



OKLAHOMA STATE REPORT 2021
Academic Year 2019-2020
University of Science and Arts of Oklahoma

Please submit CAEP 2021 EPP Annual Report with this document. (Due April 30, 2021)

- **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?

USAO's EPP has 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 successfully fulfilling one of the following:

- 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 only offers undergraduate degrees.

- **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 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 – Teacher Education faculty continue to participate in professional development opportunities in support of our candidates in passing the Praxis Performance Assessment for Teachers (PPAT). The Teacher Education Committee voted to require the PPAT of all candidates in their Professional Trimester beginning in Fall 2020. Analysis of survey data from Professional Trimester Candidates/Student Teachers in 2019-2020 completing the mock PPAT, indicated a desire for increased and earlier preparation for the PPAT. Teacher Education faculty are continuing to consider and implement additional and earlier PPAT practice in various Professional Education and major courses. Along with PPAT support, we continue to incorporate an increasing amount of technology opportunities. Some of this was forced due to sudden adjustments to online only courses required as a result of COVID-19. Some increased technology usage in class was in response to student requests or survey comments about increasing technology opportunities and in preparation for the video component of the PPAT. We also continue to work on our transition to the electronic portfolio through Portfolium and supporting students in that process. Due to some unexpected challenges and incompatibilities of the Portfolium software and our Portfolio needs, we are considering a new electronic portfolio platform.

Art – Efforts have been made to increase enrollment in courses required for Art with Teacher Certification program candidates. While there were no 2019-2020 Program Completers in Art, we did have candidates enroll in coursework to complete the alternative certification route. Curriculum Changes processed in Fall 2019 included updates to the course catalog, eliminating the prerequisite of admission to Teacher Education for ART 3262 Public School Art and ART 3273 Teaching Art in the Public School.

Deaf Education – USAO's Deaf Education faculty submitted a report to the Council for the Education of the Deaf (CED) in September 2019 and received continued accreditation recognition. Deaf Education faculty continue to seek opportunities for recruitment of candidates to the only Deaf Education program in Oklahoma. COVID created new challenges to recruitment efforts.

Early Childhood – The Early Childhood Education OSAT continues to have a low pass rate statewide. USAO has an Early Childhood Education faculty member serving on the OEQA-initiated focus group considering the OSAT concerns and potential revisions. To better prepare candidates for the Early Childhood OSAT, faculty have initiated a focused test-prep session.

We fully processed a change in name of the math methods course from Primary Math Methods to Primary Math Content and Strategies and gained approval for counting this course towards the mathematics content credit hours required for the 4x12 for the Early Childhood Education program.

Elementary – For the Elementary Education program, we also fully processed 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 to meet 4x12 program requirements for the Elementary Education program. While COVID has delayed plans for considering larger program adjustments related to this course approval for the 4x12 requirements, we hope to regain movement forward with these considerations. Faculty teaching courses for the Elementary Education program have also increased earlier implementation of PPAT vocabulary and exposure as a result of survey requests from candidates.

English – Curriculum changes began for the addition of a Young Adult Literature course for the English with Teacher Certification program. COVID-related delays prevented the course from being fully approved through USAO's curriculum change approval process by the end of the 2019-2020 academic year but has since been approved. Our English Education faculty advisor felt that this course would allow for improved alignment to the English Education program standards as she worked on preparing for the program report due in the fall of 2020.

Math – The faculty member who served as the Mathematics Education advisor resigned at the end of the 2019-2020 academic year due to relocation of family. Due to COVID-induced hiring restrictions, we were unable to hire a new mathematics education faculty member. Current Mathematics department faculty agreed to serve as substitutes for advising our Mathematics Education candidates. These faculty members have participated in trainings and events to serve as co-supporters of these candidates and the program. In conjunction with Mathematics department faculty, the Director of Teacher Education worked to review the program course alignment to the program standards in preparation for the program review due in the fall of 2020.

Music – Faculty prepared and submitted their accreditation report to the National Association of Schools of Music (NASM) who conducted their site visit in the early spring of 2020. Music faculty reviewed and responded to relevant recommendations from NASM. Music Education faculty worked to implement use of the new Fine Arts Oklahoma Academic Standards (OAS) released in May 2020. Unprecedented and detailed safety precautions were prepared in addition to adjustments to virtual learning as required in response to the pandemic.

P.E. – The faculty member who served as the Physical Education with Teacher Certification program advisor relocated at the end of the 2019-2020 academic year and is no longer able to advise these candidates due to only teaching as an adjunct instructor online. Due to COVID-induced hiring restrictions, we were unable to hire a new P.E. faculty member. P.E. faculty and administration have served as co-supporters of these candidates and the program. In conjunction with the P.E. faculty, the Director of Teacher Education worked to review the program course alignment to the program standards in preparation for the program review due in the fall of 2020.

Science – Our degree plan had some changes that were made in 2020. The natural science major was changed to the environmental science major. The natural science classes that were required for our science education students are no longer offered. These classes have been replaced with environmental science classes. They are ENVR 2003 Earth System Science, ENVR 2103 Introduction to Environmental 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 – Since the State of Oklahoma is now emphasizing the PPAT Assessment in teacher preparation, in Fall of 2020, faculty completely revamped the *Teaching Social Studies in Secondary Schools* (HIST 4763) course that all Social Studies candidates are required to pass at USAO prior to their professional trimester. Candidates enrolled in HIST 4763 are now assessed on eighteen newly designed assignments, most of which are intended to prepare them for the PPAT assessment. The candidates who will complete their professional trimester in the fall of 2021 will be the first to have taken *Teaching Social Studies in Secondary Schools* since these important changes have been implemented. Essay questions have been added to the exams in the World Civilizations courses that address specific Social Studies themes highlighted by the NCSS. Finally, although the Political Geography of the Modern World course offered at USAO has been very successful at preparing students in the areas of modern Political Geography and recent World History, a course addressing key concepts in Physical Geography should be added as a requirement for all students pursuing Social Studies certification. The Earth Systems Science course, which was recently developed at USAO, is probably the best course offered at USAO that would help familiarize students with key concepts in Physical Geography. Currently, faculty are advising students pursuing Social Studies certification to take the Earth Systems Science course.

- **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)

Note – some clinical experiences were forced to be conducted virtually due to the COVID-19 pandemic and the statewide movement to virtual or remote options for PK-12 schools in the spring of 2020. Some clinical partnership opportunities that are normally offered were not possible during the pandemic.

Additional Clinical Partnership opportunities (many virtual only beginning in March 2020) during 2019-2020 included:

- Teacher Education Committee with PK-12 superintendent and teacher representatives
- Co-Teaching trainings
- Tutoring programs
- Books for Tots
- Grady County Reading Council meetings
- Read Across America
- Drover Difference Day
- Science Fairs
- 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.

USAO's 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 normally 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. During the COVID-19 pandemic and related school closures in March of 2020, many candidates were limited to the one school site where they were initially placed. Candidates participated in virtual observations and teaching experiences. USAO's EPP submitted a report of adjustments to clinical experiences to OEQA, and the forced alternative experiences were approved.

- **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.

During the 2019-2020 Academic Year, faculty professional development opportunities included the annual institutional offering of the Giles Symposium. Our Deaf Education program played a big part in this event as the guest speaker was Nyle DiMarco, Deaf activist and celebrity. Other professional development opportunities specific to Teacher Education faculty included our 2019 annual Fall Work Day, Read Across America at the beginning of March 2020. Monthly SNEA speakers pre-COVID closures were attended by Teacher Education faculty and students. We held a watch party for the livestreaming Bridges to Hope: Trauma Summit event in February. Faculty attended the OACTE/OEQA Fall conference. Faculty attended conferences and many virtual webinars and events for professional development.

- **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.

USAO's 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. Virtual meetings have been held through Zoom since the COVID-related closures in the spring of 2020. The Teacher Education Committee sets policy related to the education of pre-service teachers, approves

candidates for admission to the Teacher Education Program and to the Professional Trimester, as well as approves candidates for recommendation for graduation and certification upon successful completion of all requirements. 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 2020 annual Fall Work Day was actually held over several different days this year through Zoom sessions where program reviews were discussed and prepared for submission to OEQA in October 2020. During one of the Zoom sessions, Teacher Education faculty and staff reviewed data for the 2019-2020 Academic Year and recent years for the entire EPP unit and for specific programs. In December of 2020, the EPP submitted responses to deficiency reports on program reports as requested. OEQA recognized the programs with the condition of submitting data by October 2022. Arts & Sciences faculty serving as Teacher Education advisors and program report compilers will be actively involved in completing and submitting the follow-up data for these reports.

- 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.**

Full-Time Teacher Education Faculty Member	PK-12 Contact Hours
Chester	9
Hector	41.5
Hwang	25
Layman	113.5
McElroy	13
Reynolds	18
Part-Time Teacher Education Faculty Member	PK-12 Contact Hours
Crow	7.5
Hanson	29
Knapp	78.5
Rees	0
Sekula	27
Shaw	151

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

Technology Equipment	Quantity	Price Per Unit	Total Price
Apple TV 4K (32GB, m/n: A1842 - 5th Generation)	1	\$179.00	\$179.00
Innovelis TotalMount Pro Mounting System for Apple TV	1	\$29.95	\$29.95
Logitech BRIO Ultra HD webcam (4K)	2	\$191.49	\$382.98
Logitech C920 HD Pro webcam (1080p)	3	\$79.99	\$239.97
Yealink Wireless Conference Phone w/ base	1	\$599.00	\$599.00
Tripp Lite 10-Device USB Charging Station	1	\$189.98	\$189.98
iPad Mini Wi-Fi 64GB - Space Gray (10 pack)	1	\$4,530.00	\$4,530.00
Swivl C Series Robot	10	\$599.00	\$5,990.00
Spigen Rugged Armor Works with Ipad Mini 5 7.9" 2019 Case-Black	10	\$12.99	\$129.90
Gary Hall 108 Technology Equipment Upgrades	1	\$18,745.06	\$18,745.06
Gary Hall 202 Technology Equipment Upgrades	1	\$1,094.96	\$1,094.96
Total			\$32,110.80

An Apple TV was purchased for display in our Education and Speech-Language Pathology building, Gary Hall. The TV displays announcements of upcoming events on campus, including Education events, and various deadlines or other information. Logitech webcams were purchased for recording class lectures and discussions. The webcams and other technology equipment upgrades have been essential tools for teaching and learning during the COVID-19 pandemic. A conference phone was purchased for use in various meetings and conference calls in Gary Hall. Additional iPad Minis, protective cases, and charging station were purchased and 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 additional 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. These additional iPads and Swivls have allowed for more candidates to utilize the technology as needed. Previously, candidates might be required to sign up on a waitlist until the technology was not being used by another candidate.

- **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 2019-2020 Academic Year, **8** 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 other 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 also hold professional development opportunities on trauma-informed responsive instruction through our Student National Education Association meetings/events. These meetings are usually 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 recently include a session on trauma-informed instruction. During the 2019-2020 Academic Year, we held a follow-up meeting on October 25, 2019 specifically on Trauma-Informed Schools with guest speaker, Blaire Harrison, Behavioral Specialist, School Climate Transformation Team from the Oklahoma State Department of Education. We also hosted a watch party in Gary Hall for the virtual livestreaming of Bridges to Hope: Trauma Summit hosted by OSDE on February 17, 2020.

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 our Teacher Education Committee meetings and review the report requirements and recorded hours at Fall Work Day. 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 9 or more clock hours of public school hours for 2019-2020, and two part-time Teacher Education faculty reported under 10 hours. The 10 hours were planned to be completed during the remainder of the Spring 2020 semester. Faculty unable to meet the minimum requirement were unable to do so due to COVID-related health and safety concerns or lack of access to virtual public school observations. We are planning and exploring options to make up for the lack of public school hours for these faculty members, and we are seeking additional opportunities for all faculty moving forward.

8. *Alternative Placement Program*

9. *Faculty Workload*

10. *Mentor Teachers*