



**OKLAHOMA STATE REPORT 2023**  
Academic Year 2021-2022  
East Central University

Please submit CAEP 2023 EPP Annual Report with this document. (Due April 30, 2023)

- **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 2 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 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 157 graduate students were admitted to the M.Ed. during AY21-22. Of the total admitted, 156 were admitted in good standing and one was admitted on probation. Of the 299 in good standing, 85 graduated in Fall 2021, 59 graduated in Spring 2022, and 20 graduated in Summer 2022.

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

The ECU Education Department webpage links to the Oklahoma State Regents for Higher Education (OSRHE) and Oklahoma State Department of Education (OSDE) websites that detail employment issues and job openings. Specifically, departmental staff provide employment figures during the initial block of professional education in the Diversity in American Education class where candidates are given information about supply and demand, which can be found on the OSRHE and OSDE website. The EPP also provides information about scholarships related to teacher shortage areas during the professional blocks prior to the scholarship application due date. 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 National Science Foundation (NSF) grant at ECU funded professional development opportunities to teacher candidates along with teachers in regional schools. The areas of STEM (science, technology, engineering, and mathematics) are the focus of these professional development experiences. Through the professional development opportunities, teachers in regional schools join researchers at the University of Oklahoma and a network of rural educators with partnerships through ECU for six weeks of professional development in STEM. Implementation experiences follow this professional development. The goal of the NSF grant is to increase STEM knowledge and knowledge of resources to better serve rural students in grades 7-12. Along with the NSF grant, ECU has continued to offer 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." The special education program created a "Special Education Boot Camp" to facilitate these non-traditional routes. 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. This Boot Camp ensures that candidates pursuing certification via this route receive quality coursework and field experiences. During the 2022-2023 school year, 15 special education candidates received certification through the Boot Camp.

The University, located in the middle of the Chickasaw Nation and borders the Choctaw Nation, consistently focuses on the needs of Native American students. And, the EPP Recruitment Plan also identified Native American teacher candidates and potential students as one of its three targeted areas for recruitment, along with STEM and special education. In 2018, the EPP partnered with the Choctaw Nation to provide additional scholarship opportunities to Native American teacher candidates through Teach 2 Reach. Teach 2 Reach covers the cost of a student's education (books, tuition, and fees), provides \$1,000 month for living expenses, and assists with job placement and mentor support during their first two years of teaching. Five ECU student received the Teach 2 Reach scholarship in 21-22. In addition, the ECU marketing department has continued to recruit local high school students enrolled in high schools with large populations of Native American students.

The University facilitates two State of Oklahoma-supported initiatives to increase recruitment and retention - Oklahoma's Promise and Teacher Shortage Employment Incentive Program (TSEIP). Oklahoma's Promise gives lower socioeconomic students (family income below \$60,000 - \$80,000, depending on number of dependents) financial support to obtain a bachelor's degree in an Oklahoma college or university. TSEIP aims to help recruit and retain mathematics and science teachers in Oklahoma by reimbursing student loan expenses or providing a commensurate cash benefit.

University and ECU Education Department initiatives and scholarships also aid in addressing teacher shortages. In 2018, the EPP approved a program called the Teacher's Promise Scholarship, which supports dependents of Oklahoma teachers by offering tuition assistance. This tuition assistance includes \$750 per semester for four years or eight semesters. Multiple ECU Foundation scholarships support teacher education students. In 21-22, these scholarship programs distributed approximately \$150,000 in various amounts to approximately 80 students. The Recruiting Tigers to Teach program markets and presents education-related programs throughout the year. 26 East Central University students changed their major to education during the school year, and approximately 120 students attended the Spring Student Conference. The Spring Student Conference for teacher candidates focuses on situations that teachers face in area schools, such as politics, mental health, trauma-informed instruction, resources available to teachers, and professional attire.

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

The Professional Education Committee and Teacher Education Council approved the use of the Candidate Preservice Assessment of Student Teaching (CPAST) instrument for student teacher evaluations, moving away from the Student Teacher Evaluation. This change will allow the EPP to provide a more thorough student teacher evaluation process, use a more valid assessment, and compare data against other student teachers across the state and nation. Full implementation of CPAST began in Fall 2021, and the EPP started reviewing the CPAST data during Spring 2022.

The Professional Education Committee identified tracking students during student teaching experiences as an issue, resulting in some discrepancies in hours worked and recorded. The Education Department administrative staff implemented a clock in/clock out system in coordination with the mentor teacher that uses a QR code. Education Department administrative staff now house the data and verify that the student teacher hours work align with the recorded times.

During the 21-22 school year, all programs in both initial and advanced areas evaluated their courses against state and national standards and made necessary course description changes. This work was in preparation for the Council for the Accreditation of Educator Preparation (CAEP) visit in 2026, which requires state reports to be approved three years prior.

In addition, the Advanced Professional Education Committee (APEC) evaluated the graduate dispositional assessment against current research and updated it. This augmented the graduate dispositional assessment and made it congruent among all advanced programs. Graduate students take this dispositional assessment multiple times during their coursework. The APEC changed the graduate capstone to align with current standards.

- **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, including coursework and field experiences, must be met before the EPP admits candidates to the student teaching semester. The EPP requires 75 hours of diverse field experiences prior to student teaching. The Coordinator of Field Experiences (CoFE) sends emails and posts announcements on the MyECU web portal to contact candidates in Block III, the semester immediately preceding the student teaching semester. Then, candidates submit applications using a Google Form. And, 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 a varied field experience, resulting in a field experience in at least three different schools while progressing through the teacher education program. After receiving the application, the CoFE - as well as each program coordinator - checks to ensure the candidate has had diverse field experiences, met course work requirements, maintained an appropriate GPA in their program coursework, and fulfilled all other requirements. After a candidate meets the student teacher requirements, the CoFE identifies a public-school partner for their student teaching experience. Block IV courses consist of two seminar - one designed to facilitate the PPAT completion and the other to classroom management. Candidates must complete 480 hours in a student teaching placement with the option for early release at the completion of 360 hours. P-12 certification areas and Early Childhood Education majors have a split placement, allowing them to experience different grade levels.

The student teaching experience focuses on 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 successfully completing the student teaching semester. Candidates complete all four tasks of the PPAT and submit them for national scoring. They also identify and reflect upon the 10 InTASC standards as observed during the different situations and activities of the student teaching semester. University supervisors and the cooperating teacher formally evaluate student teachers twice during the semester on knowledge, skills, and dispositions. Candidates must earn a “C” or better in the Block IV courses, score satisfactorily 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.

LaDonna Autrey	School Counselor	DBT Certification Training; Social Media and Counseling Ethics Training.
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Billy Caruthers	Educational Administration - Superintendent	CCOSA Fall Conference; OROS Legislative Meeting in 2022; FY 2022 ENGAGE Oklahoma Regional Meeting hosted by State Superintendent Joy Hofmeister; monthly OROS meetings as my schedule permits: ECU, PTC, KiamichiTech in Atoka, and SEOSU .
June Caruthers	Elementary Education	Helping Reading Teachers Facilitate Emergent Student Learning, PK-12 reading teachers at OLA (Oklahoma Literacy Conference) Claremore, OK, April, 2022; OEQA PPAT Information Session- ECU August 2021; NEA Teacher Quality Webinar Reimagining Relationships; Returning & Engaging in the Classroom August 2021; PPAT Training sessions- Presenter, Jan- April 2022; In the Midst of Opportunity: A Trauma-Informed Paradigm Shift (NSU, Dr. Eric Johnson) 202; Crisis and Transformation- Oklahoma State Department of Education 2021; Public Education in the Supreme Court and the Battle for the American Mind (Virtual Institute by the Classroom Law Project Summer 2021; OSAT Elem. Constructed Response (OAEA OSAT Online Targeted Support Session-Presenter 2021 and 2022 Fall, Spring, and Fall 2022; The Science of Reading & Dyslexia Support Seminar- Dr. Lillian Duran/ Dr. Jan Hasbrouck February 2022
Jennifer Dorsey	English Education	Qualified AP Research reader, learned strategies for including inquiry-based projects in my classes; served on the General Education Committee and worked to finalize learning outcomes and rubrics for the new General Education Program, developed my ability to create well-aligned assessments.
Mark Felts	Curriculum and Inst., Social Studies Methods, Educ. Psychology, Philosophy, Rhetoric	Proposal reviewer for Transformative Learning Journal - UCO; Proposal reviewer for Curriculum & Teaching Dialogue Journal; CATO Institute scholar - Sphere Summit Free Speech/Diplomacy Initiative for Educators/Administrators; Editor for Chronicle of Rural Education Journal - ECU
Usha Fountain	School Counseling	Monthly zoom meetings as part of the School Counselor Educator Focus Group hosted by OSDE
Mary Harper	Math Education (Instructional Leadership and Academic Curriculum)	Gardner Institute (Teaching and Learning Academy)-The Humanity of Inclusive Practices: Keep Walking (FA 21); OACTE/OEQA-Revitalize, Refuel, Reshape and Reimagine: Standing or Building on New Models of Excellence (Nov 11-12, 2021); Webinar: Ghosting in Online Courses: data and Strategies to Save the Academic Journey; MAA OK/AR: Pedagogy in

		Mathematics; ECU PD Day-January 7; Webinar: Social justice and inclusivity (Chris Emdin); 2022 Oklahoma Learning Innovations Summit; SE OK Math Teaching Circle-June 7; Professional Education Conference (ECU)-April 8; OCTM-June 4; Remote Learning Strategies-June 6 and June 8
Mark Jones	Educational Technology	Online Course Revisions to update curriculum: 1.) EDUC 5933 Survey of Emerging Technologies, 2) EDUC 5943 Educational Technology Leadership, 3) EDUC 5183 Contemporary Issues in Education, 4) EDUC 5363 Principles of Instructional Design, 5) EDUC 5003 Multimedia Technology, and 6) EDUC 5013 Advanced Educational Technology Strategies; Provided IT consulting for Allen Public Schools to keep updated on current educational technologies in PK-12 schools; Wrote the Regents Program Review report for the Instructional Design and Technology program.
Nancy McClain	Math Education	“Strategies to Amplify Your Students’ Learning” January 2022 – East Central University; “Alignments and Lesson Design” January 2022- East Central University; MAA The Mathematical Association of America annual section meeting on April 8-9 virtually through Oklahoma Baptist University; Attended OCTM annual meeting – June 2022 – Norman High School, Norman, OK; EngageOK conference - Professional development sessions presented by the Oklahoma State Department of Education – July 2022 – Durant High School, Durant, OK; Southeast Oklahoma Math Teachers’ Circle: 1.) “Math Discoveries led by Levi Patrick, September 28, 2021, 2) “More puzzles and Desmos wizardry!!! Presented by Chris Bolognese, January 25, 2022, and 3) “Weird Ways to Multiply! Presented by James Tanton, June 7, 2022.
Daniel McInnes	Chemistry	Oklahoma Research Day (ECU); Oklahoma Academy of Sciences meeting (Tulsa); Oklahoma Section ACS Meeting (virtual): "ESSENTIALS IN WATER'S WORKINGS SEEN AT SMALL AND LARGE SCALES ."; Teaching Observation Rubric Training; Teacher Education Yearly Retreat; Seminar: Environmental Geochemistry - What it is and Tools of the Trade, by Dr. Douglas Beak, EPA; Seminar: Environmentally Friendly Pest Control - Design of a Birth Control Pill for Male Insects; by Dr. Smita Mohanty, OSU; Judged local science fair, Stonewall,

		OK; Judged regional science fair, ECU; GetInclusive Harassment & Title IX Online Training, ECU; Colleague training, ECU.
Jerry Mihelic	Dean	OACTE - Various workshops; ECU- Workshops on online teaching; Helped Honor Student at ECU with research and presentation on teaching students who are EL; America Association of Teaching and Curriculum Conference- Various workshops on teaching students of diversity
TerriLKelby Pletcher	Music Education	Student Teacher Observation Training (New guidelines); OSSAA Adjudicator's Conference Training; Title IX Training; Online Security Training; Active Shooter Training for Schools
Catherine Roring	School Psychometry and School Psychology	Ethics and Distance Therapy: Navigating ... Teletherapy (Digital Seminar) December 2021; Bipolar Spectrum Disorders: Diagnosis and Pharmacologic Treatment December 2021; Reduce Emotional Outbursts...Attachment Based Intervention December 2021; Ethics with Minors: An Essential Guide for Mental Health Professionals December 2021; Kids in the Crossfire of Divorced and Blended Families December 2021
Shelli Sharber	Library Media	Course development for online courses (x3); OSAT test development, OACTE Conference, article written on library selection policies and published in Better Schools; served on OSDE School Library Committee (worked on new standards)
Jennifer Snell	Elementary/Reading Education	6 hours dissertation writing; Oklahoma Literacy Conference Attendance (both fall and spring); Annual Reading Conference Attendance (fall); International Reading Association Decoding and Letter Instruction Webinar Attendance; Peer Editor for Articles presented to The Reading Teacher Journal; Presenter "Helping Reading Teachers Facilitate Emergent Student Learning" Oklahoma Literacy Conference; Committee Member for CEOE Score Reviews for Elementary OSAT Subtest 2; Committee Member on the Oklahoma Higher Education Reading Council; Volunteer Reviewer Elementary Reading Curriculum for State Textbook Adoption for OSDE
Jace Vickers	Music	Route 66 Concert Series (2022): Baritonist with Fountain City Brass Band for the Route 66 concert series and 2022 Brass Expo.; International Trombone Festival (2022): Baritonist with the Fountain City Brass Band on the opening Gala concert of the 2022 ITF in Conway, Arkansas; North American Brass Band Championships

		<p>(2022): Organized trip and conducted the ECU Brass Band to compete in the NABBA Championships in Huntsville, Al. Performed on tuba with Fountain City Brass Band (Winner, Championship division).; South Central Regional Tuba-Euphonium Conference (2022): Featured soloist with the ECU Brass Band on Quicksilver by Paul Lovatt-Cooper.; OkMEA Fall Conference (2021): Conducted the ECU Brass Band in concert as special guest artist at the 2021 OkMEA Fall Conference; Inquiry Based Learning Seminar (2022): Participated in day-long workshop on inquiry based learning in the ECU Hays Native American Studies Center; CMS South Central Regional Conference (2022): Co-hosted with Dr Melody Baggech the CMS SC Regional Conference at East Central University; Adjudicator (2022): Adjudicated OSSAA Solo &amp; Ensemble contest at Norman High School; 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; Attendee, Oscar Parker Ethics Lecture &amp; Luncheon (2022): Lecture on ethics &amp; leadership led by Dr Richard Kyte, Endowed Professor of Ethics at Viterbo University.; 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>Karen Williams</p>	<p>Physics</p>	<p>Workshops Taken: 1.) Discovering the Mass of the Higgs Boson. American Association of Physics Teachers Winter Meeting Workshop. 1/23/22 (I have used this and a 2019 workshop on mass of the top quark to develop a workshop for OSTA Summer'22 Conference, 2.) "Gamma Camera, Positron Emission Lab, Soliton Waves". "Technical Competencies" @ Beyond First Year ALPha (Advanced Laboratory Physics Association) Meeting(7/29/21), and 3.) "Teaching Physics in an Earth &amp; Space Science Context" @ American Association of Physics Teachers Summer 2021 Meeting. 8/7/21; OK Science Teaching Association conf. 6/11/22: 1. Busting Myths About the Teaching Profession (to get more teachers at ECU), 2. Building STEM Literacy by Bringing Societal Issues into the Science Classroom", 3. Demonstrating Agrivoltaic Farm Tested at Woodward HS, 4. Teaching the 'Engineering side of Science and Engineering Practice; Fundraising by the National Assoc. of Academies of Science;</p>



		<p>Professional Development 7/22 @ ECU to help students get through (Goals 1. 3) supporting 1st Gen students: Lessons from the Pace Program, Peters/Worthley</p> <p>Papers Presented</p> <ul style="list-style-type: none"> <li>*Williams. K. (2022). "Ultrasonic Attenuation Spectra for Canola Oil". OK Research Day. Cameron Univ. (Virtual) oral presentation b a d e given (3/2022)</li> <li>•Williams, K. (2021). "Hispanics in Physics for Today's Students". American Association of Physics Teachers Summer 2021 Meeting, 8/2/21.</li> <li>•Williams, K. (2021). "IR Detection using Various Devices" in the 30 Demos in 60 Minutes Section, American Association of Physics Teachers Summer Meeting, 8/3/21.</li> <li>•Williams, K. (2021). "Remake of the e/m Experiment Using Pitch", AR-OK-KS Section of the American Association of Physics Teachers Fall 2021 Meeting. East Central University. Ada. O K 9/25/21.</li> <li>•Williams, K. (2021). "IR Detection by Various Cameras" in the AOK Demo Session, AR-OK-KS Section of the American Association of Physics Teachers Fall 2021 Meeting. East Central University. Ada, OK 9/25/21.</li> <li>•Williams, K. (2021). "My Science is Physics, What 's Yours?", Seminole State College 2021 Summer Academies, Seminole OK, 7/18/21.</li> </ul> <p>Papers with Students: 1.) Mantooth, J., Brown, J, Seeberger, A, Williams, K. (2022), "Temperature and Ultrasonic Velocity", ECU Physics Design Presentation. 5/2/22, 2.) Yadav. R.. Subedi. C.. &amp; Williams. K. (2022). "Spectra using a Webcam". E C U Phvsics Design Presentation. 5/2/22; Roles: 1.) Vice President (2021-Jan 31. 2022) Oklahoma Academy of Science, 2) President (Feb. 1, 2022- present) Oklahoma Academy of Science, 3.) Vice President (2021-Jan 31. 2022) AR-OK-KS Section of the American Association of Phvsics Teacher's Association, 4) President (Feb 1, 2022-present) AR-OK-KS Section of the American Association of Physics Teacher's Association Regional Representative: Advanced Laboratory Physics Association AR-OK-TX Region, and 5) Voting Delegate for OAS on National Association of Academies of Science; Professional Service: 1.) Judged Oral talks OK-LSAMP 27th Annual Svmposium Oklahoma State University. 10/8/21, 2.)</p>
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		Organized/Hosted AR-OK-KS Section of the American Association of Physics Teacher's Fall Meeting at ECU 9/24.25/21. (It was virtual and in-person), 3) Organized/Hosted Oklahoma Academy of Science Technical Meeting at ECU, 11/4-5/21 (over 300 participants), 4) Review of Papers for Honors Showcase 4/19/22, and 5) Reader/External Reviewer for General Science BS at University of Central AR (5/22).
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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 as program directors and as method instructors, resulting in them conducting data analysis for their respective department annually, aligning course content with applicable standards, and submitting all reports. In addition, each content certification area has a representative serving 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 in the fall semester and the Student Spring Conference in the spring. A representative of the Arts and Sciences faculty, or secondary education, also serves on the Professional Education Committee. And, Arts and Sciences faculty also serve as university supervisors to student teachers and provide Praxis Performance Assessment for Teachers (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.**

LaDonna Autrey	School Counselor	15	Worked with middle school and high school students in small groups.
Billy Caruthers	Educational Administration - Superintendent	40	Spent 7 hours at Cherokee Public Schools working with administration on financial forecasts for FY 23; 3 hours classroom activities at Wewoka Public Schools; worked 30-40 hours as an outside counselor for North Rock Creek Public Schools (in

			both group and individual settings) throughout the Spring semester of 2022.
June Caruthers	Elementary Education	26	Reader, Judge, Mediator; Regional, Area, and State Quiz Bowl Tournaments (elementary through high school students); OAAC, OJABA, and OSSAA; Fall 2021, Spring 2022, and Fall 2022 Silo, Colbert, Dale, University of Oklahoma, Redlands College in El Reno
Jennifer Dorsey	English Education	10	Worked with AP English students on AP essay writing skills at Harding Charter in January 2022.
Mark Felts	Curriculum & Inst., Social Studies Methods, Ed. Psy., Philosophy, Rhetoric	25	Guest Lecturer at Byng High School in AP World History (X3). Guest Performer/Music Instructor at Hayes Elementary - 2nd Grade Classroom Student Teaching Observations (4 students - 4 observations each - minimum visit length ~1 hour)
Usha Fountain	School Counseling	10	Implemented Rotary 4-way test curriculum in Hayes Elementary and Byng Elementary schools; Presented Christmas around the world to Washington school 4th graders.
Mary Harper	Math Education (Inst. Leadership and Academic Curr.)	12	Tutoring; Classroom Instruction; Volunteer for School Events;
Frank Bradley Jessop	Art Education	10	Will Rogers Elementary, Ardmore, OK. PK art classes and assembly participant.
Mark Jones	Educational Technology	30	Worked with students to run Media (lights, sound, visuals) for Ada Junior High Performing Arts performances; Worked with teachers and students at Allen Public Schools to integrate technology into lessons.
Nancy McClain	Math Education	30	Tutored 3rd, 4th and 5th graders in math once a week at Homer Elementary School in Ada, OK
Daniel McInnes	Chemistry	40	Ran summer academy for rising 8th and 9th graders. Length: 5 days (~40 hours) of contact with students. Laboratory activities: synthesis, chemical tests, purification of compounds. Location: East Central University campus.
Jerry Mihelic	Dean	10	Helped with Reading and Math classes at Latta Elementary School in Fall 2021 for 10 hours.
Kelby Pletcher	Music Education	10+	Worked with soloists and choirs for surrounding schools; Judged talent shows and helped cast musicals for surrounding schools. Judged contests.

Catherine Roring	School Psychometry & School Psychology	25	Testing and Special Education Consultation in three rural Oklahoma districts. Provided special education testing and assistance with MEEGS and IEPs for Mannsville (testing and consultation), Thackerville (testing and consultation) and Plainview Schools (consultation only).
Shelli Sharber	Library Media	11.5	Davis School - Student teacher activities with second grade (math and language arts) 2 hours; Whitebead School - assist in third grade classroom (math and engineering) 3 hours; Purcell - Student teacher activities with second grade and Kindergarten (math and STEM) 2 hours; Whitebead Book fair - assist students with selecting and reading books for purchase and enjoyment - 4.5 hours
Jennifer Snell	Elementary/Reading Education	70	Volunteer teacher for PreK-5 reading intervention groups, Tupelo Elementary, 3 times a week, 1 hour sessions for full 2021-2022 school year.
Jace Vickers	Music	10	Signing day - Shawnee High School; School visit - Holdenville HS; School visit - Elmore City
Karen Williams	Physics	14.5	Ada Area Wide College Fair-GPACAC 9/17/21 (9-11 am) interferometry Ada, Byng Students (2 hours); Seminole State College 2021 Summer Academies 7/18/21 (Guest with high school students from all over Oklahoma 5-8 pm) 50 students talked about physics and their use of it in building their tiny house and their underwater rover, ethics in science. (3 hours); Gordon Cooper Technology Center Students HS physics class came to ECU 4/4/22 helped 30 students do ultrasound imaging and the Debye Sears Effect to find the wavelength of light. Mrs. Frerichs class (1.5 hrs); Tutored R. Bolin (Davis HS) 1/8, 1/15, 2-8 for 2 hours each day on algebra, separation of variables, solving systems of equations, matrices. (6 hrs)

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

In fiscal year 2021-22, multiple university budgets supported instructional technology for the EPP. The library budget for the Education Department totaled \$12,253.11 during the 21-22 school year. Whereas some library items were not instructional technology related, lots of purchases, such as online periodicals, databases, and ebooks, were related. In the general Education Department site budget, staff spent \$527 on miscellaneous technology-related items. The largest university budgeted amount supporting technology came from

the overall technology budget. Most items purchased were coded as university-wide rather than by department, but these were substantial purchases. These include replacement of classroom technology, access to basic productivity tools (Microsoft Office, Adobe Acrobat, and OneDrive), and utilization of classroom-related software (Blackboard and Solstice).

- **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.

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 one receives an 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 ECU webpage: <https://www.ecok.edu/academics/colleges-and-schools/school-graduate-studies/med-education/med-alternative-certifications>

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

- Alternative Teaching – 43
- Alternative Certification (other) – 21

- Special Education Boot Camp – 15
- **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 the department uses for communicating with stakeholders is through the social media accounts. Through Facebook and Twitter, the department's Facebook page, ECU Education Department, has approximately 1,100 followers, and each post reaches 440-450 individuals

The Office of Educational Quality and Accountability (OEQA) collects data from administrators and ECU's first-year teachers to provide information related to program relevance, strengths and weaknesses, and a first-year teachers' ability to utilize technology and apply culturally-relevant teaching. For example, these data for the past three cycles have identified that completers report a weakness in assessment, which also triangulates with data results from CPAST, the student teacher evaluation instrument. Therefore, assessment is integrated throughout the undergraduate courses in preparation for this during Task 2 on the Praxis Performance Assessment for Teachers (PPAT).

The EPP has implemented a webinar to leverage technology (i.e. Google Meet and Zoom) for regular communication with cooperating teachers and university supervisors.

The Professional Education Committee (PEC), Advance Professional Education Committee (APEC), Teachers Education Committee (TEC) have professional education members from 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 engaging in the analysis of program data and decision-making, both stakeholders provide valuable insight and information to departmental staff and share information with peers regarding department 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).

**Dyslexia:**

ECU's Education Department exposes teacher candidates to the study of dyslexia in five courses: 1.) EDUC 3043 - Education, Development, and Observation of the Young Child, 2.) EDUC 3463 Foundations of Reading, 3.) EDUC 3483 - Elementary Methods of Reading, 4.) EDUC 3493 -Diagnosis and Remediation of Reading Difficulties, and 5.) EDUC 2402 - Survey of the Exceptional Child Dyslexia (along with dysgraphia and dyscalculia being addressed)

EDUC 3043 - Education, Development, and Observation of the Young Child. Candidates 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 study how to recognize developmental red flags and the appropriate steps for intervention.

In EDUC 3463 - Foundations of Reading, curriculum subjects cover an introduction to the Response-to-Intervention (RTI) process and how candidates can implement this process when students fall within tiers 2 and 3 of RSA. This includes an explanation of RTI's three tiers. Students are also introduced and taught the importance of information from the Science of Reading and the Five Pillars of Reading in learning about the process of how children learn to read.

Dyslexia is addressed in the course, EDUC 3483 - Elementary Methods of Reading. Candidates spend a week in "Dyslexia 101" and study the way dyslexia affects both the temporal and parietal lobes of the brain and causes problems with visual word and automatic processing. The candidates learn the initial strategies to help young readers, an understanding of the disadvantages academically, and the advantages such as strengthened memory skills, problem solving, and ability to adapt.

EDUC 3493 - Reading Assessment for Instruction introduces candidates to the common identifiers of dyslexia. Through the empirical research and general articles on dyslexia, discussions are guided towards helping candidates understand some of the identifying components of dyslexia and the dyslexia diagnoses rates in elementary schools. Furthermore, information provided by the Oklahoma State Department of Education website concerning dyslexia and dyslexia screening are discussed. The class also has a guest speaker who was diagnosed with dyslexia and has children with dyslexia and dysgraphia to share his stories and offer suggestions for helpful teaching.

Dyslexia (along with dysgraphia and dyscalculia) is addressed in the course, EDUC 2402 Survey of the Exceptional Child. All candidates in the teacher education program study the common signs of dyslexia in all students, ranging from 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, professors then direct candidates to make a list of classroom adaptations respective to the severity of the learning disability. Candidates then have an opportunity to practice adaptations in the crafting of their first modified lesson plan while specifically modifying instruction for students with special needs, including dyslexia, dysgraphia, or dyscalculia.

### **Trauma-Informed Responsive Instruction:**

ECU's Education Department exposes teacher candidates to trauma-informed responsive instruction in six courses: 1.) EDUC 3033 - Socialization and Guidance of Young Children, 2.) EDUC 3413 - Methods of Elementary Language Arts, 3.) EDUC 2012 - Diversity in American Education, 4.) EDUC 4042 - Strategies for Effective Teaching, 5.) EDPSY 3513 - Educational Psychology, and 6.) EDUC 4262 - Student Teaching Seminar I.

Trauma-informed responsive instruction is addressed in the course, EDUC 3033 - Socialization and Guidance of Young Children. Candidates study various approaches in supporting students who have experienced adverse circumstances. Professors present and lead discussion about trauma-informed data and support strategies, and candidates collect data on the effects of trauma and poverty within their state from an online source.

EDUC 3413 - Methods of Elementary Language Arts addresses trauma-informed responsive instruction. Collaborative discussions are held giving candidates an introduction to various methods to support students in adverse situations. Professors give candidates 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 on how to offer support. The following whole group discussion begins with statistics for poverty, incarceration, and neglect reported in the 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). Candidates 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 candidates can identify the signs of trauma, provide consistency and structure to students, promote activities associated with restorative practices, and provide short professional development activities over social-emotional training.

And, trauma-informed responsive instruction is addressed in EDPSY 3513 - Educational Psychology (Block II). All 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, and substance, physical, emotional, sexual, and other behavioral abuse. Candidates collect data on the prevalence of students impacted by trauma in a specific area, while making conclusions on the probability that they will teach a student impacted by trauma. Candidates 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. Candidates 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)**

ECU's Education Department exposes teacher candidates to Multi-Tiered Systems of Support (MTSS) in four courses: 1.) EDUC 3463 - Foundations of Reading, 2.) EDUC 2402 - Survey of the Exceptional Child, 3.) EDUC 3503 - Methods of Math Primary, and 4.) EDUC 3013 - Methods of Emergent Literacy

In EDUC 3463 - Foundations of Reading, Response to Intervention (RTI) is introduced as well as the importance of implementing elements of The Science of Reading, including learning the importance of the scaffolding of learning of young children through the information provided in the Five Pillars of Reading.

EDUC 2402 - Survey of the Exceptional Child also covers the structure and purpose of the Response to Intervention (RTI) framework. Candidates 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 attention to the mentor teachers' use of progress monitoring which aligns with the structure and purpose of the RTI framework. Candidates 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, candidates 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, candidates then apply their MTSS knowledge to behavioral intervention. Further, students read and discuss functional behavioral assessments while also drafting behavioral intervention plans following their service learning field experience.

In 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. Candidates' knowledge of mathematics concepts is collected through formative assessments to assist with continuous monitoring of their progress and ensure appropriate interventions are implemented.

Candidates taking EDUC 3013 - Methods of Emergent Literacy requires students to implement elements of the science of reading, five pillars of reading, various perspectives of children's oral language acquisition, and emergent literacy strategies in learning to teach young children. Within multi-tiered systems of support, students learn the importance of physical, emotional, and cognitive development in academic growth. Students are also encouraged to learn about students' environment, lived experiences, and family engagement in helping children grow academically.

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***

**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:** The 10-hour requirement was specifically and clearly addressed at multiple departmental meetings over the last few school years. As demonstrated in the chart provided 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 contact hours were earned in a variety of face-to-face opportunities. The ECU Education Department will continue to make this a priority.

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