OKLAHOMA STATE REPORT 2022
September 1, 2020 – August 31, 2021
(University of Science and Arts of Oklahoma)

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

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

  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.

  Successful completion of these options for meeting the Foreign Language or Emergent Bilingual/English Learning Proficiency is assessed and documented during a final graduation check and before recommendation for certification. The EPP is exploring options for adding a course focused on teaching diverse language learners as an option for meeting this proficiency that would include the recently approved option through OEQA and OSRHE.

- **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. USAO has recently added a scholarship for children of Oklahoma educators or administrators that is often appealing to recruiting students considering majors in certification area programs.

  Our Selected Improvement Plan (SIP) prepared for our Fall 2016 CAEP accreditation visit was heavily geared toward recruiting efforts for all USAO certification programs. Our faculty continue to seek and participate in opportunities for recruitment of candidates for Teacher Education including attending various recruitment fairs and events. The pandemic put a hinderance on our in-person recruitment efforts, but we are beginning to have more options for in-person recruiting fairs and events in recent months. We hope that this trend continues.

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

  All Programs – The EPP began requiring all candidates to take the Praxis Performance Assessment for Teachers (PPAT) in their Professional Trimester in Fall 2020. Teacher Education faculty continue professional development efforts to support candidates in preparation for passing the PPAT. 2020-2021 EPP PPAT pass rates show success in these efforts with only two candidates not meeting the cut score. Recent candidate feedback has been increasingly positive on the PPAT preparation and experience. We will continue to make improvements as we progress in PPAT implementation and experience.

  The EPP has also began revisions and enhancements in our Classroom Management and Evaluation Theory course. First Year Teacher Surveys from candidates and administrators/mentors express a recommendation for increased preparation in the area of classroom management. Curriculum in our Classroom Management course has recently been revised and enhanced to address this concern along with increased PPAT preparation connections. We were able in add a section of the course in the upcoming summer semester and are considering options for increasing the credit load hours for this course.

Each EPP program area has reviewed program-specific standards and course alignment with the submission of our initial State Program Review Reports in Fall 2020. All programs were approved with the only condition being the additional submission of required data by October 2022. Each program area faculty members review program data and needs annually following our Teacher Education Fall Work Day, and recent areas of focus or changes for each program area are summarized in the following sections.

Art – Our Art with Teacher Certification degree program continues to annually evaluate and adjust courses as needs arise. The Art with Teacher Certification Program Review, scheduled for October 2020, was accepted and approved with the condition of data to be provided by October 2022.

Deaf Education - Since 2015 we have over a 90% pass rate for the OSAT. We are continually looking at ways to improve and support our students on licensure exams and are proud of students have accomplished. This semester a student who passed the OSAT noticed her lowest score on the test was subset 2 relating to the IEP. Curriculum and Instruction 2 is the course with the most IEP content and it is all in ASL. She asked why we only sign in that class and that may be the reason her score was so low in that area since she is a nonnative signer. She suggested that Curriculum and Instruction 1 be in ASL only since its content is taught throughout multiple courses and not as heavily tested on the OSAT. Because of this comment, Dr. Reynolds analyzed recent students' OSAT scores and determined subset 2 and the writing portion are the hardest areas of the test for our students. We feel that having a senior level course all in ASL prepares our students for their student teaching experience and allows them to become familiar with the language again if needed before working with D/deaf /hard of hearing students. Dr. Reynolds plans to only sign in CI 1 this spring to see how it works and then reevaluate if needed.

Early Childhood – Our Early Childhood Education program concerns continue to be focused on the Early Childhood OSAT pass rate. Our candidates are improving in the pass rate and are excelling in the PPAT. Faculty have implemented a Early Childhood Education OSAT Prep Session specific for this exam, and it has proven to be helpful for those candidates who choose to attend. We plan to increase the incentive or opportunity for attending this review in the future.

Elementary – We continue to focus on increasing the Elementary Education OSAT pass rate. We appear to be making improvements overall, but we hope that this trend continues. We are encouraging additional opportunities for OSAT preparation sessions, materials, and online resources.

English – Changes made:
- Add ENGL 3303 Young Adult Literature as a requirement
- Add ENGL 4503 Critical Approaches to Literature as a requirement
- Drop ENGL 4773 Practicum as a requirement
- Drop second year of foreign language as a requirement and change to "One year of courses in Spanish, French, or ASL"

• Change three separate "6 hours" literature surveys to "Fifteen (15) Hours of Literature Surveys, including at least 3 hours each from American, British, and World Literatures"
• Adopted more recently published textbooks for Methods of Teaching English in the Secondary School course to stay current on pedagogy and DEI practices

Most of these changes were made to update the program for 21st-century practices. CAEP standards require candidate facility in literary theory and YAL, and the program did not require those courses. The second year of language was dropped to keep the changes hours-neutral and to bring requirements in line with other secondary certification programs on campus. Practicum was dropped because candidates listed it in surveys as useful for graduate school teaching but not for secondary teaching. Candidates are still allowed to take Practicum if they wish, but it is no longer required.

Math – Changes to the program that are in the works include potential updates to the Geometry and Measurement course. We also have a goal of increasing enrollment in and completion of the Math with Teacher Certification degree program. We recognize that partnering school districts have expressed a specific concern with challenges in fulfilling vacant teaching positions in the math certification area.

Music – Faculty express a noted concern regarding World Music content on the OSAT exam. Adding another course, such as World Music course, to the current degree requirement which is an already-packed program, is not possible at this point. Furthermore, the addition of another course would require both a curriculum change and NASM program approval. Instead, to address this concern, world music content focusing on geography, ethnic instruments, distinctive styles, audio and visual examples, and additional supplemental materials are included in music methods, music theory, and music history courses.

Physical Education – Our Teacher Education faculty representative for the P.E. program is a new hire and is currently reviewing courses for updates and improvements. One noted concern is potential P.E. candidates deciding to go the Alternative Certification route. A focus for the coming year will be to explore more about why this is the trend and what we can do to support candidates through a full comprehensive preparation and traditional certification route.

Science – Changes have been made to our Earth Science classes as we implemented a new Environmental Science program and rearranged some classes. The new classes are: ENVR 2003 Earth System Science and ENVR 2103 Introduction to Environmental Science. We are working on ways to encourage more candidates to enter the Science Education pathway. Area superintendents have expressed challenges in filling science teaching positions, and we want to help with that need.

Social Studies - In the fall of 2020, the course *HIST 4763: Teaching Social Studies in the Secondary School* (a course required of all social studies teacher candidates) was completely revamped to reflect the new emphasis on the PPAT. Among other things, teacher candidates enrolled in HIST 4763, are required to pass eighteen assignments designed to prepare them for the PPAT. In fall of 2021, slight improvements were made to the course to ensure that completion of these assignments would take place in an order that would maximize candidates' understanding of what is expected of them on PPAT and as a classroom teacher. In the fall of 2021, the teacher candidates who completed HIST 4763 the previous year, completed their professional trimester, and all agreed that the revamped *HIST 4763: Teaching Social Studies in the Secondary School* course helped them prepare for the PPAT and made them better classroom teachers.

- **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 (some virtual due to continued pandemic) during 2020-2021 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 with consideration of PPAT task submission deadlines, many candidates have been placed at one school site following the approval of USAO's Teacher Education Committee, the Coordinator of Clinical Experiences, the Teacher Education faculty advisor, and the candidate. Diversity and range of experiences in certification areas are still strong considerations for clinical experience placements throughout the candidate's progression through their program.

- **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 2020-2021 Academic Year, faculty professional development opportunities continued to offer many virtual events. Faculty attended various webinars, conferences, and trainings. The pandemic has actually made attending professional development opportunities more accessible in one perspective due to the increased offerings of online opportunities, thus eliminating the expense of travel and time. Teacher Education faculty members report professional development opportunities attended twice each academic year. One particular professional development experience of note is the participation of several Teacher Education faculty members in taking online Quality Matters courses in addition to participating in QM webinars. During the pandemic, these online teaching professional development opportunities have been increasingly beneficial and essential.

- **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. We continued these meetings virtually during the 2020-2021 academic year. 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 annual Fall Work Day was held through Zoom again in November 2021. Teacher Education faculty and staff reviewed data for the 2020-2021 Academic Year and recent years for the entire EPP unit and for specific programs. After submission of initial State Program Review Reports and a few additional responses to report deficiencies for some programs in Fall 2020, OEQA recognized all programs with the condition of submitting data by October 2022. Arts & Sciences faculty serving as Teacher Education advisors and program report compilers are helping to prepare for this upcoming data submission.

  Collaboration with Arts & Sciences Faculty also occurs through various regularly held committee meetings. These meetings allow for faculty to share concerns, goals, and successes amongst faculty and administration in all areas. Examples of these collaborative committees include Academic Council, Administrative Council, Faculty Association, Advising Committee, Student Retention Committee, and the Student Success Team.

- **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	32
Hector	21
Hwang	15
Layman	25.5
McElroy	45
Reynolds	47.5
Part-Time Teacher Education Faculty Member	PK-12 Contact Hours
Crow	11.5
Hanson	97
Knapp	77.5
Rees	10
Sekula	5.5
Shaw	245

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

Technology Equipment Purchased for Teacher Education 2020-2021 Academic Year	Quantity	Price Per Unit	Total Price
Microsoft Surface Pro 7 tablet, 12.3" screen, Intel Core i7 2.5GHz processor, 256GB SSD, 16GB RAM	8	$1,309	$10,472
Total			**$10,472**

Technology purchased for Teacher Education in 2020-2021 was focused on improving options for faculty to teach remotely as required during the pandemic. A new Microsoft Surface Pro was purchased for each faculty member, and these allowed faculty to teach in various locations more effectively, including their own home as necessary, with more ease and reliability. These devices have also proven to be beneficial in always having a portable option to assist in teaching in hybrid formats when students might need to utilize Zoom due to illness or exposure to COVID. Faculty have reported these Microsoft Surface Pros to be extremely helpful in supporting instruction with increased use of technology in many aspects during the pandemic.

- **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. Additionally, candidates seeking a minor in Education are fully admitted to the Teacher Education program and plan to seek alternative certification.

 For the 2020-2021 Academic Year, **12** Alternative Placement Program Candidates were advised and enrolled at USAO. The Director of Teacher Education was also asked to write letters for 4 additional candidates (not already counted in the number above) in order to verify previous coursework taken at USAO that counts towards their alternative certification course requirements.

- **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, trauma-informed responsive instruction and multi-tiered systems of support (MTSS).

  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 were all virtual during the 2020-2021 Academic Year. Our SNEA group designated one of our meeting dates towards trauma-informed responsive instruction and MTSS this year through encouraged participation and follow-up in the virtual Awareness to Action: Creating Trauma-Informed Schools through Multi-Tiered Systems of Support Summit hosted by OSDE on February 15, 2021.

Candidates currently study Multi-Tiered Systems of Support (MTSS) in the following Professional Education courses:

EDUC 3203 School and Society
EDUC 4442 Classroom Management and Evaluation Theory
*Note – we plan to increase exposure to MTSS in additional courses in the upcoming year

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

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

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

adequate progress toward the removal of the areas for improvement, a state-level Focus Visit will be warranted within 18 months. After such Focus Visit the CEQA will have the option of granting continuing accreditation or revoking accreditation.

OKLAHOMA STATE REQUIREMENTS

1. **Foreign Language or** *Emergent Bilingual/English Learning Proficiency*

2. **Input from Stakeholders**

3. **Content and Pedagogical Preparation**

4. **Advisement**

5. **Field Experiences (Student teaching minimums)**

6. **Admission Requirements & Exit Requirements**

7. **Faculty Professional Development**

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. All full-time Teacher Education faculty members reported 15 or more clock hours of public school hours for 2020-2021, and only one part-time Teacher Education faculty reported under 10 hours (the pandemic and related health concerns are an obvious obstacle to completing these hours). We continue to discuss options for additional public school hours on a regular basis at our Teacher Education Committee meetings and at Fall Work Day. We are also seeking a resurgence of bringing candidates into schools for additional clinical experiences in more courses. Such opportunities will add to faculty public school contact opportunities.

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