition paid for at the EPP, as a means of recruitment and support for area teachers, through the university's Teacher's Promise Scholarship. This program started in the Spring of 2019 and is still on-going. In addition, as a result of the CAEP Accreditation process, the EPP is now tracking students to identify whether supports for students from lower socioeconomic backgrounds are being successful. In the Fall of 2018 and Spring of 2019, 5% of the EPP's undergraduate completers were identified as "disadvantaged" based on qualifying for the Pell Grant. Beginning this year, the EPP is now tracking similar data for sophomores interested in the Teacher Education Program, or who are enrolled in Block I courses, as well as advanced candidates.

- **Program Changes:** List any program changes that have occurred in the unit as a result of data analysis.

Throughout the 2018-2019 school year there were many changes that have occurred due to the analysis of data. In the Fall of 2018, the Professional Education Committee began analyzing more in-depth the Content Validity Results for each question on EPP created surveys and assessments. Due to conversations that stemmed from this data, the EPP has continued to adjust the following assessment: Teacher Education Interview (added ethical scenario, discussed adding examples for criteria, adjusted answers), Teacher Application (added ethical question), Field Experience Evaluations (changed from electronic to paper and pencil to increase rate of return), and the creation of the Advanced Programs Education Committee. In the Advanced Programs Education Committee, the committee has discussed how to get continuity among all of the programs so that data can better be utilized to make data-driven decisions. During 2018-2019 the Advanced Programs changed portfolios from Chalk and Wire to Blackboard, discussed program assessment data collection through Blackboard Outcomes, and created a systematic means for communicating surveys to students, completers, and employers. In May of 2019, the EPP began sending out a satisfaction survey in order to collect more data from completers and their employers for the Advanced Programs in order to identify potential program changes. During the first annual solicitation for advanced completer feedback, we received 2 supervisor surveys and 4 completers/recent graduate surveys. Because of the low return rate, we are continuing to identify EPP-wide data collection processes so that students are familiar with the process of receiving and completing surveys.

- **Clinical Partnerships:** List any professional education courses that are held in the P12 school setting?

Currently we do not hold any professional education courses in a P12 school setting.

- **Student Teaching:** Describe your student teaching model?
Clinical Field Experience: Block IV is the student teaching semester. All other program requirements must be met before candidates are admitted to the student teaching semester. The Coordinator of Field Experiences (CoFE) sends out emails and posts announcements

on MyECU web portal to reach candidates ready to enter their professional clinical experience during the semester before they begin student teaching. At this point, applications are submitted using a Google Form. Transcripts with current coursework and grades listed, along with a recent headshot and resume, must be forwarded to the CoFE. Candidates must list each previous field experience location to ensure that they have completed at least three different school locations. After the application has been submitted, the CoFE, as well as each program coordinator checks to ensure that the candidate has had diverse field experiences, course work is completed, the candidate has maintained an appropriate GPA in their program coursework, and all other requirements have been fulfilled.

After each field experience application has been submitted, the CoFE works closely with public school partners to provide the information needed to guide the field experiences of the candidate for optimal learning related to P-12 students. Block IV courses consist of two seminars, one devoted to the facilitation of the completion of the PPAT and the other to classroom management. Candidates are required to complete 480 hours in their student teaching placement. P-12 certification areas and Early Childhood Education majors have a split placement which allows them to have experience with different grade levels. The focus of this experience is also lesson planning, delivery and student impact, with the expectation that the candidates will build on previous field experiences and demonstrate their readiness to begin their own praxis after the successful completion of the student teaching semester. Candidates complete all 4 tasks of the PPAT and submit them for national scoring. These 4 tasks are also included in their portfolios. They also identify and reflect upon the 10 InTASC standards as observed during the different situations and activities of the student teaching semester. Student teachers are formally evaluated twice during the semester by their cooperating teachers and university supervisors on knowledge, skills, and dispositions. Candidates must earn a C or better in the Block IV courses, satisfactory scores on their disposition evaluations, complete their PPAT portfolio requirement, and maintain the program minimum GPA requirement in order to be recommended for certification.

- **Faculty Professional Development:** Summarize the professional development that focused on unit faculty members' ability to model effective teaching styles such as inquiry, group discussion, and collaborative learning.

Faculty Member	Field of Specialization	Professional Development Activities to Improve Teaching
Barton, Scott	History Education	FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online)
Caruthers, Bill	Educational Leadership – Superintendent	FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online) Advisor Training (online)
Caruthers, June	Professional Education- Foundations of Ed. & Student Teacher Seminar I Secondary Social Studies	FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online) Advisor Training (online)
Dorsey, Jennifer	English Education	FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online)
Felts, Mark	Professional Education- Ed. Psych.	Transformative Learning Conference (Edmond, OK) Inquiry-based Instruction PD (OK) FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online) Advisor Training (online)
Fountain, Usha	School Counseling	FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online)

Gilbert, Carl	Science- Biology Education Professional Education Committee Member	FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online)
Harper, Mary	Math Education	Suicide Prevention PD Inquiry-based Learning PD MAA Conference (Arkansas) OCTM Conference (OKC) SEOK Math Teachers Circle Math Inquiry Project presentation Empowering Women's Conference FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online)
Harrison, Teresia	Institute of Math and Science Education, Director Methods of Science	FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online) Advisor Training (online)
Isaacs, Phyllis	College of Ed. and Psych., Dean Student Teaching Seminar I Strategies for Effective Teaching	FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online) Advisor Training (online)
Jessop, F. Brad	Art Education	Oklahoma Arts Conference (Enid, OK) FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online)
Johnson, Melonie	Early Childhood Education	QM Independent Improving Your Online Course (online) EngageOK (Ada, OK) Literacy Instruction in the Social Studies Classroom (online) Sustaining and Advancing the Profession (online) FERPA for Higher Education (online)

		<p>Preventing Discrimination and Sexual Violence (online) Blackboard Training (Ada, OK) Advisor Training (Ada, OK) Lion's Quest Curriculum Training Marvin Stokes Endowed Lectureship (Ada, OK) Teacher of the Year Luncheon (Ada, OK) Security Awareness Fundamentals (online) Common Threats in Training (online) Climate Change (Ada, OK) KnowBe4 Security Awareness OTA Conference (OKC) Phishing Andrew's Inbox Training (online) KnowBe4 Pretexting (online)</p>
Jones, Mark	Educational Technology/Instructional Design and Technology	<p>Learning House Collaboration (online) FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online) Advisor Training (online)</p>
Koch, Jessica	Assessment Coordinator Professional Education- Ed. Tech.	<p>Blackboard Training- Portfolio (online) Learning House Collaboration (online) OACTE Conference (OKC) OTA Conference (OKC) Retention Project- ECU (Ada, OK) Quality Matters certification (online) FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online) Advisor Training (online)</p>
McInnes, Daniel	Chemistry Education	<p>FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online)</p>
Meyers, Nick	Music (Instrumental) Education	<p>FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online)</p>

		Common Threats in Training (online) KnowBe4 Security Awareness (online)
Mihelic, G. Jerry	Educational Leadership (Principal)	Learning House Collaboration (online) FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online) Advisor Training (online)
McClain, Nancy	Math Education	NCTM Regional Conference (Kansas) EngageOK (Ada, OK) Inquiry-based Learning SE OK-Math Consortium FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online)
Pletcher, Kelby	Music (Vocal) Education	FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online)
Roberson, Robin	School Counseling	Blackboard Training- Portfolio (online) Learning House Collaboration (online) Oklahoma Service Learning Conference (Tulsa, OK) FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online)
Roring, Cathy	School Psychology/Psychometry	FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online)
Sharber, Shelli	Library Media	Learning House Collaboration (online) OTA Conference (OKC) FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online)

		Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online) Advisor Training (online)
Snell, Jennifer	Elementary Education	FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online) Advisor Training (online)
Sparlin, Jennifer	Special Education	FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online) Advisor Training (online)
Tessman, Darcy	HHFS	OTA Conference (OKC) Oklahoma Association of Family and Consumer Sciences Conference (Shawnee, OK) National Restaurant Association- ServSafe instructor training and proctor training for dual certification (online) Retention Project- ECU (Ada, OK) Quality Matters Self- Study (Ada, OK) National Institutes of Health Extramural Research certification (online) FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online) Advisor Training (online)
Thornton, David	Professional Education- Student Teaching Seminar II Techniques of Research	OACTE Conference FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online) Advisor Training (online)
Vickers, Jace	Instrumental Music	CMS International Conference (2019) in Brussels, Ghent, and Bruges, Belgium, International Tuba-Euphonium Conference (2019), CMS Regional Conference (2019),

		<p>TESOL International Conference (2019), MTNA eFestival Brass Evaluator (2018), OMTA State Conference (2018), MTNA National Conference (2018) FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online)</p>
William, Karen	Physics Education	<p>OK State Science Teachers Association (Edmond, OK) American Association of Physics Teachers' Summer Meeting (Washington, DC) AR-OK-KS Section of the American Association of Physics Teachers' Meeting (Tahlequah, OK) OK Academy of Science Technical Meeting (Weatherford, OK) OK Research Day (Enid, OK) American Association of Physics Teachers' Summer Meeting (Washington, DC) Smarthink Training (online) FERPA for Higher Ed. (online) Preventing Discrimination and Sexual Violence (online) Security Awareness Fundamentals (online) Common Threats in Training (online) KnowBe4 Security Awareness (online)</p>

- **Arts & Sciences Faculty:** How have arts & sciences faculty been included in the education of pre-service teachers? Please describe any significant collaboration which has occurred between the arts & sciences faculty and education faculty.

Arts and Sciences faculty currently represent their certification as program directors as well as methods instructors. In addition, each content certification area has a representative who serves on the Teacher Education Committee. The coordinators of each of the certification programs attend the faculty retreat at the beginning of the year, August, and share testing data related to their field. During the retreat issues related to teacher education are discussed. Many Arts and Sciences faculty and students participate in the Teacher of the Year lecture and the Education Scholarship and Awards Banquet in both the fall and spring semesters. A representative of the Arts and Sciences faculty, or secondary education, also serves on the Professional Education Committee as well as on the Advisory Board for the Institute for Math and Science Education.

- **Public School Direct Contact:** All full-time teacher education faculty members directly involved in the teacher education process, including all administrators of teacher education programs, are required to serve in a state accredited public school for at least ten (10) clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields.

Report the number of hours each faculty member spent in meaningful contact with P12 students. **Please provide a table reporting the number of hours of meaningful contact with P12 students of all full-time teacher education faculty members.**

Faculty Member	Field of Specialization	Public School Direct Contact Activities
Barton, Scott	History Education	Concurrent Enrollment- History (8 area school districts)
Caruthers, Bill	Superintendent	Superintendent at Allen Public Schools until January 2019
Caruthers, June	Professional Education- Foundations of Ed. & Student Teacher Seminar I Secondary Social Studies	Consulting and Judging Academic Bowl (Allen, OK) Judging/Reading State Quiz Bowl Tournaments (OJABA) OU Assisting with testing and identifying G/T (Allen, OK) Consultant - 21st Century Community Learning Center Grant - North Rock Creek School (Shawnee, OK) Gifted and Talented Coordinator and Coach (2nd - 12th grades) - Silo Elementary School (Durant, OK) Gifted and Talented Coordinator and Coach (1st - 6th grades) - Geary Elementary School (Geary, OK) Title I Reading Teacher (2nd - 6th grades) - Geary Elementary School (Geary, OK) Academic Coach (5th & 6th grades) - McLoud Intermediate School (McLoud, OK)
Dorsey, Jennifer	English Education	Young Writers Contest Coordinator, Oklahoma Council of Teachers of English. 2017 - present. Organized, planned, judged, and presented awards for the Young Writers' Contest for secondary students. This involves sending information to secondary teachers, organizing entries and working with my pre-service teachers to judge the entries, notifying winners, compiling an anthology of writing written by winning authors, and organizing an awards ceremony. Coordinator, Oklahoma Literary Arts Festival. 2015-present. Planned, organized, and executed OLAF. Recently, I have been coordinating with ECU Screens so that local students can experience the National Theatre showings of important pieces of literature.
Felts, Mark	Professional Education- Ed. Psych.	Volunteered at Central Bible Academy working on the following events with pre-school age children: fall festival, free medical clinic fundraising dinner,

		Halloween safe night, Thanksgiving Day events and party.
Fountain, Usha	School Counseling	Second grade classrooms in 3 different school districts: Character Ed lessons on Rotary's Four way test and motto. Taught high school 6 years in Fiji Certified school counselor for 5 years in North Carolina
Gilbert, Carl	Science- Biology Education Professional Education Committee Member	Regional Science Fair State Science Fair
Harper, Mary	Math Education	Tutored 5th grade student, 4th grade student, 7th grade student, 8th grade student, 10th grade student, and 11th grade student in various topics in mathematics; Co-taught K5 classroom about 2D shapes, read math literature book, and directed centers with gumdrops and toothpicks; Co-taught K5 classroom using math literature and centers concerning 10 frames, 5 frames, subatizing, etc.
Harrison, Teresia	Institute of Math and Science Education, Director Methods of Science	Coordinator of Alternative School for Stratford Public Schools
Isaacs, Phyllis	College of Ed. and Psych., Dean Student Teaching Seminar I Strategies for Effective Teaching	Volunteer class grandparent for pre-k at Konawa elementary—reading with students and working one-on-one with students with need—about 25 hours during 2018-19 school year.
Jessop, F. Brad	Art Education	Ada HS Ardmore- Will Rogers Byng HS Okemah HS Seminole HS Varnum HS
Johnson, Melonie	Early Childhood Education	None during 2018-2019
Jones, Mark	Educational Technology/Instructional Design and Technology	Teaches High School Science classes at Ada High School
Koch, Jessica	Assessment Coordinator Professional Education- Ed. Tech.	Volunteered at Grove Public Schools (Shawnee, OK) to work in a fifth grade classroom (6 hours) Volunteered at Grove Public Schools (Shawnee, OK) to work with individual students and small groups of students (3 hours) Volunteered at North Rock Creek Public School (Shawnee, OK) to judge National History Day Competition (3 hours) Read to a Kindergartener (30 minutes a week)
McInnes, Daniel	Chemistry Education	None during 2018-2019

Meyers, Nick	Music (Instrumental) Education	First year at ECU; Co-conducted several area bands; attended local school districts like Kingston, Wynnewood, Sulfur, Byng to perform and recruit
Pletcher, Kelby	Music (Vocal) Education	Co-conducted local choirs, such as Tecumseh
Roberson, Robin	School Counseling	Direct tutoring of children of various ages; K12 Tiger Tutoring (Ada, OK)
Roring, Cathy	School Psychology/Psychometry	Worked with students through consulting work with local school districts. Qualified examiner for a local school district (Allen), providing special education evaluations and re-evaluations (PK-12), and am getting certified as a Parent Child Interaction Therapist where I train parents of 4-7 year olds with disruptive kids.
Sharber, Shelli	Library Media	Assisted setting up third grade classroom (Pauls Valley, OK) Spent school day with 3rd grade students (Pauls Valley, OK) Judged the Davis PI FFA Speech Contest
Snell, Jennifer	Elementary Education	Served as a literacy consultant for Allen Public Schools Literacy Grant, Jan-Feb. 2018 Consult with Homer Elementary schools in working with diagnosis students, Feb. 2018 Assisted struggling readers in Norman-OKC area in clinic setting Assisted two struggling readers (independently) with reading improvement-boys attend Tishomingo Elementary 7th-12th grade language arts/reading teacher 1996-2000; 10th-12th grade English teacher and speech/drama/debate coach 2000-2010; 5th-8th language arts/reading teacher, library media specialist 2010-2013. Current Oklahoma teaching certificate areas: PK-12 Library Media Specialist, 5-12 American Literature, English Literature, Grammar & Composition, 5-8 Mid-level English, PK-12 Speech/Drama/Debate.
Sparlin, Jennifer	Special Education	Was not at ECU during the 2018-2019 school year
Tessman, Darcy	HHFS	Pontotoc County 4-H "Chopped" competition judge (Ada, OK) assisted youth ages 9-18 with presentations and nutrition knowledge (4 hours) Pontotoc County 4-H Public Speaking competition judge (Ada, OK) interviewed and guided youth ages 9-18 with presentations, illustrated talks, and demonstrations (4 hours) Pontotoc Technical Center 9th grade visitation day (Ada, OK) instructed 9th grade students on nutrition and food science offerings at East Central University. Taught WIX.com usage and running a food-based business within a class. (3 hours)
Thornton, David	Professional Education- Student Teaching Seminar II Techniques of Research	Observations in over 20 Science classrooms (Ada, Byng, Latta to name a few)
Vickers, Jace	Music (Instrumental) Education	First year at ECU; Co-conducted several area bands; attended local school districts like Kingston, Wynnewood, Sulfur, Byng to perform and recruit

William, Karen	Physics Education	<p>Majors Fair (Ada, OK) Taught differences in radioactivity between alpha, beta, and gamma sources using absorbers. Taught diffraction of light and differences in sources using different LED's and spectral glasses and spectra scopes. (4 hours)</p> <p>9th Grade Career Discovery Day (Ada, OK) taught 24 students how to do ultrasound imaging (imaging phantom and heart model) (1 hr)</p> <p>Regional Science Fair projects, ECOK Regional Fair (Ada, OK) Safety/Display to make projects legal for competition. Teaching them how to cite photos on project, abstract and teaching rules- all levels Elem-12 (4 hrs)</p> <p>Judged Regional Science Fair (Ada, OK) for 1.5 hrs. Had to make delicate comments to teach the students how to make their project better without crushing them (Judged JH and SH students Engineering, Physics and special awards).</p>
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- **Technology Resources:** State the amount spent during reporting year and how these resources were used to support instructional technology.

In fiscal year 2018-19 \$8,400 was spent on a classroom set of Oculus Go Standalone Virtual Reality Headsets, equipment upgrades for the Virtual Reality Room and Maker Space Learning Center, a Hoonuit License for access to online curricula, and Wayfind Technology Exam Licensing.

- **Alternative Placement Program:** State the procedures in place for advising alternative placement candidates and indicate the number of alternative candidates advised for the school year.

Pursuant to HB 2915 of the 2002 Oklahoma Legislative Session, amending 70 O.S. 2001, Section 6-122.3, East Central University has an Alternative Placement Certification candidate support program and is committed to implement the program in support of any Alternative Certification candidate approved by the Oklahoma State Department of Education (OSDE).

East Central University will admit without further qualifications, and provide opportunity to complete Standard Certification requirements, any Alternative Certification candidate approved by the Oklahoma State Department of Education. Such candidates will be permitted to take any course(s) the candidate deems necessary or desired to meet standard certification requirements detailed by the OSDE. The Dean of the College of Education and Psychology will meet with all Alternative Certification candidates to discuss courses available and to assist as necessary in the development of an Individualized Certification Plan. For Alternative Placement candidates seeking course work in the Education Department course pre-requisites must be met but other blocks will be removed.

Step 1: Apply to the Oklahoma State Department of Education (OSDE) for admission to the Alternative Placement Program (all applications are on-line).

Step 2: After you receive your initial letter from the OSDE, schedule a meeting with ECU's Certification Officer (Dean, College of Education and Psychology) and review plan of study.

Step 3: The candidate will have three years to complete OSDE requirements to move the alternative certificate to a standard teaching certificate.

Alternative Certification Post Baccalaureate

The process in place for candidates seeking alternative certification in the Principal or Superintendent areas or the non-traditional special education route is included as a link on our webpage. <https://www.ecok.edu/academic-affairs-programs/academics/colleges-schools/school-of-graduate-studies/alternative-certification>

Indicate the number of alternative candidates advised for the school year.

- Paraprofessional (Elem. Ed. & ECE) – 24

- Alternative Certification (including Supt. & Principals) – 36
- Boot Camp (See Chart Below)

**2018-2019 Special Education Master's Program
Special Education Boot Camp/Graduate Program
Boot Camp Provider Application Completed**

Name	Program Type	Contact	Documents Sent	Documents Received	Documents Needed	Letters Sent
<u>2018-2019 Boot Camp</u>						
Katherine Taylor	ECU Boot Camp	Numerous	Yes	Admitted Summer 19 Continuing Coursework	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 8/5/19
Chelsea Fields	ECU Boot Camp	Numerous	Yes	Admitted Summer 19 Continuing Coursework	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 8/13/19
David Spradling	ECU Boot Camp	Numerous	Yes	Admitted Summer 19 Continuing Coursework	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 10/2/19
Bryan Wood	ECU Boot Camp & transfer.	Numerous	Yes	Admitted Spring 20 (w/ transfer credits) Continuing Coursework	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 2/12/20
Melodi Wood	OSDE Boot Camp	Numerous in 2019	Yes	Applied to ECU Graduate School 4/21/20	Need copy of Provisional Certificate	
Cari Groce	ECU Boot Camp	Numerous	Yes	Admitted Summer 19 Continuing Coursework	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 8/5/19
Ashley Lamb	ECU Boot	Numerous	Yes	Admitted Summer 19	Completion of Initial	

	Camp			Continuing Coursework	Boot Camp Requirements Pending	
Misty Wallace	ECU Boot Camp	Numerous	Yes	Admitted (Prob) Spring 19 Completed 9 credit hours Spring 19-Summer 19.	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 3/29/20
Tiffany Robinson	ECU Boot Camp	Numerous	Yes	Admitted Summer 19 Continuing Coursework	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 8/5/19
Ashton Howard	OSDE Boot Camp	Numerous	Yes	Admitted Summer 2019 Continuing Coursework	Received Certificate of Boot Camp Completion	OSDE 8/5/19
Brooke Mason	ECU Boot Camp	Numerous	Yes	Admitted Fall 19 Continuing Coursework	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 3/12/20
Josey McDonald	ECU Boot Camp	Numerous	Yes	Admitted Summer 19 Continuing Coursework	Completion of Initial Boot Camp Requirements Pending.	
Jordyn Fortner	ECU Boot Camp	Numerous	Yes	Admitted Summer 2019 Continuing Coursework	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 2/11/20
Ronda Sumpter	ECU Boot Camp	Numerous	Yes	Admitted Fall 18 Continuing Coursework	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 4/30/19

Rebecca Posey	ECU Boot Camp	3/25/19 9/30/19	Yes (2x)	Admitted Summer 19 Has not taken courses		
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- **Input from Stakeholders:** State the procedure used to inform the public regarding the institution's teacher education program and the manner through which public input is solicited and received.

The first means that the department uses for communicating with stakeholders is through the social media accounts. Through Facebook and Twitter, the department is reaching around 500 individuals who regularly follow our page- ECU Education Department, and up to around 2,000 individuals when events and activities are shared.

The Office of Educator Quality and Accountability collects data from administrators as well as our first-year teachers to provide valuable information related to program relevance, strengths and weaknesses, as well as first year teachers' ability to utilize technology and their application of culturally relevant teaching. For example, this data resulted in program changes to better prepare candidates to utilize technology, specifically during the 2018-2019 the implementation of EDUC 4632, Ed. Tech. Integration Strategies during Block III.

The EPP has implemented a webinar to leverage technology for regular communication with cooperating teachers, administrators and university supervisors. The first webinars were conducted during the Spring of 2018 semester by the education department chair and the assessment coordinator. These webinars allowed an instant dialogue relating to program changes and ideas for continued growth.

During the 2018-2019 school year, the university has since switched to Zoom as a videoconferencing tool and this technology has proven much more user friendly. Graduate faculty use Zoom for oral portfolio presentations with on-line program candidates. Additionally, Google Hangouts Meet has been used for the webinars with cooperating teachers and university supervisors. Swivl, Cloud/Video, and FaceTime was used with student teachers in Kansas City, Kansas, and Greenbrier.

- **Content Preparation:** Please provide information on where in your program that candidates study dyslexia and trauma-informed responsive instruction.

During the 2018-2019 school year...

Dyslexia:

Dyslexia (*along with dysgraphia and dyscalculia*) is addressed in the course, **EDUC 3043, Education, Development, and Observation of the Young Child**. Students are introduced to developmental stages of cognitive, language, and literacy learning for ages 5-9 and by the use of a developmental checklist and writing samples, they are responsible for recognizing developmental red flags and the appropriate steps for intervention.

Dyslexia is addressed in the course, **EDUC 3483 Elementary Methods of Reading**. Students spend a week in "Dyslexia 101". This covers the way dyslexia affects the temporal lobe and parietal lobe of the brain and causes problems with visual word and automatic processing. The students learn beginning strategies to help young readers and

also how teachers should know the disadvantages academically but also the advantages such as strengthened memory skills, problem solving, and ability to adapt, etc. Common identifiers of Dyslexia are introduced and discussed in **EDUC 3493 Diagnosis and Remediation of Reading Difficulties**. Through the empirical research articles and general articles on dyslexia, discussions are guided towards helping pre-service teachers understand some of the identifying components of dyslexia and the rates at which dyslexia is diagnosed in elementary schools.

Dyslexia (along with dysgraphia and dyscalculia) is addressed in the course, EDUC 2402 Survey of the Exceptional Child. All candidates in the program are introduced to common signs of dyslexia in students of all grade levels K-12. Along with other learning disabilities, students read and discuss the challenges of assessing students' reading comprehension using a variety of readability measures (Fry Readability Graphs, Dale-Chall measures, and informal reading inventories). After reading and classroom discussion concerning the identification of students with dyslexia, students then are directed to make a list of classroom adaptations respective to the severity of the learning disability. Students then get an opportunity to practice adaptations in the crafting of their first modified lesson plan while specifically accommodating/modifying instruction for students that have special needs including but not limited to dyslexia, dysgraphia, or dyscalculia.

Trauma-Informed Responsive Instruction:

Trauma-informed responsive instruction is addressed in the course, **EDUC 3033, Socialization and Guidance of Young Children**. Students are introduced to various approaches in supporting students who have experienced adverse circumstances. They are responsible for collecting data on the effects of trauma and poverty within their state from an online source. Data and support strategies are presented and discussed.

Trauma-informed responsive instruction is addressed in the course **EDUC 3413 Methods of Elementary Language Arts**. Collaborative discussions are held giving students an introduction to various ways of supporting students in adverse situations. Students are given student classroom scenarios in which they have to first identify the possible circumstance of the child in question, give reasoning as to why they have drawn these conclusions, and then offer suggestions of how to offer support. The following whole group discussion begins with statistics for poverty, incarceration, and neglect reported in our state. This is followed with a discussion and list of research supported strategies (both support and teaching) to help support the whole child.

Trauma-Informed Teaching and Social Responsiveness are addressed with all program candidates in **EDUC 2012 Diversity in American Education (Block I) and EDUC 4042 Strategies for Effective Teaching (Block III)**. Students learn the eight categories of trauma and how they impact a student's ability to learn, function in social environment, and manage their emotions and behaviors. The courses cover how to: Know the signs, provide consistency and structure, activities in restorative practices, and provide a mini-professional development in social-emotional training.

In addition, trauma-informed responsive instruction is addressed in **EDPSY 3513 Educational Psychology (Block II)**. All program candidates explore the academic impact of students who have experienced adverse circumstances including but not limited to the following topics: poverty, domestic violence, incarcerated parents, substance, physical, emotional, sexual, and other behavioral abuse. They are responsible for collecting data on the prevalence of rates of each locally while making conclusions on the probability of if or when they as the teacher will have a student who has been exposed to trauma. Students also participate in a group project where the group is charged with giving a report to the class concerning the development of students in a particular grade level and what, including trauma, specific hurdles are posed by students who have been exposed to traumatic events. Students in this course also specifically study and discuss crises at many stages of development along with learning coping models of negotiating success at each stage of learning development respective to the crisis at hand.

Finally, all program candidates receive Youth Mental Health First Aid training during **EDUC 4262 Student Teaching Seminar I (Block IV)**. Youth Mental Health First Aid USA is an 8 hour public education program which introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge. Mental Health First Aid uses role-playing and simulations to demonstrate how to assess a mental health crisis; select interventions and provide initial help; and connect young people to professional, peer, social, and self-help care.

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

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

Per OEQA Rule 218:10-5-1: In its annual report the institution will be expected to address progress on the areas for improvement cited in the accreditation report. When the CEQA has determined that an education unit is not making progress toward the removal of the areas for improvements cited during their visit, the institution will be notified that the unit will be required to submit a plan and timeline for addressing the areas for improvement. If at the end of six (6) months the CEQA determines the education unit has not submitted sufficient data documenting adequate progress toward the removal of the areas for improvement, a state-level Focus Visit will be warranted within 18 months. After such Focus Visit the CEQA will have the option of granting continuing accreditation or revoking accreditation.

OKLAHOMA STATE REQUIREMENTS

- 1. Foreign Language Requirement**
- 2. Input from Stakeholders**
- 3. Content and Pedagogical Preparation**

4. *Advisement*
5. *Field Experiences (Student teaching minimums)*
6. *Admission Requirements & Exit Requirements*
7. *Faculty Professional Development*

***One AFI on Oklahoma State Requirements Report for On-Site Visit November 3-5, 2019:
Not all full time professional education faculty meet the public school 10 hour requirement.***

EPP Progress to Date: Because of a high rate of turnover in the last few years, it has become apparent that information regarding the 10 hour requirement was not effectively disseminated to new faculty. The 10 hour requirement was specifically and clearly addressed at the Teacher Education Council retreat on September 18, 2019. We believe the faculty are all now on the same page with this requirement. In addition, interviews will be arranged with faculty in order for the team to confirm the appropriate procedure for completion of the 10 hour requirement. Submission of activities used to fulfill the 10 hour requirement by faculty for the 2019-20 AY indicate compliance with the requirement from faculty who were able to engage in public school activities before COVID-19 caused the closure of public schools.

8. *Alternative Placement Program*
9. *Faculty Workload*
10. *Mentor Teachers*