



OKLAHOMA STATE REPORT 2023
September 1, 2021 – August 31, 2022
(University of Science and Arts of Oklahoma)

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

- **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.

USAO's EPP faculty addresses supply and demand issues through focused recruitment efforts at various high school college and career fairs, communication with partnering school districts and administration, on-campus events, and community events. In 2021-2022, we were able to get back in-person for more of these recruitment opportunities that were hindered through the pandemic. We work with our Admissions Office for recruitment efforts for candidates interested in pursuing the teaching profession.

Efforts to support areas of high need are ongoing. 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 the early course, EDUC 2002 Orientation to Teaching. During a teacher candidate's Professional Trimester/Student Teaching through the co-requisite course, Applied Professional Studies, the current job market is discussed, and job search, application, and interview activities are provided. EPP faculty are provided with the most recent critical shortage area information as it becomes available each year. Scholarship opportunities for teacher candidates are noted for potential future students at recruitment events with continued notification once they are a current USAO student, even with efforts to recruit undecided majors to consider teaching. Information on the Teacher Shortage Employment Incentive Program for Math and Science Education majors is posted and provided to candidates and EPP faculty. USAO also has a scholarship for children of Oklahoma educators, administrators, or staff that is appealing to recruiting students considering majors in various certification area programs. The Oklahoma Inspired to Teach Future Teacher Scholarship and Employment Incentive beginning in the fall of 2022 is also highly utilized in current recruiting efforts.

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

All Programs – 2021-2022

Our EPP continues to seek enhancement opportunities for preparing all candidates for the Praxis Performance Assessment for Teachers (PPAT) in their Professional Trimester. USAO's 2021-2022 EPP PPAT pass rates (100% in Fall 2021 and 85.71% in Spring 2022; thus 89.47% or 17 out of 19 candidates passing in 2021-2022) continue to show success in these efforts with only two candidates not meeting the cut score after resubmission (Note – one of these candidates scored a 37, just one point below the passing score of 38). Candidate feedback continues to be more positive in connection with the PPAT preparation and support.

Our EPP continues to seek additional experiences in candidates' preparation for classroom management knowledge, skills, and dispositions. We have incorporated some enhancements in our Classroom Management and Evaluation Theory course. Our First Year Teacher Surveys graduates still express a recommendation for increased preparation in the area of classroom management, but that was marked as a concern from only one of

our three program completers completing the survey. One area of concern noted by these three program completer FYT surveys is the area of increased preparation in working with children with exceptionalities. Two of the three program completers noted a desire to have increased preparation in working with students who are English language learners. The EPP is considering opportunities for enhancing our preparation in these areas as well. Curriculum in our Classroom Management course has recently been revised and enhanced to address concerns noted on previous years' FYT surveys, and the EPP will monitor these surveys to see if that continues to decrease as an area of concern. We are still carefully navigating potential options for increasing the credit load hours for this course since it has implications for the total number of hours for all programs.

Although technically occurring within the next annual reporting year, all EPP program areas with the exception of Deaf Education (CED recognition) and Music (NASM recognition) submitted program data for continuing approval through the State Program Review Report Process in Fall 2022. All programs were approved with the only condition being the additional submission of data in Fall 2023 for three programs without any current candidate data to submit (Math, P.E., and Science). Three programs were approved with distinction (Elementary Education, English, and Social Studies). Each program area's 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 discussed and noted. Program-specific changes are also noted in each program area's report and highlights are noted in the following sections.

Art – Our Art with Teacher Certification degree program annually reviews candidate data as available and makes adjustments as needed. Both art candidates in 2021-2022 passed the PPAT. Our Art TE faculty member has made updates to assist candidates in preparing for the PPAT. The Art with Teacher Certification State Program Review with data for continuing approval was accepted and approved in October 2022.

Deaf Education – Deaf Education developed and received approval for the addition of a minor in Deaf Education and a minor in American Sign Language. They also made some course name changes and pre-requisite adjustments for several of the courses to better reflect what was taught and introduced in the courses and in these two new minors. Adjustments have been made to support candidates in the PPAT, and all but one candidate passed the PPAT in 2021-2022. Recent recruitment efforts have been enhanced since the pandemic.

Early Childhood – Our Early Childhood Education program continues to seek opportunities for increasing our pass rate on the Early Childhood Education OSAT. We have had some struggle to pass with just barely missing the cut score. We continue to offer OSAT prep sessions and hope to continue to see improvement. Our Early Childhood candidates have a 100% pass rate for 2021-2022, and we continue to seek enhanced preparation for this PPAT success. Adjustments and updates to classes are also in discussion as we continually seek improvement. Our Early Childhood Education State Program Review with data for continuing approval was accepted and recognized as approved in Fall 2022.

Elementary – Our Elementary Education continues to enhance preparation for the Elementary Education OSAT with more explicit preparation opportunities in classes and available study materials and prep sessions. Our OSAT pass rate has been at or above 80%, but we would like to see that percentage increase. Our PPAT pass rate for 2021-2022 was 100% for our Elementary Education candidates. We are also seeking opportunities to adjust some of our courses to better fit the needs of the program and candidates. Our Elementary Education State Program Review with data for continuing approval was approved with distinction in Fall 2022.

English – Our English with Teacher Certification program continues to seek enhancements to courses in order to better prepare candidates for certification exams and the teaching profession. With the elimination of OSAT scores from a candidate long ago who did not complete the program, our English OSAT pass rate for the last two years 2020-2021 and 2021-2022 with two candidates total would be 100%. Our PPAT pass rate for these candidates is also 100%. We hope to see this trend continue. Enhanced recruitment and advisement efforts are also underway with hopes for increasing the number of candidates seeking certification in teaching English at the secondary level. Our English Education State Program Review with data for continuing approval was approved with distinction in Fall 2022.

Math – No major changes have been made to the Math with teacher certification program in the past year. Course description and number for Foundations of Geometry and Measurement are being updated to better align to the description on the CEP (Course Equivalency Project) and course number of equivalent courses at other state schools. There are plans to look at updating the requirements for both the general Math major and Math with teacher certification major to better align with similar majors at other institutions. We also have a goal of increasing enrollment in and completion of the Math with Teacher Certification degree program. Partnering school districts continue to express a concern with challenges in fulfilling Math teaching positions with traditionally and comprehensively prepared and certified individuals. We have not had a Math with teacher certification program completer in recent years and hope to change that. Our Math Education State Program Review was approved with conditions to submit data in Fall 2023 since data was not available.

Music – Our Music with Teacher Certification programs (Vocal and Instrumental) continue to seek enhancements to preparation for the OSAT and the PPAT with success in 100% pass rates for 2021-2022. The programs were recognized and received continued accreditation through Fall 2029 through the National Association of Schools of Music in July 2022.

Physical Education – Our recently hired Teacher Education faculty representative for the P.E. program has made updates and improvements to courses during her short time at USAO. She has also sought additional opportunities for candidate experiences in Pk-12 schools including developing a connection for adapted P.E. opportunities. It continues to be a concern that the number of P.E. candidates completing a full program is limited. Two candidates decided just before planned student teaching to switch to an alternative

certification route due to job offers in coaching their desired sport within districts they desired. We have focused efforts to retain our candidates through full program completion and will have one completer from Fall 2022 to report. We hope that we can continue to increase the numbers moving forward. Our P.E. State Program Review without any data to report was approved with conditions of submitting data in Fall 2023.

Science – Our Science with Teacher Certification State Program Review was approved with conditions of reporting data in Fall 2023. There should be three completers to report on by that time. For 2021-2022, faculty have enhanced preparation for the PPAT. We also have hopes that recruitment efforts and the new Inspired to Teach Program stacked with the TSEIP for Math and Science Education majors will help to increase the number of Science Education program completers in coming years.

Social Studies - Additional emphasis has been placed on reviewing expectations of the PPAT and terminology related to the PPAT during the first two weeks of the Teaching Social Studies in Secondary School course. In addition, slight modifications were made to the 17 assessments used in the Teaching Social Studies in Secondary School course that better reflect the new emphasis on the PPAT. We had a PPAT pass rate of 80% with only one out of five Social Studies candidates not passing the PPAT in the 2021-2022 academic year. Our Social Studies Education State Program Review with data for continuing approval was approved with distinction in Fall 2022.

- **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 2021-2022 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
 - ArtScope Camp
 - 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, most candidates are now being placed at only 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 2021-2022 Academic Year, faculty professional development opportunities included various meetings, webinars, conferences, and trainings. Virtual professional development opportunities are still more accessible due to the increased offerings of online opportunities and the elimination of the expense of travel and time. Teacher Education faculty members report professional development opportunities attended twice each academic year. Professional development opportunities related to the impact of the pandemic continue to be a focus. Some have attended accessibility or online teaching professional development, and some have attended trauma and mental health related professional development opportunities. Our EPP faculty continue to devote significant time to continuously learning for the advancement of their teaching and their profession.

- **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 (TEC) meets most months during the year with breaks during transitions between semesters. Our TEC 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 2021-2022 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 from the arts & sciences serve as representatives for Math, Science, English, Social Studies, Art, Music, and PE with teacher certification programs and are outside the School 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 in person in November 2022. Teacher Education faculty and staff reviewed data for the 2021-2022 Academic Year and recent years for the entire EPP unit and for specific programs. After submission of initial State Program Review Reports with data (as available) in October 2022, OEQA continued approval of all programs. Arts & Sciences faculty serving as Teacher Education advisors and program report compilers continue to help prepare for program enhancements and future data submission on those programs (Math, P.E., and Science) having that condition for data submission in Fall 2023. These arts and sciences faculty members serving on the TEC also have served to support efforts for our CAEP review coming up in November 2023.

Collaboration with Arts & Sciences Faculty also occurs through other regularly held meetings on campus. These meetings allow for USAO faculty and administration to share concerns, goals, and successes in all areas. Examples of these collaborative meeting groups include Academic Council, Faculty Forum, and Faculty Association.

- 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 2021-2022	PK-12 Contact Hours
Chester	72
Hector	13
Hwang	16
Layman	77.5
McElroy	51
Reynolds	55
Part-Time Teacher Education Faculty Member	PK-12 Contact Hours
Crow	39.75
Hanson	117
Knapp	358
Malmstrom	26
Regier	30
Sekula	5.5
Shaw	212

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

Technology Equipment Purchased for the EPP for 2021-2022 Academic Year	Quantity	Price Per Unit	Total Price
BenQ MW732 WXGA DLP Projector (4000 Lumens)	7	\$719.00	\$5,033.00
Logitech MK520 Wireless Keyboard & Mouse Set	1	\$46.13	\$46.13
Microsoft Surface Pen - stylus - Bluetooth 4.0 - platinum	1	\$82.11	\$82.11
Microsoft Surface Pro 7+ tablet, 12.3" screen, Intel Core i7 2.8GHz processor, 256GB SSD, 16GB RAM	1	\$1,528.16	\$1,528.16
Microsoft Surface Pro Type Cover (M1725) - keyboard - with trackpad, accelerometer	1	\$107.95	\$107.95
UAG Rugged Case (w/ Hand & Shoulder Strap) for Surface Pro 7	1	\$92.45	\$92.45
Microsoft Surface Docking Station	1	\$156.85	\$156.85
Gyration Air Mouse GO Plus mouse	1	\$81.19	\$81.19
HumanCentric Vertical Laptop Stand for Surface	1	\$34.99	\$34.99
Atlona GAIN-120 audio Amplifier (120W Amplifier, 4/8 Ohm x2, 70V/100V x1)	1	\$823.50	\$823.50
TOTAL			\$7,986.33

Technology purchased for the EPP for 2021-2022 included classroom technology equipment needing updating or replacement and equipment for a new faculty member for instructional purposes and work-related responsibilities both during and outside of class sessions.

- **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 is 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 and planning to seek alternative certification must meet full admission to Teacher Education requirements and complete required coursework to earn the minor. These courses count towards their alternative certification requirements.

For the 2021-2022 Academic Year, **7** 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. We also had 2 candidates with potential plans for seeking alternative certification graduate with the minor in Education. Multiple inquiries through emails and phone calls from potential candidates are addressed with advising each year from the Director of Teacher Education.

- **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 continues to offer accessible information to the public regarding our EPP's 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 that webpage. Information on USAO's Teacher Education program events, opportunities, celebrations and more is also posted through our social media platforms and on the USAO website. 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 listserv. 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 meetings with Grady County Superintendents as possible, and we host one of these meetings on our campus each year. 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. We had one such event with a viewing of the OSDE's Virtual Trauma Summit: Connecting and Collaborating for Student Success on February 21, 2022 in Gary Hall 102.

Candidates currently study and/or have exposure to information about Multi-Tiered Systems of Support (MTSS) in the following Professional Education courses:

EDUC 2323 Foundations of Literacy (Reading I)

EDUC 3222 Strategies & Materials for Literacy (Reading II)

EDUC 4323 Assessment & Instruction of Literacy (Reading III)

EDUC 3203 School and Society

EDUC 4442 Classroom Management and Evaluation Theory

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 an area of concern in 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 still working on developing additional options of reminders and ease of tracking and reporting these hours. 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 above the minimum requirement of 10 public school hours for 2021-2022 academic year, and only one part-time Teacher Education faculty reported under 10 hours (the pandemic and related health concerns continue to be an obstacle to completing these hours, but the inclusion of virtual hours has helped). We continue to discuss options for additional public school hours at Teacher Education Committee meetings and at Fall Work Day. We are also starting to see that desired resurgence of bringing candidates into schools for additional clinical experiences in more courses. Such opportunities will continue to add to faculty public school contact opportunities.

8. Alternative Placement Program

9. Faculty Workload

10. Mentor Teachers