



OKLAHOMA STATE REPORT 2022
September 1, 2020 – August 31, 2021
(Name of Institution)

Please submit CAEP 2022 EPP Annual Report with this document. (Due April 30, 2022)

- **Foreign Language or Emergent Bilingual/English Learning Proficiency:** How does the unit assess proficiency for this requirement?

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 140 graduate students were admitted to the M.Ed. during AY20-21. Of the total admitted, 86 were admitted unconditionally and 49 were admitted with conditions. Of the 281 in unconditional status, 33 graduated in Fall 2020, 98 graduated in Spring 2021, and 36 graduated in Summer 2021.

- **Supply and Demand:** Describe the efforts made to address supply and demand issues.

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.

The NSF grant we received has enabled us to offer professional development opportunities to our preservice teachers along with the teachers in our region who choose to participate in the grant. The areas of STEM (science, technology, engineering, and mathematics) are the focus of

the professional development experiences. Through the professional development opportunities, local area teachers are paired with researchers at the University of Oklahoma and a network of rural educators with partnerships through ECU for six weeks of professional development in STEM as well as follow up implementation experiences. It is the goal of the grant program to increase STEM knowledge as well as knowledge of resources in an effort to better serve rural students in grades 7-12. Along with the NSF grant, ECU has continued offered professional development opportunities in STEM to teacher candidates.

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 and Spring 2020, one undergraduate special education candidate received a degree and was certified via the traditional route compared to 14 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 spring 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. We have renewed that partnership to extend through the next 3 academic years. In addition, the ECU marketing department has continued to recruit local high school students who are enrolled in high schools with large populations of Native American students.

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 during the 2019-2020 AY, the EPP began tracking similar data for sophomores applying the Teacher Education Program, or who are enrolled in Block I courses, as well as students who completed their student teacher experience.

In the Fall of 2019, 5% of student teachers were identified as “disadvantaged”. In the Spring of 2020, 21% of Block I students were identified as “disadvantaged”, while only 11.11% of the student teachers were (difference of 13). In the Fall of 2020, 8% of Block I students identified at “disadvantaged”, while 11.11% of the student teachers were (difference 3.11). In the Spring of 2021, 12% of Block I students identified as “disadvantaged”, while 5.56% of student teachers were (difference 6.44).

Percent “Disadvantaged”					
Block Instruction	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
Block I (typically sophomores)		21%	8%	12%	18%
Block IV (student teachers, seniors)	5%	8%	11.11%	5.56%	17.86%

*Block I began collecting data Spring 2020 to compare to complete data.

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

One change that took place for undergraduate students during the 2020-2021 AY was the implementation of Teacher Education Interview data being collected through the use of a Google Form. During the Fall of 2020, the EPP fully implemented the Google Form, which had been optional prior to this time. Also, a question regarding an ethical dilemma was adopted as the final question of the interview.

In addition, the Professional Education Committee and Teacher Education Council voted to move away from the Student Teacher Evaluation to the CPAST evaluation. This decision was made in the Spring of 2021 and was fully implemented in the Fall of 2021.

As for advanced programs, during the 2020-2021 AY, the Advanced Professional Education Committee (APEC) worked on a better way to organized, collect, and monitor data collected during admittance and throughout the program. The EPP now places calendar invites with links to the evaluations twice during the semester.

In addition, the APEC and program directors worked to align course descriptions to new standards. In addition, the Graduate Capstone Project was developed and revised by individual programs to take the place of the portfolio. Many programs piloted the Capstone Project during the Spring of 2021.

- **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 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
Autrey, LaDonna	School Counseling	Alzheimer's Updates CEU training, Fetal Alcohol Spectrum Disorders CEU training, Human Trafficking CEU training, Why Good Counselors Do Unethical Things, Inquire-Based Learning Training, & OACTE Conference attendance; Cyber Security training
Caruthers, Bill	Educational Leadership – Superintendent	Attended Conferences at North Rock Creek HS in May 2021 dealing with classroom management and student enrollment. Completed counseling Practicum at NRC from Jan to May 2021. Cyber Security training
Caruthers, June	Professional Education- Foundations of Ed. & Student Teacher Seminar I Secondary Social Studies	Cyber Security training 7/13/2021- Teaching for Equity & Justice (online seminar from Facing History.org 7/15/2021- The Science of Dyslexia: An Interactive Crash Course Webinar 7/29/2021- Trauma Informed School Practices: Panorama Education Online Seminar 8/9/2021- OEQA PPAT Information Session (ECU) am, and NEA Teacher

		<p>Quality Webinar pm 8/16- NEA Building and Maintaining a Humanized Classroom 8/30- NEA Teaching in a Post-Pandemic World 9/24/2021- 14th Annual Reading Conference (OSRHE) 11/17/2021- Gender & Equality- A Documents in Detail Webinar by Teaching American History.org 2/17/2022- Strategies for the Culturally Responsive Teacher -Dr. Jennifer Chambers & Dr. Lori Hollen 2/23/2022- The Science of Reading & Dyslexia Support -Dr. Lillian Duran & Dr. Jan Hasbrouck 4/2/2022- Oklahoma Literacy Association Annual Conference- Rogers State College</p>
Dorsey, Jennifer	English Education	<p>Attended AACU IGEA conference, online due to the Pandemic; subscribed to and regularly read 4 journals by the NCTE: College English, Research in the Teaching of English, The English Journal, and College Composition and Communication; attended online NCTE workshops; I had a proposal accepted for the NCTE conference, but it was canceled. Cyber Security training</p>
Felts, Mark	Professional Education- Ed. Psych.	<p>OER Retention Project Training and Development of OER for course teaching - October 2020 Served on State Summit Committee on Classroom Management - October 2020 Cyber Security training</p>
Fountain, Usha	School Counseling	<p>Complete Cyber Security training and online course assessment training Title IX training Harassment training</p>
Harper, Mary	Math Education	<p>Gardner Institute (Teaching & Learning Academy): The humanity of inclusive practices: Keep walking; OACTE/OEQA conference; Webinar-ghosting in online courses; MAA OK/AR conference; ECU PD day (FA21 and SP22); Classroom Technology Training; Webinar: Social justice and inclusiveness in the classroom; Oklahoma Learning Innovations Summit; SE OK Math Teaching Circle; Professional Education Conference; Cyber Security training</p>
Isaacs, Phyllis	College of Education and Psych., Dean	<p>Cyber Security training OACTE Fall 2020 Virtual Conference AACTE Washington Week—Fall 2020 Virtual Conference AACTE Leadership Academy—Fall 2020 Virtual Conference Title IX training</p>
Jessop, F. Brad	Art Education	<p>I read articles from Chronicle of Higher Ed, Studies in Art Education and Educational Leadership. Cyber Security training.</p>

Johnson, Melonie	Early Childhood Education	SCECA Conference (2/5-2/6), Colleague Self-Service Training (3/29), CCAST Training (7/15), CEOE Item Review Conference (6/8-6/9), CEOE Webinar (8/6), OKAEYC Annual Conference (8/28), Reading Conference (9/24), Colleague Training (10/7), ELA Virtual Event (10/5), OKISTE Conference (10/27-10/28), OACTE Conference (11/11-11/12), OER Summit (12/3). Cyber Security training
Jones, Mark	Instructional Design and Technology	Educational technology webinars, documentation, Cyber Security training, etc. (primarily self-study, virtual due to pandemic restrictions)
Koch, Jessica	Assessment Coordinator Professional Education Committee	OACTE, Norman (October 2020) Read articles about retention and admissions requirements Read new books released by ASCD ECU's Professional Development Day Cyber Security training
McInnis, Daniel	Science Education	Judged local and regional science fairs; Attended 2 professional meetings; Read the Journal of Chemical Education; Cyber Security training
Meyers, Nicholas	Music- Instrumental	Title IX training Cyber Security training Percussive Arts International Conference, Indianapolis (November) Collaborate with former band directors for picking music, topics for courses, and advice
Mihelic, G. Jerry	Educational Leadership	CTEL training at ECU (Jan) for Ed Puzzle and other ways to improve online classes. Book study on Enhancing Adult Motivation to Learn by Wlodkowski Cyber Security training
McClain, Nancy	Math Education	Attended Southeast Oklahoma Math Teachers' Circle on a quarterly basis. The focus was on incorporating math puzzles, math patterns discoveries and Desmos in the classroom. I attended the annual the regional Mathematics Association of America meeting April 8-9. The sessions included offering extra credit through detailed solutions, making math fun for all, peer led tutoring and using Top Hat in a math classroom. Though the speakers for both events were from all over the country, the event was held virtually through Zoom. Cyber Security training
Pletcher, Kelby	Music – Vocal	Faculty Observation Training, New Student Teacher Observation Training, NASM training, Colleague Grade Input Training, Colleague Advisement Training, Vocal Music Adjudication Recertification, Cyber Security training
Roring, Cathy	School Psychology/Psychometry	APA approved continuing education courses (20 hours) on child psychology, educational assessments, and ethics Cyber Security training
Sharber, Shelli	Library Media	Guided Inquiry Training, Nasnti Grant, 2021 Cyber Security training

Snell, Jennifer	Elementary Education	<p>Presentation: Helping Reading Teachers Facilitate Emergent Student Learning, Presentation for PK-12 reading teachers at OLA (Oklahoma Literacy Conference), Claremore, OK;</p> <p>Conference Attendance: Tim Rasinski: The Art and Science of Teaching Reading (Claremore, OK)</p> <p>Conference Attendance: Oklahoma Literacy Conference Sessions: 1)The Reading Rope-2) Unraveling the Strands of Skilled Reading 3)Implementing Digitally Supported Disciplinary Literacy in K-5 Classrooms (Claremore, OK)</p> <p>Conference Attendance: 14th Annual Reading Conference by OSDE-Jennifer Serravallo</p> <p>Reading Strategies and Small Group Instruction” (Virtual)</p> <p>Conference Attendance OSDE Sessions: 1)Teaching Small-Modeling Mentors...2)Moving Forward with Reading in OK...</p> <p>International Reading Association Decoding and Letter Instruction Training (OSDE Virtual)</p> <p>Cyber Security training</p>
Sparlin, Jennifer	Special Education	<p>Attended OKCEC Conference focused on the following topics: 2/5/21</p> <ul style="list-style-type: none"> • Oklahoma Special Education related legislation • School Climate and Student Engagement • Leading Paraprofessionals • Mental Health in Teachers • Covid-19 Virtual Resources <p>Attended OSDE Trauma Summit: OSDE-Training for “Creating Trauma Informed Schools through Multi-tiered Systems of Support” 2/2/21</p> <p>Participated in monthly SEL Professional Development Training September-April: (all virtual)</p> <ul style="list-style-type: none"> • Ten Proven Paths to Classroom Connection • Attachment & Safe Relationship for Kids with Autism Spectrum Disorder • Self-Regulation • Brain Basics • Trauma 101 • Race, Culture and Equity • Classroom Management Reimagined • Moving from Me to We • Future Changemakers
Thornton, David	Education Department	<p>Attended & Presented, Oklahoma Association for Teacher Education and Oklahoma Education Quality and Accountability conference, Norman, Oklahoma.</p> <p>Attended & Presented, Distributive Education Clubs of America and Business Professionals of America Oklahoma Conference. Moore, Oklahoma.</p> <p>Attended & Presented, Seventh Annual Critical Autoethnography Conference. Sydney, Australia, online.</p>

		<p>Attended & Presented, Oklahoma CareerTech Summit, August 3, 2021 Oklahoma City Convention Center.</p> <p>Participated, Identifying how Industry can assist Teachers in a Time of COVID (focus group), Teacher Advisory Council for Rural STEM. The University of Oklahoma. Online.</p> <p>Attended & Presented, Providing Rural Communities with Quality STEM Development and Resources, OACTE & OEQA Annual Conference.</p> <p>Attended & Presented, TSA Fall Leadership Conference. Online.</p> <p>COVID-19 Awareness & Prevention for Employees, East Central University, online.</p> <p>Success with Project-Based Learning, Online.</p> <p>Attended & Presented, Oka' Lake of the Arbuckles Watershed Association, Teacher Training through IMSE. East Central University.</p> <p>Attended & Presented, Rural STEM KidWind Webinar. The University of Oklahoma.</p> <p>Attended & Presented, Uncapping Your Full Potential Webinar. The University of Oklahoma.</p> <p>Facilitated, NSF Pedagogy Workshop. Developing a Lesson Plan for the Research Experience for Teachers. The University of Oklahoma.</p> <p>Facilitated, Authentic and Guided Inquiry Lessons Workshop. Developing a Lesson Plan for the Research Experience for Teachers. The University of Oklahoma.</p> <p>Facilitated Project Based Learning Design Elements, Elmore City/Pernell School District Professional Development.</p> <p>Facilitated & Presented, Coding with Ozobots, STEM Professional Development, Institute for Math and Science Education, East Central University.</p> <p>Facilitated & Presented, Use the Lending Library Materials for your Makerspace, STEM Facilitated & Presented, Professional Development, OK is Aviation ECU Tigers can Fly, Institute for Math and Science Education, East Central University.</p> <p>Facilitated, Using Google in Your Classroom, STEM Professional Development</p>
Vickers, Jace	Instrumental Music	<p>Inquiry Based Learning Seminar (2022): took part in a workshop on inquiry based learning in the ECU Hays Native American Studies Center.</p> <p>Tom Hooten Masterclass (2022): coordinated trip and drove bus for 8 ECU students to attend a masterclass with Tom Hooten, LA Phil principal trumpet at Oklahoma City University.</p> <p>Attendee, Oscar Parker Ethics Lecture & Luncheon (2022): Lecture on ethics & leadership led by Dr Richard Kyte, Endowed Professor of Ethics at Viterbo University.</p>

		OkMEA Fall Conference (2021) Cyber Security training
Williams, Karen	Science Education	<p>Conferences Attended:</p> <ul style="list-style-type: none"> •5th Annual Sustainability Conference 9/22-23/20. (Virtual) •Oklahoma Research Day, March 2021, Virtual. •OK-LSAMP Alliance Meeting and Symposium (Virtual) 10/2-3/20. •American Association of Physics Teachers Summer (Virtual) Meeting (11/18-22/20) •OK Academy of Science Technical (Virtual) Meeting (11/6/20). •AR-OK-KS Section of the American Association of Physics Teachers Virtual Section Meeting (11/7/20). •Joint Spring 2021 Meeting of the Texas Sections of the American Physical Society/American Assoc. of Physics Teachers/Society of Physics Students (Virtual) (4/8-11/21). <p>Workshops taken off campus greatly aid in teaching ideas, pedagogy, and assessment. (GIS4.4, S2). as part of American Association of Physics Teachers Summer (Virtual) Meeting 2020:</p> <ul style="list-style-type: none"> •Workshop: W12: Technical Competencies in Laboratory Courses (7/25/20 & 7/26/20 from 9-11 am). •Commercial Workshop: Pivot Interactives Vernier Workshop (7/22/20 from 12:30-1:30pm) • PIRA Demonstrations 7/21/20 (3:30-5 pm) <p>Workshops (Virtual) as part of Texas Section of the American Association of Physics Teachers increase teaching effectiveness as you have more experiences from which to draw.</p> <ul style="list-style-type: none"> •W2: Step UP Physics Together (5-7 pm 4/9/21) (diversity) •W6: Advanced Lab Physics Association (ALPhA) Advanced Lab Workshop (the TX Section “Mini-Beyond 1st Year”) (10-12 am 4/11/21) •W8: Perimeter Institute: Evidence for Climate Change (1-2:15 pm 4/11/21). <p>Workshop: OK-LSAMP Preparing for Higher Degrees (PhD Camp), 3/27/21 (8:30 am-3:30 pm) hosted by OSU OK-LSAMP. I learned much that will help our underrepresented students achieve higher.</p> <p>Cyber Security training</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. Arts and Sciences faculty also serve as University Supervisors and provide PPAT feedback for student teachers in their content areas.

- **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
Autrey, LaDonna	School Counseling	Helping with a 4th grade class and providing a guidance session with K-12 over the summer at the library. Total: 10 hours
Caruthers, Bill	Superintendent	Substituted at NRC in HS Alternative Classroom several times in the Spring of 2021. Total: Over 20+ hours
Caruthers, June	Professional Education- Diversity of Ed., & Student Teacher Seminar I	July 2021- Oklahoma Association for Academic Competition Summer Camp- Redlands Community College, El Reno, OK 20 hours October & November 2021- Wewoka Oklahoma guest reader in elementary/middle school classrooms- 6 hours April 23 2022 - Oklahoma Junior Academic Bowl Association State Tournament (reader/moderator) 8 hours Total: Over 20+ hours
Dorsey, Jennifer	English Education	Last year all my contact hours were limited due to the pandemic. I assisted high school English students whose teacher was out for a couple months due to Covid. I helped with the curriculum and made sure the students were okay. Davis High School. I also helped facilitate a yearly writing contest for students as part of The Scissortail Festival.

		Total: 20+ hours
Felts, Mark	Professional Education- Ed. Psych. History Education	Served as guest teacher on five separate occasions at Byng High School in the World History Honors course. Total: 7.5 hours Served as guest musical instructor on two separate occasions at Hayes Elementary School. Total: 3 hours Organized and supervised seven science experiments (gravity, water displacement, life cycle, plant growth and care, weather/season patterns, diet management and nutrition, and fire/combustion) at Central Bible Academy. 7 hours of planning & 7 hours of instruction for a Total of 14 hours. Organized and supervised five holiday parties and celebrations for the pre-K class at Central Bible Academy. Total: 10 hours
Fountain, Usha	School Counseling	Read to elementary students. Total: 10 hours
Harper, Mary	Math Education	Tutoring Mathematics-Grades 4th-11th; Assisting in 2nd grade classroom. Total: 10 hours
Isaacs, Phyllis	College of Ed. and Psych., Dean	Worked with 2 nd grade students at Hugo Elementary. 8 hours Went on field trip to Jasmine Moran Children's museum with Konawa Elementary pre-k class. 4 hours Total: 12 hours
Jessop, F. Brad	Art Education	Worked with Will Rogers Elementary Ardmore and provided support via the Pete The Cat performance to Sulphur Elementary, Seminole Elementary. Total: 10 hours
Johnson, Melonie	Early Childhood Education	I have volunteered to read to elementary students (PreK - 3rd grade) in school library - Allen Elementary School. Total: 10 hours
Jones, Mark	Instructional Design and Technology	Helped teach a Physics class for Ada High School. Total: 15 hours
Koch, Jessica	Assessment Coordinator Professional Education	Assisted in a 5th and 6th grade classroom with English activity, Grove Public Schools, October 2020 (6 hours); Collaborated at Shawnee Public Schools with librarian, administration, and 6th grade Geography teacher January 2021 (4 hours). Total: 10 hours
McInnes, Daniel	Chemistry Education	Judged local Science fair, Stonewall school; Judged regional science fair, ECU. Total: 10 hours

Meyers, Nick	Music (Instrumental) Education	<ol style="list-style-type: none"> 1. Visiting schools to work with marching bands, jazz bands, and concert bands in preparation for concerts, football games, marching competitions, along with district and state events. 2. Visiting schools to give masterclasses on percussion for marching, jazz, percussion ensemble, and concert ensembles. 3. Hosting our annual fall marching band competition "Tigerpalooza." 4. Hosting the OSSAA State Band Contest in the Spring semester. This year 81 bands consisting of over 3500 students performed at ECU. 5. Visiting schools to give feedback to teachers on how to further develop their program. 6. Honor band during the Spr 22 semester. 7. Judging marching band, concert band, and solo/ensemble. <p>Total: Over 20+ hours</p>
Pletcher, Kelby	Music (Vocal) Education	<p>Contest Prep Latta High School soloist, Liason/Adjudicator National Federation Music Teachers, Contest Prep for various local school music programs, OSSAA Contest Adjudicator, ECU Music Contest Adjudicator</p> <p>Total: 12 hours</p>
Roring, Cathy	School Psychology School Psychometry	<p>Provided special education evaluations at Thackerville Elementary, provided consultation (behavioral and academic) for Plainview Schools</p> <p>Total: 20 hours</p>
Sharber, Shelli	Library Media	<p>Whitebead School, 3rd grade, assist with testing, 01/14; teach engineering lesson 01/28; Read aloud for World Read Aloud Day on 02/03</p> <p>Total: 10 hours</p>
Snell, Jennifer	Elementary Education	<p>Tupelo Public School-Tupelo Oklahoma-reading intervention teaching for 1st through 5th- 5 hours a week since September 2021-March 2022</p> <p>Total: 80+ hours</p>
Sparlin, Jennifer	Special Education	<ul style="list-style-type: none"> • Tishomingo High School - Assisted high-school students with fast facts and applied math activities • Washington Elementary School - Assisted 3rd grade students with self-regulation activity focusing on persistence, attitudes about math, and math anxiety • Homer Elementary School - assisted second-grade students in word recognition, fluency, expression, and constructing meanings in reading to improve comprehension (reoccurring) • Homer Elementary School – assisted kindergarten students in phonological awareness and letter-sound correspondence activities (reoccurring) • Chickasaw Nation - supported students with special needs in various educational programs <p>Total: 20+ hours</p>

Thornton, David	Education Department – Techniques of Research	<p>OK is Aviation Day - 6 hours Assisted students at Whitebead in annual dinner celebration - 2 hours Assisted students with language arts - 3 hours Career development/Education as a career Canton High School 1 hour Career development/Education as a career Woodward High School 1 hour Career development/Education as a career McAlester High School 1 hour Career development/Education as a career Pauls Valley High School 1 hour Career development/Education as a career Elmore City/Pernell High School 1 hour Total: 16 hours</p>
Vickers, Jace	Music – Instrumental	<p>Adjudicator (2022): Adjudicated OSSAA Solo & Ensemble contest at Norman High School</p> <p>Clinician, South Central Oklahoma Band Directors Association (SCOBDA) Jr High Honor Band (2022): Conducted the Jr High SCOBDA Honor Band in Marietta, OK.</p> <p>Clinician, Norman High School Masterclass Day (2021): Presented masterclasses to Norman High School low brass students.</p> <p>Guest Speaker, Ashford High School (2021): I was honored to be asked to speak at my high school on strategies for developing a successful career in music.</p> <p>Visit to Holdenville HS to work with brass students. Total: 20+ hours</p>
Williams, Karen	Science Education	<p>I stepped out of my comfort zone and was asked to tutor a rural student in Sulphur with Asperger’s syndrome who was taking advanced 8th/9th grade courses. I tutored him usually for 2-2.5 hours on Tuesdays in Physical Science and algebra. Once I was able to determine how he was solving the problems, I was able to think up problems that he couldn’t solve in that fashion to the student to understand the process. The student was extremely resistant to writing down work but had an extreme ability to remember 3 steps of algebra. Physical science needed to have physical examples for the student to learn. Total: 20+ hours</p>

- **Technology Resources:** State the amount spent during reporting year and how these resources were used to support instructional technology.

In fiscal year 2020-21 \$5,800 was spent for the purpose of providing a Merit reading software program for the improvement of virtual text comprehension and written communication for our candidates in need and a Hoonuit License for access to online curricula. Also, during the 2020-21 academic year, the institution devoted 1.5 million from HEERF funds to upgrade classroom technology and faculty laptops in order to facilitate more effective instruction in light of changes as a result of COVID restrictions during this time. Finally, \$20,000 was spent on a cart and 20 laptops for faculty classroom use.

- **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) – 43
- Alternative Certification (including Supt. & Principals) – 71
- Boot Camp (See Chart Below) – 14

**2020-21 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
Julie Dollar	ECU Boot Camp & M. ED	Numerous	YES	Admitted Fall 2020 Continuing Coursework M. ED	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 10/21
Cari Groce	ECU Boot Camp & M. ED	Numerous	YES	Admitted Summer 19 Continuing Coursework *M. ED Spring 21	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 6/2021
Chelsea Fields	ECU Boot Camp & M. ED	Numerous	Yes	Admitted Summer 19 Continuing Coursework *M. ED Spring 22	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 7/2021
Jordyn Fortner	ECU Boot Camp & M. ED	Numerous	Yes	Admitted Summer 2019 Continuing Coursework for M. ED	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 10/2020
Taryn Johnston	ECU Boot Camp & M. ED	Numerous	Yes	Admitted Summer 20 Continuing Coursework M. ED	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 6/2021

Teresa Jones	OSDE Boot Camp & M. ED	Numerous	YES	Admitted Fall 20 Continuing Coursework for M. ED	Received Certificate of Boot Camp Completion	OSDE 5/2021
Ashley Lamb	ECU Boot Camp & M. ED	Numerous	Yes	Admitted Summer 19 Continuing Coursework M. ED	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 3/2021
Brooke Mason	ECU Boot Camp & M. ED	Numerous	Yes	Admitted Fall 19 Continuing Coursework *M. ED spring 2021	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 2/2021
Josey McDonald	ECU Boot Camp & MED	Numerous	Yes	Admitted Summer 19 Continuing Coursework *M. ED spring 2021	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 8/2021
Rebecca Posey	ECU Boot Camp & M. ED	Numerous	Yes	Admitted Summer 19 Continuing Coursework M. ED	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 7/2021
Tiffany Robinson	ECU Boot Camp & M. ED	Numerous	Yes	Admitted Summer 19 Continuing Coursework *M. ED spring 2021	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 6/2021
David Sprawling	ECU Boot Camp & M. ED	Numerous	Yes	Admitted Summer 19 Continuing Coursework M. ED	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 7/2021

Melodi Woods	OSDE Boot Camp & M. ED	Numerous	YES	Admitted Spring 20 *M. ED Spring 2022	Received OSDE Boot Camp Provisional Certificate	OSDE 1/2021
Bryan Woods	ECU Boot Camp & M. ED	Numerous	Yes	Admitted Spring 20 *M. ED Fall 2021	Completed ECU Boot Camp Provisional Certificate Requirements	OSDE 1/2021

- **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 805 individuals who regularly follow our page- ECU Education Department, and up to around 6,951 individuals when events and activities are shared (per data from Facebook).

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 over the past couple of cycles have identified that the EPP completers are weak in the area of assessment, which also aligned with the results of the Student Teacher Evaluation. Therefore, assessment is being integrated throughout the undergraduate courses in preparation for this during Task 2 of the PPAT as well.

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 and were also utilized during this reporting period. Additionally, Google Hangouts Meet and Zoom have been used for the webinars with cooperating teachers and university supervisors.

The Professional Education Committee (PEC) and the Advance Professional Education Committee (APEC) have members from our local public schools. A local high school teacher serves with the initial program faculty on the PEC, while a local superintendent serves with advanced program faculty on the APEC. Besides taking part in the analysis of program data and decision-making, both of

these stakeholders provide valuable insight and information to us and share information with their peers regarding our programs and activities.

- **Content Preparation:** Please provide information on where in your program that candidates study dyslexia, trauma-informed responsive instruction and **multi-tiered systems of support (MTSS)**.

During the 2020-2021 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.

In **EDUC 3463 Foundations of Reading** students are introduced to the RTI process and how it specifically can be utilized for students following below grade level expectations in reading and writing. Learners with dyslexia share their experiences with the class as well as the 3 tiers are explained and reflected over.

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.

Multi-Tiered Systems of Support (MTSS)

In **EDUC 3463 Foundations of Reading** the Response to Intervention (RTI) and Special Education identification and referral process is explained in-depth with the students. In addition, in the text by Christopher Such, *The Art and Science of Teaching Reading*, the multi-tiered systems of support for reading development are stressed throughout the text.

EDUC 2402 Survey of the Exceptional Child also discusses the structure and purpose of the Response to Intervention (RTI) framework. Students read and discuss the DIBELS progress monitoring as an example of how RTI is used in literacy teaching. Then, students observe and document RTI models used during a service-learning project while paying particular attention to mentor teachers' use of progress monitoring which aligns with the structure and purpose of the RTI framework. Students are then directed to read about and discuss the following adaptations regarding the 3-tiered system of intervention that RTI follows: Curricular Adaptations, Instructional Adaptations, Community Resource Listing, Classroom Management Adaptations, Environmental Adaptations, General Education Resource Listing, and Classroom Curricular Modifications. Taking a deeper dive into classroom management, students in this class are also introduced to the Schoolwide Positive Behavioral Supports (SWPBS) model. Using the knowledge gained from the structure and functionality of diagnosing learning disabilities within an RTI model, students then apply the knowledge of the MTSS structure to behavioral intervention. Further, students read and discuss functional behavioral assessments while also drafting behavioral intervention plans following their service-learning field experience.

EDUC 3503 Methods of Math Primary: Response to Intervention (RTI) is discussed and practiced to assist in determining a high-quality math curriculum and appropriate instructional support. Student's knowledge of mathematics concepts are collected through formative assessments to assist with continuous monitoring of their progress and to ensure appropriate interventions are implemented.

EDUC 3013 Methods of Emergent Literacy: Response to Intervention (RTI) is discussed through examples of literacy screening assessment tools. Organizing and planning instruction based on the assessment data is emphasized in a multi-tiered system of intervention.

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 or Emergent Bilingual/English Learning Proficiency**
- 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 and it was reinforced at the retreat on September 29,

2020. As demonstrated in the chart provided earlier in this report all faculty involved in the preparation of initial and advanced certification program candidates are now in compliance with this state requirement, each with a minimum 10 hours of meaningful contact with public school students. Unlike the previous academic year where some faculty used virtual time to fulfill this requirement, all of the contact hours on the chart were earned in a variety of face-to-face opportunities.

8. Alternative Placement Program

9. Faculty Workload

10. Mentor Teachers