OKLAHOMA STATE REPORT 2020
Academic Year 2018-2019
University of Science and Arts of Oklahoma

Please submit CAEP 2020 EPP Annual Report with this document. (Due April 30, 2020)*
*Requested extension due to COVID-19 complications. Extension was granted with a new submission deadline of May 29, 2020.

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

  The Foreign Language Competency Requirement (available on our website at https://usao.edu/academics/education-and-speech-language-pathology/foreign-language-competency-requirement.html) is explained and provided to candidates during their initial advisement session, is discussed during EDUC 2002 Orientation to Teaching, and can be found in the Teacher Education Handbook. All certification program checksheets show the requirement. All program completers are required to exhibit competency in a foreign language at the novice-high level by:

  - Completing two semesters of the same foreign language with a "C" or higher;
  - Passing a USAO departmental test in American Sign Language;
  - With one or more high school semesters of a foreign language, passing a second semester of the same foreign language at the college level with a "C" or better;
  - Transferring with one semester of a foreign language with a "C" or better and then passing a second semester of the same language with a "C" or better;
  - Transferring with the foreign language competency "met/fulfilled" noted on their official transcript;
  - Passing at a novice-high level a written or oral language test through ACTFL.

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

  USAO does not offer any graduate programs.

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

  To address supply and demand issues, USAO Teacher Education faculty continue to seek additional recruitment opportunities across all of our certification programs. We discuss and provide candidates with a list of current critical shortage areas for teachers in Oklahoma during the time of a candidate's initial advisement session and during the interview for Admission to Teacher Education. Current supply and demand information is

discussed in EDUC 2002 Orientation to Teaching. When enrolled in Applied Professional Studies (during a candidate's Professional Trimester/Student Teaching), the current job market is discussed and job search, application, and interview activities are provided. Teacher Education faculty are provided with the most recent critical shortage area information as it becomes available each year. Future Teacher Scholarship information is posted for teacher candidates as it becomes available. TSEIP information is posted for candidates and math and science faculty recruit and encourage potential candidates with the TSEIP program.

Our Selected Improvement Plan (SIP) prepared for our Fall 2016 CAEP accreditation visit was heavily geared toward recruiting efforts for all USAO certification programs. All ten USAO certification programs are currently on Oklahoma's Critical Shortage List. Our faculty continue to seek and participate in opportunities for recruitment of candidates for Teacher Education.

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

   All Programs – We are increasing our efforts to prepare candidates for the transition from the OPTE to the PPAT. Teacher Education faculty continue to participate in professional development opportunities in preparation for the PPAT requirements. We will require the PPAT of all candidates beginning in Fall 2020. Along with PPAT preparations, we are incorporating additional technology opportunities as a response to student requests or survey comments about increasing technology opportunities and in preparation for the video component of the PPAT. We also continue our transition to the electronic portfolio through Portfolium.

   Deaf Education – As a response to a review of the CED accreditation report submitted in September 2019, Deaf Education faculty will begin to implement two new assessments (one in partnership with OSD and one in the Aural/Oral coursework) for all Deaf Education candidates.

   Early Childhood – Low pass rates of the Early Childhood OSAT have resulted in increased focus and efforts on assisting our candidates in successful preparation and completion of this certification exam. Faculty are reviewing and refining alignment to standards and preparing for the program report due in fall of 2020. We are processing a change in name of the math methods course from Primary Math Methods to Primary Math Content and Strategies.

   Elementary – Faculty continue to enhance alignment to CAEP Elementary Standards while preparing the Elementary Education program report due in fall of 2020. We are also enhancing the incorporation of technology in courses through increased implementation of IPads, Swivls, Canvas, and Portfolium. We are processing a change in name of the math methods course from Elementary Math Methods to Elementary Math Content and Strategies, while ensuring that course curriculum covers necessary standards for math content knowledge. This change will allow for flexibility in our 4x12 requirements for math content credit hours. This proposed course was submitted to OEQA for potentially meeting 4x12 math requirements and was approved.

English – Curriculum changes are underway for a Young Adult Literature course. Our English Education advisor is working on reviewing the program in preparation for the program report due in the fall of 2020.

Math – We hired a new faculty member who served as the Mathematics Education advisor. Unfortunately, this faculty member recently announced his resignation due to relocation of family, and our search for a new mathematics faculty member has resumed. We continue to review the program in preparation for the program report due in the fall of 2020.

Music – Courses have been updated in terms of the use of specific curriculum for lesson plan design and implementation that utilizes digital resources and alignment with current standards and expectations. Faculty prepared and submitted their report to NASM who recently conducted their site visit in the early spring of 2020, and faculty will review and respond to relevant recommendations.

P.E. – We hired a new faculty member who would serve as our advisor for our Physical Education candidates. This faculty member has recently announced his relocation, and we will seek a new faculty member to fill this role. We are preparing for submission of the P.E. program report.

Science – With the retirement of our faculty advisor for our Science Education candidates, we appointed another science faculty member to advise these candidates, teach relevant courses, and serve on our Teacher Education Committee. Faculty are preparing for changes to include an environmental science emphasis with the inclusion of an Earth Systems Science course. Faculty are preparing for submission of the program report in fall of 2020.

Social Studies – Faculty are still considering options for developing a new course to cover key concepts in Physical Geography, although the recent addition of an Earth Systems Science course is an option that faculty are currently encouraging for Social Studies Education candidates. Faculty have continued to enhance course curriculum and requirements in alignment with NCSS themes and in preparation for the PPAT. We are developing a new history course to cover key concepts in Political Geography of the Modern World.

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

  USAO Professional Education courses which involve clinical experiences in the PK-12 setting include:
  - Clinical Experiences Level 1
  - Clinical Experiences Level 2
  - Educational Psychology
  - Applied Professional Studies
  - Student Teaching/Professional Trimester
  - Teaching in the Secondary School (for all secondary certification programs)
  - Foundations of Literacy – Reading I
  - Strategies and Materials for Literacy - Reading II
  - Assessment & Instruction of Literacy - Reading III

- P.E. in the Elementary School
- Science in the Elementary School
- Deaf Education Level 1 Clinical Experiences
- Deaf Education Level 2 Clinical Experiences
- Cognitive Skills, Arts & Movement (Early Childhood – three PK-12 school visits)
- Child Guidance – (Early Childhood - hours in USAO Child Development Center)
- Clinical Experiences 3 (Early Childhood – hours in the USAO Child Dev. Center)

Additional Clinical Partnership opportunities include:
- Teacher Education Committee with PK-12 superintendent and teacher representatives
- Co-Teaching trainings
- Tutoring programs
- Special Olympics
- Books for Tots
- Grady County Reading Council meetings
- Celebration of Readers
- Read Across America
- Drover Difference Day
- Science Fairs
- ArtScope camp
- USAO Spring Triad – Scholastic Meet, Droverstock, Montmarte Chalk Art Festival
- SNEA meetings and events
- Kappa Delta Pi meetings and events
- Faculty serving on various school committees and advisory boards
- Faculty volunteering in various appropriate capacities at PK-12 school sites or events

- **Student Teaching:** Describe your student teaching model.

  Our student teaching experience takes place during the candidates' Professional Trimester and follows the Co-Teaching model. It is the culminating experience of the Teacher Education Program. Minimum requirements for approval for the Professional Trimester are as follows: admitted to Teacher Education; overall minimum grade point average of 2.5 with 2.75 in the major area; demonstrated ability to speak and write correctly; demonstrated a knowledge of subject matter in the selected teaching field; demonstrated evidence of social and intellectual maturity; satisfied the English Proficiency requirement; successfully completed methods courses in his/her teaching field; attended a Professional Trimester application meeting and applied for approval for the Professional Trimester. Candidates attend a Co-Teaching initial training meeting, an orientation meeting, and a partnering meeting.

  Students are placed in two school sites for a minimum of 60 full teaching days and are supervised by a mentor teacher and a university supervisor who report to the Coordinator of Clinical Experience.

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

  Faculty professional development opportunities included annual institutional offerings such as the Festival of Arts and Ideas, Abelson Reconciliation Lectures, Giles Symposium, Emerson-Weir Symposium, and the summer History Symposium. Other professional development opportunities specific to Teacher Education faculty included the annual Fall Work Day, Read Across America opportunities, and monthly SNEA speakers and OACTE/OEQA/OATE Fall conference. Faculty and students regularly attend reading council events.

- **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.

  Our USAO Teacher Education Committee meets monthly during the academic year and includes representatives from all of our certification programs as well as PK-12 stakeholder representatives and teacher candidate representatives. The Teacher Education Committee sets all policy related to the education of pre-service teachers, approves candidates for admission to the Teacher Education Program and to the Professional Trimester. Teacher Education faculty representing Math, Science, English, Social Studies, Art, Music and PE are outside the Division of Education.

  Arts and Sciences faculty teach courses in their program area and courses required for Elementary candidates, Early Childhood candidates, and Deaf Education candidates (including 4x12 required courses in the core content areas).

  Our annual Fall Work Day was held on October 4, 2019 with Teacher Education faculty from all program areas. Faculty reviewed and discussed assessment data from the prior 2018-2019 academic year, discussed three- or five-year trends, participated in training for the transitions to Portfolium and the PPAT. Each program received disaggregated data for review and consideration by program faculty.

- **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.**

TE Faculty Member	Public School Hours for 2018-2019
Crow	12
Gower	12
Hanson	108
Hector	62
Hwang	10
Kimbro	11
Knapp	29
Layman	12.5
McElroy	17
Rees	17
Reynolds	29
Sekula	24

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

Apple iPad mini (5th generation, 64GB)	10	$374.00	$3,740.00
HP ProDesk 600 G4 Desktop Mini PC, Intel Core i5-8500T Processor, 8GB RAM, 256GB SSD	10	$798.00	$7,980.00
HP ProDesk 600 G4 Desktop Mini PC, Intel Core i5-8500T Processor, 8GB RAM, 256GB SSD	26	$778.00	$20,228.00
HP ProDisplay P203 20" monitor	31	$130.00	$4,030.00
LG 75" 4K HDR LED TV (m/n: 75UK6190PUB)	1	$1,299.00	$1,299.00
Planar PLL2410W 24" LED monitor	1	$102.04	$102.04
Tripp Lite 10-Device USB iPad Charging Station with Surge Protection (Model: CSD1006USB)	2	$166.00	$332.00
TOTAL			**$37,711.04**

Apple iPad Minis were utilized to support candidates' preparation for the teaching video submission requirement of the PPAT. These were used in multiple education courses in order for candidates to learn more about opportunities for utilizing iPad technology with their PK-12 students. The iPad Minis were also utilized in conjunction with the Swivls that we received through the Native American-Serving Nontribal Institutions (NASNTI) technology grant. The Swivls and iPad Minis together allow candidates to record their classroom teaching more

efficiently as it follows the candidate as they move around the classroom. Candidates have utilized this technology not only to prepare for the PPAT, but also to review and reflect on their teaching in Clinical Experiences Level 2 and on their peer teaching in various methods classes. Faculty members have also modeled using the technology and had opportunities to continue to reflect on possibilities for continuing to enhance their own teaching. Desktop computers and monitors were purchased for faculty offices or classrooms as old technology needed updating. The 4K LED TV was purchased for our Gary Hall Lounge. This is our main room for Education events and meetings. We utilize the TV for SNEA meetings, KDP meetings and initiations, Fall Work Day, and other professional development events/opportunities.

- **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.

  USAO's Teacher Education Program has developed an "Application for Approval to Take Course Work through the Alternative Placement Program, Emergency Certification or Paraprofessional Pathway." Individuals meet with the Director of Teacher Education to be initially advised and to complete the form. Documentation from the State Department of Education regarding course requirements and transcripts are required. The application includes background information related to work and teacher experience, CEOE exams, goals and course plans. With documentation complete, they are permitted to enroll in education classes offered by the university. The Director of Teacher Education serves as their advisor.

  For the 2018-2019 Academic Year, 7 Alternative Placement Program Candidates were advised and enrolled at USAO.

- **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.

  USAO's website offers accessible information to the public regarding the Teacher Education program. Data and information can currently be found at https://www.usao.edu/academics/education-and-speech-language-pathology/index.html and through multiple links on this webpage. Information on USAO's Teacher Education program events, opportunities, celebrations and more is also posted through our social media platforms. Articles are also occasionally posted in the local newspaper. Candidates and visitors to campus can view postings of various current USAO events including Teacher Education opportunities. We send out emails with announcements and opportunities to current Education students, faculty, alumni, or another signed-up interested individuals through our SNEA listserve. A public school superintendent and teacher from the area serve as representatives on our Teacher Education Committee. A representative from USAO's Teacher Education program attends regular meetings with Grady County Superintendents. We also seek input from mentor teachers and administrators through clinical evaluations and surveys. Faculty serve on various community and PK-12 committees and advisory boards.

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

  Candidates study dyslexia in various courses including the following:
  Early Childhood Education Courses addressing dyslexia:
  EDUC 3443 Child Development
  EDUC 3303 Cognitive Skills, Arts & Movement
  EDUC 4313 Child Guidance
  Elementary & Early Childhood and Deaf Education program required courses addressing dyslexia more in depth:
  EDUC 2323 Foundations of Literacy (Reading I)
  EDUC 3222 Strategies & Materials for Literacy (Reading II)
  EDUC 4323 Assessment & Instruction of Literacy (Reading III)
  Professional Education Courses addressing dyslexia:
  EDUC 2022 Education of the Exceptional Child
  EDUC 2103 Human Development and Learning
  EDUC 3102 Educational Psychology

  Candidates study trauma-informed responsive instruction in the following courses:
  Professional Education courses addressing trauma-informed responsive instruction:
  EDUC 2103 Human Development and Learning
  EDUC 3102 Educational Psychology
  EDUC 3203 School and Society
  Early Childhood Education Courses addressing trauma-informed responsive instruction:
  EDUC 3443 Child Development
  EDUC 3303 Cognitive Skills, Arts & Movement
  EDUC 4313 Child Guidance

  We have also held professional development opportunities on trauma-informed responsive instruction through our monthly Student National Education Association meetings/events. These meetings are held once a month during the lunch hour (with free lunch), and they bring in many students and faculty members. Our professional development topics vary, but they often recently involve discussion of trauma-informed instruction. During the 2018-2019 Academic Year, we held a meeting on March 8, 2019 specifically on Trauma-Informed Schools with guest speaker, Blaire Harrison, Behavioral Specialist, School Climate Transformation Team from the Oklahoma State Department of Education.

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

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

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

OKLAHOMA STATE REQUIREMENTS

1. *Foreign Language Requirement*

2. *Input from Stakeholders*

3. *Content and Pedagogical Preparation*

4. *Advisement*

5. *Field Experiences (Student teaching minimums)*

6. *Admission Requirements & Exit Requirements*

7. *Faculty Professional Development*

During our Fall 2016 site visit, USAO's Teacher Education program was cited for the following state requirement:
"Not all full-time teacher education faculty members completed the ten (10) clock hour requirement in public schools."
Since then, we have placed increased emphasis on reinforcing, documenting, and reporting the requirement of a minimum of 10 public school meaningful contact hours. We continue to discuss this requirement at out Teacher Education Committee meetings. It is important for us to remember to effectively explain this requirement to new faculty, and we have been working to create additional tools that will assist in explaining these requirements. We created a Teacher Education Faculty Handbook as a helpful resource that goes beyond the Teacher Education Handbook, and we are working on developing a checklist-style guide as another reminder. Teacher Education faculty members report their professional development hours to the Director of Teacher Education and a faculty representative responsible for compiling the reports twice per year through our Teacher Education Faculty Development Report form which was reviewed and revised during our 2019 Fall Work Day. All full-time Teacher Education faculty members reported 10 or more clock hours of public school hours for 2018-2019 as reported in the table in the previous section on Public School Direct Contact.

8. *Alternative Placement Program*

9. *Faculty Workload*

10. *Mentor Teachers*