



**OKLAHOMA STATE REPORT 2019**  
Academic Year 2017-2018  
East Central University

Please submit CAEP 2019 EPP Annual Report with this document. (Due April 30, 2019)

- **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.*

\*(ECU Catalog pg. 71. The foreign language requirement is listed on all teacher certification program degree sheets).

- **Graduate Students:** Include the number of graduate students admitted conditionally and their success rates.  
*A total of 115 graduate students were admitted to the M.Ed. during AY17-18. Of the total admitted, 81 were admitted unconditionally and 34 were admitted with conditions. Of the 216 in unconditional status, 93 graduated in fall 2017, spring 2018 and summer 2018.*

\*Numbers generated from the Graduate School. This report will be generated by the Office of Institutional Effectiveness starting 2018-19.

- **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 web-sites for the Oklahoma State Department of Education and the Oklahoma State Regents for Higher Education who has links to current supply and demand details. We also provide information about scholarships related to teacher shortage areas during the professional blocks when scholarship applications are due. All 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 candidate's final semester.*

*The EPP examined enrollment trends to identify three specific focus recruitment areas. STEM enrollment data indicates a sharp decline in STEM program enrollment. 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. The IMSE is led by a director/science specialist and a math 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 2018 the number of participants had more than doubled to 17. 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 candidates. 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 social media, mental health, communicating with stakeholders, poverty, and behavior management. Based on data which represents the needs of area P-12 schools, the EPP identified special education, STEM, as well as Native American needs and teachers as three targeted areas for recruitment efforts.*

*In the Spring of 2018, the Choctaw Nation of Oklahoma's Teach to Reach (T2R) Career Development Program was started and is funded by a grant awarded to the Choctaw Nation. "The focus of this funding is to train more Native Americans to enter teacher education programs and become highly qualified educators". As one of five partner institutions, the EPP hopes to increase participation in this program each year. During the*

*Spring of 2019, four candidates applied and were awarded scholarships from this program.*

*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 .*

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

*There were many data driven changes at the unit level to strengthen the initial and advanced programs. In the initial program, the Praxis Performance Assessment for Teachers (PPAT) was piloted in Fall 2016 and fully implemented in Spring 2017. The unit had piloted the edTPA prior to this assessment. The PPAT was more accessible for the candidates and the faculty in terms of understanding the process and sequence of task submissions. As the state of Oklahoma moved toward adopting a performance assessment for a portion of the certification requirements, the EPP wanted to be pro-active in ensuring that the performance assessment chosen would meet the unit's needs, each individual program's needs, as well as area school's needs. PPAT came closer than edTPA at identifying needs and gave us a clearer picture of our candidates' strengths and weaknesses when combined with data from certification tests, program grades, and mentor teacher evaluations. The PPAT also allows the EPP to compare our candidates with candidates across the nation and in time across our state as Oklahoma continues to roll out the implementation of PPAT as a certification requirement. While initial data indicated that our candidates lagged behind, the rank order of the submissions were the same. The EPP reviewers were in line with identifying the best PPAT submissions and the worst PPAT submissions the same as national reviewers. As a result of the PPAT implementation, the professional education courses, and field experiences embedded PPAT vocabulary and tasks earlier in the program. Candidates can focus on the performance assessment tasks in student teaching and not learning the vocabulary and nature of the tasks while they are completing the PPAT process. Additionally, a one hour seminar covering the PPAT process, experiences, and tips was implemented at the beginning of the student teaching semester. The timing of this seminar was determined after surveying area teachers who provided their input to content and timing of the EPP's student teacher seminars.*

*The sequence of professional education courses also changed in Fall 2017 to address state trends identified by first year teachers and administrators in the state First Year Teacher Survey. Completers and their administrators indicated that the EPP needed more*

*classroom management and technology to better be prepared for the demands of the classroom. As a result, classroom management content was imbedded in the Educational Psychology course and a one hour seminar was added during the student teaching experience. This seminar course is spread out throughout the semester, giving student teachers the opportunity to reflect over experiences in their field placement. Technology has also been a focus for the unit. A one hour technology course was added to the first professional block. The second technology course was moved from the second to the third professional block. The second technology course utilizes a co-teaching and blended classroom model. Educational Technology faculty designed and co-teach lessons with each content methods teacher to further integrate technology into specific content areas. This co-teaching model is supported by research that indicates that faculty must have support in their classrooms to fully implement new technology. The EPP invested in instructional technology for every classroom in the Education Building and instructional technology for the Center for Innovative Teaching and Learning. This professional education change should provide the support necessary for faculty to utilize the instructional technology available to them as well as allow students the opportunity to practice with these tools before they enter the classroom. In addition, students were asked to purchase a Chromebook during Block I courses instead of purchasing a textbook to more familiarize themselves to technology used in area schools.*

*In the advanced programs, areas of feedback that have been received in multiple SPAs involved incorporating more assignments with diversity as well as making the practicum experiences more rigorous. The EPP has developed assignments in individual programs, such as Library Media, that addresses the area of diversity in literature as well as ways librarians can incorporate acceptance and themes into their instruction that promote diversity and varying experiences, abilities, backgrounds, etc. In the practicum experiences, feedback has asked for more rigor and diverse experiences. Therefore, programs such as School Counseling, Educational Leadership, and Library Media have incorporated activities during practicum as well as the requirement that practicum be completed in at least two different locations (depends on the program). Through the feedback received from advanced program SPAs, the EPP has been able to make adjustments to assignments, expectations, and programs of study that has made the programs more effective.*

*Through OSAT data disaggregated for SPA reports, both initial and advanced programs have identified the area of writing as a continued weakness. While the EPP is continuing the address this area, it is through the SPA Assessment #1, that this weakness was identified for multiple programs in the unit. So far courses have implemented more writing-based assignments, provided more specific feedback, emphasized professional/academic writing, and utilized the university's Writing Center more frequently for struggling students. In the future a Writing Workshop will be held that addresses utilizing research, paragraph structure, sentence structure, and APA as topics.*

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

NA

- **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 a 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.

<b>Faculty Member</b>	<b>Field of Specialization</b>	<b>Professional Development Activities to Improve Teaching</b>
June Caruthers	Professional Education/Student Teaching Seminar and Foundations of Education/Secondary Social	Hosted OSDE Literacy in Social Studies workshop- Director: Brenda Chapman, ECU 2/15/18 SOEA Spring Convention, SWOSU, Weatherford 3/3/2018

	Studies Methods	PPAT Implementation Conference, ORU-Tulsa, 4/27/18 Engage OK, OSDE, OKC, 7/9/18 OSSBA State Conference, OKC, 8/31/18
Bill Caruthers	Education Leadership	OSSBA/CCOSA Conference - OKC; OK Striving Readers Training - OC/Edmond DIST 17 Supt Meetings Monthly (Durant, Atoka, Ada, etc.)
Sharon Cunningham	Special Education	"Completed four Dissertation credit hours at the University of Oklahoma OCTM Summer conference, Del City, OK (June, 2018). <ul style="list-style-type: none"> <li>• Setting Up Guided Math In The Elementary Classroom</li> <li>• Modifications and Myths- Making Math accessible to Non-Typical Learner</li> </ul> ZOOM Webinar Training.
Jennifer Dorsey	English Education	Dorsey, J.L. (2018, March 16). If You Have a Why for Living You Can Deal with Any How: Composing Personal Creeds to Heal Personal Traumas. Paper presented at the Conference for College Composition and Communication. Kansas City, Missouri. Dorsey, J.L. (2017, November 16). Deep reading: Reinventing identity through imagination. Workshop presented at the National Council of Teachers of English. St. Louis, Missouri. Dorsey, J.L. (2017, November 17). Teachers as Writers and Teachers of Writing: Discovering OUR Voices. Roundtable presented at the National Council of Teachers of English. St. Louis, Missouri. Dorsey, J.L. (2017, November 17). Standing Out, Together: An NCTE Affiliate's Best Practices for Gathering and Sharing Student and Teacher Voices. Roundtable presented at the National Council of Teachers of English. St. Louis, Missouri. Dorsey, J.L. (2017, November 19). Caring for

		students' souls using The Personal Creed Project in First-Year Composition. Paper presented at the National Council of Teachers of English. St. Louis, Missouri.
Mark Felts	Professional Education: Educational Psychology	-Attended American Association for Teaching & Curriculum (AATC) conference in Dallas, TX and presented paper concerning teacher education and transformational learning opportunities abroad.
Usha Fountain	School Counseling	Blackboard training, Quality Matters training, Attended and presented at Oklahoma Network of Teaching of Psychology Conference at ECU, Ada, Attended 3 hour workshop on "Ethics in Counseling" to better prepare future school counselors, Oklahoma Counseling Association Conference, in Edmond, OK.
Carl Gilbert	Science Education	Attended Oklahoma Science Teachers Association Meeting
Mary Harper	Math Education	OCTM Conference; MAA Conference; SE OK-Math Consortium
Teresia Harrison	Director, Institute for Math and Science Education and Methods of Science Instructor	Participated in Project WILD training, ECU, 6 hours; Participated in Google Suite training, ECU, 6 hours; Participated in KidWind training, ECU, 6 hours; Attended Picture Perfect webinar training, Online, 10 hours; Attended Oklahoma Library Conference, Tulsa, 12 hours; Blue Thumb Volunteer training, ECU, 10 hours; OSDE Assessor training, OKC, 12 hours;
Phyllis Isaacs	Education Department Chair and Professional Education Faculty: Strategies for Effective Teaching and Student Teaching Seminar	I attended the OACTE/OATE/OEQA Fall Conference on October, 2017, I attended the AI Strategies for Scaling and Growing Online Programs Conference on 2018 in Savannah, GA.
Brad Jessop	Art Education	Attended Oklahoma Arts Conference OKC, 2018
Melonie Johnson	Early Childhood Education	Attended "Engage Ok: On the

		Road"; Ada, Oklahoma; July 9, 2018
Mark Jones	Educational Technology	Attended ISTE Conference, Chicago, IL; Attended OTA Conference, OKC; Attended ProjectWILD workshop, ECU; Attended EngageOK Conference, Ada HS
Jessica Koch	Assessment Coordinator and Educational Technology	I attended the OACTE/OATE/OEQA Fall Conference. I attended the CAEP conversation, SNU, Spring 2018.
Kelby Pletcher	Music Education	OkMEA Convention Tulsa, Oklahoma, ECOCDA Conference Guthrie, Oklahoma
Robin Roberson	Educational Psychology and Classroom Management	Attended and presented at Oklahoma Network of Teachers of Psychology Conference at East Central University, Ada, OK (September 2018) Conference focused on teaching strategies and student engagement.
Cathy Roring	School Psychometry	Attended Oklahoma Network for the Teaching of Psychology Conference, Test Development Conferences (a four step process over the course of 18 months) for the Oklahoma Subject Area Test (OSAT) in School Psychometry,
Shelli Sharber	Library Media	1) Picture-Perfect STEM Lessons: Using Children's Books to Inspire STEM Learning, 5-week online course, January – March 2018 2) Sequoyah Masterlist, Collaboration with Librarians and Principals, and National School Library Standards at Oklahoma Library Association (OLA) Annual Conference (Tulsa, OK) - April 24-25 2018 3) Accessibility in the Digital Classroom, sponsored by the Academic Excellence Online Consortium hosted at ECU – September 27, 2018 4) Diversity and Swivels, OACTE Conference sessions, October 25, 2018 5) Using Portfolio Tool in Blackboard (CCBC 221, ECU) January 22, 2018 6) Blackboard Outcomes for CEP Graduate



		Faculty (EDUC 301, ECU) December 12, 2018
Brenda Sherbourne	Dean, College of Education and Psychology	Quality Matters Training, East Central University; Blackboard Outcomes Training, East Central University
Jennifer Snell	Elementary Education, Reading	"Attended Oklahoma State Department of Education Presentation for Literacy across the Curriculum October 17, 2017  Attended Oklahoma History Center Presentation for Combining Literacy into Content Areas, October 24, 2017
Darcy Tessman	Family and Consumer Science	Attended Oklahoma Association of Family and Consumer Sciences Conference in Stillwater, OACTE in Norman, and OTA in OKC
David Thornton	Professional Education	Training for online instruction (multiple courses)
Santa Velez	School Psychology	Attended QM workshops and ON-TOP Conference in 2018 both at ECU
Karen Williams	Physics Education	National Meeting Attended: American Association of Physics Teachers Summer Meeting (7/28/18-8/1/18, Washington D.C.) State Meetings Attended: OK Research Day (3/9/18, NEOSU location at Enid, OK) OSTA Summer Conference (6/2/18, University of Central OK, Edmond, OK) OK Academy of Science (11/1-2/17, SWOSU, Weatherford, OK) OK-LSAMP 24th Annual Research Symposium (11/3/17, OSU, Stillwater, OK) Regional Meeting Attended: AR-OK-KS Section of the American Association of Physics Teachers (10/12/18), NEOSU, Tahlequah, OK. Workshops taken at American Association of Physics Teachers' Summer Meeting at George Washington University (Washington DC. W05: Research-based Approaches to Infusing Argumentation in Undergraduate Physics

		Learning and Problem Solving (7/28/18 am) W21: LIGO and Interferometers (7/28/18 aftn.) W35: Step Up for Women (7/29/18 am). Workshops taken at AR-OK-KS Section of the American Association of Physics Teacher's Meeting, NEOSU, Tahlequah, OK, 10/13/18. • Robotics (NE) • Using Particle Physics to Enhance Vector Instruction Workshop taken at LS Alliance for Minority Participation in STEM (11/3/18) • Graduate Research Fellowship Program -Prepare to Apply as an Undergraduate Training or Webinars Completed: • Creating and Using Formative Assessment in Science, 3/28/8 by KnowAtom. • SmartThinking 6/12/18 (Pearson). • Communicating with Washington DC 6/18/18 (by American Assoc. of Physics Teachers).
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- **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 area and thus contribute to the education of pre-service teachers in several different ways. First, 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 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. Arts and Sciences faculty also serve on the Professional Education Committee and 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
June Caruthers	Professional Education/Student Teaching Seminar and Foundations of Education/Secondary Social Studies Methods	Consulting and Judging Academic Bowl-Allen, OK Judging/Reading State Quiz Bowl Tournaments (OJABA) OU Assisting with testing and identifying G/T, Allen, OK (20 hrs)
Bill Caruthers	Education Leadership	Taught 7-12 grade social studies classes for 4 days last semester. Allen Public Schools (32 Hrs)
Sharon Cunningham	Special Education	Assisted students in grade 7/8 in college readiness and application process. Ada Junior High Ada, OK Assisted students in grade 1/2 with reading and spelling practice. Hayes Elementary School Ada, OK. ECU Major's Fair Met with two high school students (parents) considering a special education career. (10 Hrs)
Jennifer Dorsey	English Education	Young Writers' Contest Coordinator, Oklahoma Council of Teachers of English. 2017—present. As contest coordinator I plan, organize, judge, and present 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. In this role, I am responsible for planning, organizing, and executing OLAF. This includes arranging for a literary arts event. Recently, I have been coordinating with ECU Screens so that local students can experience the National Theatre

		<p>showings of important pieces of literature. This year the students screened <i>The Twelfth Night</i>. I also have administrative tasks such working with the committee to advertise the event to the schools around the state, communicate with teachers, register all the students, coordinate lunch, room reservations, and making payment arrangements. After the screening, students attend literary workshops taught by both pre-service teachers and faculty. During my fall methods class, I work with my pre-service teachers to create lessons that are thematically tied to the literary arts event. (25 Hrs)</p>
Mark Felts	Professional Education: Educational Psychology	<p>-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. (10 Hrs)</p>
Usha Fountain	School Counseling	<p>Second grade classrooms in 3 different school districts: Character Ed lessons on Rotary's Four way test and motto. (10 Hrs)</p>
Carl Gilbert	Science Education	District Science Fair (10 Hrs)
Mary Harper	Math Education	Assisted 5th grade student in Mathematics-(10hrs)
Teresia Harrison	Director, Institute for Math and Science Education and Methods of Science Instructor	<p>ECU Upward Bound Math &amp; Science students grades 9-12, taught Forces of Flight and facilitated construction of Kazoon kites, 2 hours; STEM Saturday, lead students grades 1-5 in Orienteering including map skills, compass use, and proper orienteering, 2.5 hours; 9th Grade Career Day, introduced students to areas of teaching and inquiry activities, 5 hours; STEM Saturday, lead students grades 3-6 to develop skills needed to solve the Rubik's Cube - specific focus on perseverance, logical thinking, fractions, algorithms, mosaics, 6</p>

		hours; STEM Saturday, introduced students to coding using scratch code and sphero robots, 6 hours; STEM introduction to students in local elementary school grades 5-6, Williard Elementary, Ada, OK, 4 hours; Coding activities with elementary students to celebrate the Hour of Code, grades 1-6, Ada Elementary Schools, 3 hours
Phyllis Isaacs	Education Department Chair and Professional Education Faculty: Strategies for Effective Teaching and Student Teaching Seminar	Sponsor for the Kindergarten Easter egg hunt and party at Konawa Elementary on March 29, 2018. Sponsor/volunteer at the Konawa Band Day Competition on October 6, 2018. Volunteer grandparent reader with Konawa Kindergarten, various dates, fall 2018.
Brad Jessop	Art Education	Seminole High School, Varnum High School, Okemah High School, Holdenville High School, Byng High School - collage workshops. Ada High School - Intaglio workshop, Will Rogers Elementary, Ardmore - printmaking workshop.
Melonie Johnson	Early Childhood Education	Developed Curriculum and taught 1 <sup>st</sup> -3 <sup>rd</sup> Church Camp June 2018.
Mark Jones	Educational Technology	Taught HS Physics class ~ 150 hours; STEM Activities with Willard 6th graders - 3 hours; Cyber security strategies presentation for Ada HS BPA, DECA, and FCCLA students - 1 hour
Jessica Koch	Assessment Coordinator and Educational Technology	Grove Public School- 5th grade- 6 hours; North Rock Creek- Library + Gifted and Talented volunteer- 10 hours; Shawnee Middle School- 7th grade Geography- 2 hours
Kelby Pletcher	Music Education	Served as Appointed Clinician OCDA Honor Choir, Co-Chair/Section Leader, ECU All-State Workshop, Contest Prep (4 times) Stratford High School, Contest Prep, Tecumseh High School, Music Faculty, Chickasaw Arts Academy, University Supervisor for 3 students fall and 1 for current

		spring, (Ada Public Schools, Stratford Public Schools) Served on musical casting panel for Plainview High School, Adjudicator Little Dixie Vocal Contest, Adjudicator District Vocal Solo/Ensemble Contest (February), Contracted Adjudicator District Music Federation of Teacher's Association Contest, Contracted Adjudicator State Music Federation of Teacher's Association Contest, Co-Coordinator of "A Day In the Life of A Music Major" event scheduled for February at ECU
Robin Roberson	Educational Psychology and Classroom Management	Provided free weekly math tutoring for two middle school students (6th and 7th grade). (Spring 2018) K12 Tiger Tutoring creator/coordinator/supervisor. Coordinate and supervise reading/math tutoring services provided by Work Study students to K12 students in the local community. (Fall 2018-present)
Cathy Roring	School Psychometry	I am the qualified examiner for a local school district (Allen), providing their special education evaluations and re-evaluations (PK-12), I also am getting certified as a Parent Child Interaction Therapist where I train parents of 4-7 year olds with disruptive kids
Shelli Sharber	Library Media	1) Volunteer Whitebead Book Fair (October 30th) – worked book fair, read to students, helped students select books, re-stocked fair, ran cash register - 6 hours 2) Volunteer substitute teacher all day, 5th grade at Whitebead School during Teacher Walkout, April 10, 2018 - 7 hours
Brenda Sherbourne	Dean, College of Education and Psychology	1. Two Career Fairs-5 Hours 2. Preschool Classroom, Northeast Elementary Owasso Public School- 5 Hours
Jennifer Snell	Elementary Education, Reading	Assisted struggling readers in Norman-OKC area in clinic setting Assisted two struggling readers (independently) with

Sherbourne: April 2019

		reading improvement-boys attend Tishomingo elementary
Darcy Tessman	Family and Consumer Science	Assisted preschool students in sensory learning and gross motor skill development at the Chickasaw PreSchool, Ada, OK.
David Thornton	Professional Education	10 hours plus previous occupation as teacher in Florida. Starting teaching at ECU in August 2018.
Santa Velez	School Psychology	Testing Ada and Purcell
Karen Williams	Physics Education	Majors Fair, ECU Ballroom, 10/8/18. Taught differences in radioactivity between alpha, beta, and gamma sources using absorbers. Taught diffraction of light using different LED's and spectral glasses and spectra scopes. (4 hours) 9th Grade Career Discovery Day @ ECU (10/25/18) taught 24 students how to do ultrasound imaging (imaging phantom and heart model) (1 hr) Safety and Display for OK State Science & Engineering Fair, ECU, 3/30/17. (5 hours) Must teach students how to make project legal for show. (5 hrs).

- Technology Resources:** State the amount spent during reporting year and how these resources were used to support instructional technology.  
*In fiscal year 2017-18 \$3500.00 was allocated for new faculty computers. Additionally, \$9800.00 was spent on equipment for a Virtual Reality room, drones, Wayfind Technology Exam licensing, Swivl upgrades for students completing their PPAT.*
- 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.

**A. Procedures in Place for advising alternative placement candidates.**

*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>

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

- Paraprofessional (Elem. Ed. & ECE) – 18
- Alternative Certification (including Supt. & Principals) – 29
- Boot Camp (See Chart Below)

**2017-2018 Special Education Masters Program  
Special Education Boot Camp/Graduate Program  
Boot Camp Provider Application Completed 9/27/17**

Name	Program Type	Contact	Documents Sent	Documents Received	Documents Needed	Letters Sent
Stephen Miller	Boot Camp	Numerous	Yes	Yes – Admitted Spring 18	Received Boot Camp Application	Grad office
Tanna Baker	Traditional	Numerous	Yes	Admitted Fall 17	None	Grad office
Lauren Webb	OSDE Boot Camp	Numerous	Yes	Admitted Summer 18	Received Certificate of Boot Camp Completion	Grad office
Meredith Snow	OSDE Boot Camp	Numerous	Yes	Admitted Summer 18	Received	Grad



					Certificate of Boot Camp Completion	Office
Misty Boswell	Boot Camp	Numerous	Yes	In Progress Admission	Need Boot Camp Application Packet	
Taylor Wassam	Boot Camp	Numerous	Yes	Admitted Summer 18	Received Boot Camp Application Packet	Grad Office
Judy Sally Henry	OSDE Boot Camp	Numerous	Yes	Admitted Summer 18	Received Boot Camp completion Letter	Grad Office
Caitlin Spencer	Traditional	Numerous	Yes	Admitted Summer 18	None	Grad Office
Sarah Cline	OSDE Boot Camp	Numerous	Yes	In Progress Admissions	Received Boot Camp completion Letter	
Wendi Palm/Ghassemi	OSDE Boot Camp - Norman	4/10/18	Yes	In Progress Admissions	Certificate of Boot Camp Completion	
Ruth Kane	Boot Camp	4/9/18	Waiting for email	Taking the test		
Ashton Fitzgerald	OSDE Bootcamp	4/10/18	Inquiry	In Progress Admissions	Need OSDE Boot Camp Completion Letter	
Marnie Crawford	Boot Camp	4/13/18	Inquiry Yes		Need Boot Camp Application Packet	
Cassie Berry	Boot Camp	4/16/18	Inquiry			
<b>Boot Camp Information Sent</b>						
Diane Erwin Clayton Schools Administrator	Boot Camp	11/15/18	Yes			
Heather Holland Thackerville Administrator	Boot Camp	2/14/18	Yes			
Cindy Buckmaster Elk City Administrator	Boot Camp	4/8/18	Yes			
Jessica Allen	Boot Camp	3/27/18	Yes		Need Boot	

					Camp Application Packet	
Valerie Jones	Boot Camp	3/27/18	Yes		Need Boot Camp Application Packet	
Karen Cormier Ardmore	Boot Camp	3/29/18	Yes	Taking with OSDE	Need Boot Camp Application Packet	Decided to take OSDE Boot Camp
Ratna Shresta	Traditional	2/13/18 Numerous	Yes	Undecided		
Melissa Kost	Boot Camp	1/6/18	Yes		Need Boot Camp Application Packet	
<b>Bixler's Boot Camp</b>						
Jeffery Parnell	Boot Camp	Started w/Bixler	Completed Boot Camp Summer 17			
Justine Warren	Boot Camp	Started w/Bixler	Completed Boot Camp Summer 17			
Whitney Allen	Boot Camp	Started w/Bixler	Completed Boot Camp Summer 17			Sent 6 hour follow-up 2/25/18
Taryn Miller	Boot Camp	Started w/Bixler	Completed Boot Camp Summer 16			
Pam Young	Boot Camp	Started w/Bixler	Completed Boot Camp Summer 16		Graduate Suspension Waiting for OSDE Extension Letter 4/18/18	
Kristi Stanberry	Boot Camp	Started w/Bixler				Sent Program Completion Letter 11/8/17
Melissa Little	Boot Camp	Started w/Bixler				Sent Program completion letter 4/12/18
Kristina Rudy	Para Route					Completion of 12 hours to OSDE

- **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, and up to around 2,000 individuals when events and activities are shared.*

*The EPP has hosted a Cooperating Teacher Forum each year that funds were available. Cooperating teachers, university supervisors, teacher education faculty, and area principals were invited. Prior to state budget cuts, this event was held twice a year to discuss program changes, assessment documents, and obtain program feedback. The event was put on hiatus as the EPP transitioned from NCATE to CAEP, revised assessment instruments, and instituted PPAT. The plan was to re-implement the Cooperating Teacher Forum in Fall 2019 as an annual rather than a bi-annual event since other communication avenues have been developed.*

*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. Additionally, the data resulted in a more comprehensive evaluation of candidate skills in assessing, teaching, analyzing results, and managing classroom behavior. The PPAT performance assessment was adopted by the EPP in Fall 2016 to capture this more comprehensive information.*

*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, 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. Future webinars will more systematically capture the dialogue to be used in program evaluation.*

*The EPP also purchased a WebEx license to more easily communicate with student teachers or cooperating teachers at a distance. The university has since switched to Zoom as a video-conferencing tool and this technology has proven much more user friendly. Graduate faculty use Zoom and WebEx 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 a student teacher in Brentwood, Tennessee, and Zoom was used with a student teacher in Paris, Texas.*

*The EPP has also purchased several Swivls to be used for student teaching video purposes. One component of the PPAT is student video and analysis of teaching. The Swivls allow student teachers to video themselves teaching. The Swivls move to capture the student teacher as the teacher moves. This technology allows for much better video quality, is much more user friendly, and is easily editable. Faculty have shared demonstrations of this technology at state conferences because the state has moved to the PPAT for certification and many institutions were unaware of the video technology.*

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

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