

OKLAHOMA STATE REPORT 2016

Reporting Period: September 1, 2014-August 31, 2015

East Central University

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

ECU requires candidates to demonstrate foreign language competence. This can be done by one of three methods: 1) providing evidence of a grade of "C" or better in college-level foreign language course-work; 2) by passing an exit exam from a college-level course; or 3) by demonstrating two years of foreign language at the high school level with a grade of "C" or better for both years. Since candidates may choose the language they wish to demonstrate competence in, and since they have options for demonstrating competence, the unit clearly has an adequate method of assessing competency in various languages that may be requested by teacher education candidates.

Course grades for the classes are the primary method used to assess the candidates' competency as a grade C or better would note the candidate met expectations for satisfactory completion and thus the ability to demonstrate they meet the basic standards.

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

A total of 87 graduate students were admitted to the MEd during AY 1415. Of the total admitted, 65 were admitted unconditionally and 22 were admitted with conditions. Of the 65 in unconditional status, 24 have applied to graduate in the current academic year.

**Please note the change in the numbers from last year's report. We have discovered that the data source used to obtain these numbers in the past was not accurate. The numbers in red above are accurate counts of our graduate students.*

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

Supply and Demand information figures are detailed at all stages of the program. The webpage for the unit includes links to the OSRHE and OSDE websites that detail employment issues and job openings. Specifically, employment figures are provided during the initial block of professional education in the Foundations of Education class where candidates are given information about supply and demand and where they are provided web-sites for the Oklahoma State Department of Education and the Oklahoma State Regents for Higher Education who has links to current supply and demand details.

We also provide information about scholarships related to teacher shortage areas during the professional blocks when scholarship applications are due. All shortage areas are identified so students can apply for the Future Teacher Scholarship. Additional supply and demand information is provided in the Student Teaching Seminar during a candidate's final semester. ECU also hosts two Education Career Fairs where schools in Oklahoma and Texas come to interview potential candidates for open positions. Finally, as new positions open in schools statewide, the posting is listed on ECU's Career Center web page. Our Career Center Director, Peggy Saunkeah, then communicates with the education department about the openings.

D. Elementary Education: Please describe any changes which have been made to strengthen the elementary education program. If no changes have occurred, indicate “no activity”.

- *Constructed response prompts have been implemented in various professional education and Elementary Education methods courses.*
- *Faculty members are preparing our teacher candidates to use the Oklahoma academic standards.*
- *Monthly faculty meetings are used to analyze various aspects of this report's data throughout the upcoming year for continual improvement of the Elementary Education Teacher Preparation program.*
- *Chalk and Wire is now being used for candidates to upload all field experience documents.*
- *In February 2015 an Education Symposium was held for all Field I, II, and III teacher candidates. The symposium was a panel discussion of pragmatic issues such as classroom management and instructional strategies in the classroom, as well as dispositional issues such as professional conduct and behaviors.*
- *Education faculty members are reaching out to partner more closely with area school districts so as to better mentor our education majors into the profession. A Cooperating Teacher Forum was held in September 2014 and January 2015 for all area teachers and administrators who work with ECU teacher candidates. The Teacher Forum is an important networking venue where university faculty members can partner with area public schools to support and nurture our candidates' into the teaching profession. Feedback from these cooperating teachers and administrators is used to enhance this partnership with our area stakeholders.*
- *Dr. Phyllis Isaacs and Mrs. Jennifer Snell worked with Byng schools to pilot a co-teaching model for early childhood and elementary education majors.*
- *Dr. Mark Jones and Dr. Shelli Sharber are hosting a CampTechTerra 3-day workshop in July 2015 for innovative teacher training within our newly renovated education building, incorporating Makerspaces, Robotics, 3D Printing, and Digital Storytelling.*
- *Elementary, Special Education and Early Childhood majors exhibited their poetry centers at the ECU Education Research Conference in May 2015.*

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

Special Education

- *With the exception of increasing the overall mean scores/ and/or OSAT subtest scores, no program changes were recommended for the 2014-2015 Annual Report. However, the Special Education Department will begin reviewing the new CEC Standards and develop assessments that align with these standards at the beginning of the 2016 academic school year.*

Early Childhood Education

- *For AY 2014-2015, a criterion or student learning outcome related to disposition data will be added to the program report. A disposition analysis will be incorporated into EDUC 3603 (Science and Social Studies for Young Children) - a methods course required of early childhood education majors only. Students will self-assess on dispositions and the instructor will assess students on dispositions at the end of the course. This course is offered FALL ONLY and the data will be included on the AY 2014-2015 report.*
- *Beginning in AY 2014-2015, program satisfaction data will be collected during student teaching seminar. A survey will be distributed to all early childhood student teachers and the data will be analyzed and reported on the AY 2015-2016 report.*
- *Beginning in the AY 2104-2015 report, student impact data will be reported. This information is gathered as part of the TPA-Teacher Work sample completed during student teacher seminar.*
- *For AY 2014-2015, all early childhood student teachers will be assessed on their progress towards meeting NAEYC standards. The student teachers will self-assess their progress at midterm and final reporting times and cooperating teachers and university supervisors will assess the student teachers at the same time intervals.*
- *The Early Childhood Education program coordinator will host exam review sessions prior to each ECE OSAT administration date in the hopes of helping to better prepare candidates for the exam. In addition, reviewing the OPTE will continue to be a part of these sessions.*

Art Education

- *More testing in coursework program-wide.*
- *Develop a Senior Test Review.*
- *Re-align ECAT (A criterion based exit exam for all BFA majors including Teacher Certification.)*
- *More art vocabulary in all class.*
- *Continue to revise Graphic Arts*

Science Education

- *Because ECU OSAT Biology pass rate was just at state level, more constructed response practice tests are embedded in B/C/P 4113*
- *Because of CAEP test exams given to all but the biology ed majors, Biology, Biology Education, Molecular Biology and CLS Biology curriculums were redesigned to improved student retention of content. The redesign should help the biology ed majors also.*

MEd School Counseling

- *Revised from 32 credit hours to 33 credit hours for the School Counseling program. The extra credit hour was added to EDUC 5482, now EDUC 5483 Counseling Intervention Strategies so that it can be counted towards LPC. Additionally, Curriculum and course name changes were made to meet the LPC requirements in Introduction to Counseling.*

MEd Secondary Education

- *M.Ed. Secondary Education - Educational Technology program became 100% online beginning Spring 2015*
- *Reconfigured M.Ed. Non-certification Programs Portfolio Table of Contents in Chalk and Wire to align with common format and updated rubric to support NCATE accreditation*
- *Summer 2015 – Plan to pilot Portfolio Defense for M.Ed. Secondary Education programs to allow assessment of oral communication skills (EDUC 5681 Practicum and Portfolio)*
- *For candidates in online programs, web conferencing will be used to allow the defense to occur by distance.*
- *Candidates in M.Ed. Secondary Education programs now all use Chalk & Wire ePortfolio system and TUMS Database-connected online forms for more efficient and effective collection, storage, and assessment of key assessments used in the annual assessment report*
- *EDUC 5113 Research Literature Review assignment*
- *EDUC 5183 Critical Thinking Case Study assignment*
- *EDUC 5342 Mid-Program Disposition Self Evaluation (submitted and stored through TUMS-connected online form; candidate places copy of results in ePortfolio)*
- *EDUC 5681 Final Disposition Evaluation (submitted and stored through TUMS-connected online form)*

MEd School Leadership

- *In order to provide for more in-depth analysis of candidates' research skills, the Research Project required in Techniques of Research will be modified to be an artifact with reflection and assessed within Chalk & Wire by the EDUC 5113 instructor. The conversion of the item to an artifact for submission and review via Chalk & Wire will facilitate more detailed data analysis in order to better identify areas for improvement among candidates' research planning skills. Specifically, educational leadership candidates must become more informed consumers of research and begin the process to engage in effective action research in order to support improved teacher instruction, enhanced student achievement, and overall school improvement. A research project to be completed later in the program in order to assess candidate impact is under review at this time as well.*
- *The need to include measures of program impact on candidates has been identified and additional instruments have been utilized to have a common reporting format to*

better allow longitudinal analysis from baseline (initial), to mid-program, to end of program assessment points.

- *Embedded assessment activities (Case Study embedded in EDUC 5623 – The Principalship) are now being submitted and assessed in Chalk & Wire as of Fall 2014. The revised rubrics are designed to directly assess the level of achievement for each respective student in terms of Specialized Professional Association (SPA) Educational Leadership Constituent Council (ELCC) standards, instead of reporting the course assignment grade. The new rubric criteria will provide much more depth of analysis for each ELCC.*

MEd Library Media

- *The Library Media Program received national recognition as an approved program 08/14 (removing probationary status).*
- *Practicum: added site request approvals, information on cooperative library media specialists, and agreement forms (administrator, candidate, cooperating LMS, and university supervisor) to help ensure placement in quality and cooperative environment and to help track our student's field placements and evaluations on this experience.*
- *New courses were added to the Library Media and Educational Technology options to better align to standards and professional knowledge in these two programs.*

MEd Elementary (Deleted Program)

MEd Reading (Deleted Program)

- F. Candidate Portfolios:** Include changes or revisions in written policies, technology, assessment rubrics, or development of philosophy. If no changes have occurred, indicate “no activity.”

ECU utilizes Chalk and Wire for both undergraduate and graduate portfolios. The undergraduate process has not changed and is very well established. As of fall, 2014 every MEd graduate program had transitioned to the e-portfolio platform. The table of contents for each program includes three parts: 1) Professional Information, 2. Demonstration of Key Standards and 3) Professional Development and Dispositions. Parts one and three are standardized for all graduate programs and section two varies from program to program based on their content standards. The graduate programs now all submit their portfolios in the same way (Chalk and Wire, and assessed by three Professors), collect data for the unit so it can be aggregated across programs (Section 1 and Section 3) and present artifacts that are unique to their programs (section 2). This is a major deviation from the previous process of hard copy portfolios, general information for sections 1 and 3 and generic artifacts for section 2. All graduate candidates receive a program handbook that explains the program, the expectations for the portfolio, and

examples of artifacts. Program Handbooks are created for each program. Again, this is a major deviation from prior years where candidates just received a general handbook that was not unique to each program.

G. Cooperative Efforts: Discuss the P-12 cooperative efforts that have occurred in the past year.

FACULTY MEMBER	FIELD OF SPECIALIZATION	<u>COOPERATIVE EFFORTS</u>
Laura Bixler	Special Education	Work w/public schools on sponsoring Boot Campers during their field placements.
June Caruthers	Professional Education	In classrooms where student teachers have been placed, offered advice concerning different areas that they felt their students needed more practice. Moderated or judged in regional, area and state academic competitions.
Bill Caruthers	Leadership	Worked w/P-12 education by reinstating a stand-alone ECU Educational Career Fair. Worked w/P-12 education by reinstating a revamped Teacher Induction Program.
Debbie Claxton	Professional Education	Vanoss Public Schools 21 st Century Grant Planning. Wynnewood Professional Development. Took Ed Tech students to work with PK-3 students on finch robots
Sharon Cunningham	Special Education	Collaboration w/local school district for i-History presentations.
Jennifer Dorsey	English	English dept. coordinated the Okla. Literary Arts Festival, working w/120 secondary students from local schools.
Donna Graves	Speech and Drama	Hosting a 4A OSSAA Speech Tournament at ECU Judging a 4A OSSAA Speech Tournament at ECU
Mary Harper	Math Education	Started SE OK-Math Consortium Mentor for TIP
Phyllis Isaacs	Professional Education/Elementary	Conducted Co-Teaching workshop for area teachers.
Brad Jessop	Art Education	Planning for a teacher development workshop for June of 2016
Mark Jones	Educational Technology	Finch Robot Activity w/Willard Elem 5 th & 6 th grade students. Collaboratively taught HS chemistry course w/Howe Public Schools. Conducted 3D printer demonstrations to elementary classes at Durant Public Schools. Consulted for Latta Schools Professional Development Committee to advise on Google Apps for education implementation & training strategies.
Toni Jones	Family and Consumer Science	Worked with 5 th and 6 th grade girls from Willard School to host a formal etiquette presentation and formal tea.
Dana Jordan	Early Childhood Education	Worked w/ECE students and assisted at Ada Early Childhood Center Spring Carnival. SEDL – Homer Elementary School
Jessica Koch	Professional Ed	Collaborated w/Shawnee MS geography class bout sequence of events of Nati'l. Geographic Bee and History Day events. Collaborated w/North Rock Creek teachers on National History Day school-wide competition. Answered questions from P-12 sponsors at National History Day Regional Collaboration at ECU. Collaborated w/North Rock Creek 3 rd grade teacher to provide

		artifacts from Iditarod.
Robin Roberson	Professional Education	Mentored a second-year science teacher through TIP
Nanette Schmitt	Elementary Ed	SOEA worked w/employees of Ada Public Schools to develop the Care Closet Crew.
Shelli Sharber	Library Media	Provided Maker Space Professional Development for area schools, Assisted with Wynnewood Book Fair
Jennifer Snell	Professional Education	Helped develop the student teaching pilot program in which we worked closely w/two school districts in transitioning students from student teaching to teaching because of the teacher shortage. Worked w/several public school administrators to develop the pathway 12 week student teaching transition program to subbing then to teaching. Worked with Byng schools on a co-teaching pilot project.
Rahmona Thompson	Science Education	Conferred w/Seminole High School about preparing their students for ECU Biology & Anatomy classes. Conferred w/various teachers across the state from public, private and home-schooled institutions on how to complete and submit science fair paperwork.
Karen Williams	Science Education	Mentor Upward Bound Math & Science/concurrent student

H. 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 are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development. Faculty have been provided faculty Professional Development on our campus in the Bolded Areas on the Table.

FACULTY MEMBER	FIELD OF SPECIALIZATION	<u>Professional Development Activities to Improve Teaching</u>
Laura Bixler	Special Education	Learning Disability Association International Conference, Chicago Autism and Asperger's Syndrome Super Conference, Dallas Lion's Quest: Social and Emotional Learning. ECU Teacher Induction Mentoring Seminars. ECU
June Caruthers	Professional Education	Conference on Teaching Reading in Poverty Areas OSE Summer Education Conference Oklahoma Foundation for Excellence Williamsburg Mini-Institute for Alumni 21 st Century Community Learning Center conference Quality Matters Training
Bill Caruthers	Leadership	Transformational Learning Conference AdvancED Lead Evaluator Training Quality Matters Training
Debbie Claxton	Professional Education	Quality Matters Training Oklahoma Elementary Mathematics Group Member

Sharon Cunningham	Special Education	Quality Matters Training 15 credits of doctorate courses at OU and ECU Oklahoma Transition Institute State Conference Oklahoma Council for Exceptional Children State Conference Education and Psychology Research in Action (EPRA) spring conference
Jennifer Dorsey	English	Assistant Examiner for English A Literature. International Baccalaureate Program.
Usha Fountain	MEd School Counseling	Collaborate” and “Respondus” training on Blackboard Several Chalk and Wire training sessions with Ms. Claxton Migrating courses to Blackboard training Online training on ‘Preventing Discrimination and Sexual violence’. Implemented case studies from this training in my counseling course. Online training on “Diversity benefits”
Donna Graves	Speech and Drama	Presenter Oklahoma Speech Theatre Communication Association meeting – Group Dynamics, “Utilizing Game Boards to understand group dynamics in the Workplace” September 2015 Co-Chaired session, Oklahoma Speech Theatre Communication Associating meeting – Warm-up Exercises Forensics and Round Table Discussion, Forensic Judging, September 2015 Dallas Children’s Theatre, Dallas, TX – ECU Children’s Theatre class touring facility, meeting children’s theatre professionals and performance discussion – “Fancy Nancy: The Musical”, October 2015 Co-Chaired session, Oklahoma Speech Theatre Communication Associating meeting – Warm-up Exercises Forensics and Round Table Discussion, Forensic Judging, September 2015 Attendance Oklahoma Speech Theatre Communication Association meeting – September 2015 OSTCA workshops: “Create a Shadow Puppet Play”, “Faculty Competitive Paper Panel”, “Great Ideas for Teaching College” Attendance Oklahoma Intercollegiate Forensics Association, Coach’s meeting – February 2015
Mary Harper	Math Education	Attended 12 meetings of the SE-OK Math consortium where the meetings consist of discussing teaching best practices, resources, methodology, etc. XYZ webinar (over MyMathLab and ways to incorporate it more productively into the classroom)
Phyllis Isaacs	Professional Education/Elementary	Lion’s Quest Character Development Curriculum training on February 3rd; ECU mandated Diversity Benefits for Higher Education Employees on March 23, and Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act for Faculty and Staff on March 24; Mentoring Teacher Candidates Through Co-Teaching Train the Trainer Conference on May 17-19 in Minneapolis, MN OEQA Program Review Training on October 23; Quality Matters Independent Improving Your Online Course training on October 7.
Mark Jones	Educational Technology	- 2015 Transformative Learning Conference pre-conference Workshop with Dr. Eric Mazur, March 26, Oklahoma City, OK - 2015 EngageOK EdCamp, July 7, Oklahoma City, OK - 2015 EdCampOKC, Oklahoma City, OK, February 28th - 2015 Quality Matters Oklahoma Summit, Oklahoma City, OK, April, 17th - Applying the QM Rubric (APPQMR) Workshop and Certification,

		July 7-21 - Improving Your Online Course (IYOC) Workshop and Certification, September 24-October 5
Jessica Koch	Professional Ed	EdCampOCK: March 5 th , John Marshall High School Co-organizer of #EdCampCTE (September 26, 2015) in Yukon, Oklahoma at Canadian Valley Technology Center. Around 60 K-college educators participated in this “unconference” event. There were seven organizers from around Oklahoma.
Robin Roberson	Professional Education	Information Literacy Assessment Workshop (Linscheid Library staff) ECU (April 2015) EngageOK Conference and EdCamp in OKC (July 2015) Oklahoma Network of Teachers of Psychology Conference at OSU (September 2015)
Nanette Schmitt	Elementary Ed	Quality Matters training for online teaching. May 2015 – Diversity Benefits for Higher Education Employees online training. May 2015 – Preventing Discrimination and Sexual Violence: Title IX, VAWA, and Clery Act for Faculty and Staff online training.
Shelli Sharber	Library Media	Education & Psychology Research in Action Conference – ECU – May 2015 Lions Question Training – Skills for Adolescence – 8 hours - February 2015 Quality Matters – completed online course to improve quality of online instruction – 2 week training Sept/Oct 2015 Camp TechTerra – completed 20 hours of professional development in digital learning – July 2015 OACTE Fall Conference – attended Tips for using Flipboard, Pocket, Twitter, and Nuzzle; Using Online Tools for Student Engagement and Assessment; Mentoring: Supporting Teacher Efficacy... November 2015 EdCamp – South Moore – professional development, attended 3 sessions (maker education, using online tools in content areas, library media facility design) – Feb 2015 Google for Education with Dr. Robert Moody – learned about Google classrooms and becoming a google educator – December 2015 BB Retention Center Training – May 2015 Straight Outta Britannica: The Real Story Behind Research – webinar (1 hour) – October 2015
Jennifer Snell	Professional Education	Attendance Co Teaching Conference, Minnesota, May 17- May19,2015 Co Teaching Trainer with Byng Elementary teachers, Fall 2015 Quality Matters Training for Online Teaching, Fall 2015 OTA “Image-Word-Voice: Using an Iphone for classroom Community-Building in any Discipline”, UCO Edmond, OK, March 26, 2015 OTA “Traditional, Blended, Flipped or Online: Transforming Teacher & Learning Through Video Conferencing” UCO Edmond, OK March 26, 2015 OTA “Learning Through Making: Exploring the Use of 3D PrintingProjects in Education” UCO Edmond, OK March 27, 2015
Rahmona	Science Education	Want Students to Turn in Better Assignments? Linscheid

Thompson		Library Workshop, February 13, 2015 BlackBoard Retention, CETL Lab Mastering training with an emphasis on how to use Learning Catalytics, Biology Department, March 10
Santa Velez	School Psychology	Oklahoma Network for Teaching of Psychology 8th Annual Conference, September 25, 2015, Oklahoma State University, OK 3.75 Continuing Education Credits for the following seminars: The Myth of Black Anti-Intellectualism, Dr. Kevin Cokley, University of Texas-Austin Key Lessons for Teaching Human Rights and Psychology, Dr. Linda Woolf, Webster University Neglected but Exciting Concepts in Developmental and Nuerobiological Psychology, Dr. David Thomas and Evan Jordan, Okalahoma State University OACTE/OATE/OCTP Fall Conference, October 22 & 23, 2015, University Central Oklahoma, Edmond OK. 9 Continuing Education Credits for the following seminar: Keynote: Advancing the Imperative, Panel Presentation (Drs. Cobb, Fryer, Krutka, Mr. Miller, and amd Ms. Parks) Program Rubrics and Alignment, Dr. Ronna Vanderslice, Vice President for Academic Affairs, Cameron University Breakout Sessions- Latino First College Generation Student’s Challenges and Strategies in Higher Education, Dr. Cheng-Hsien Wu, Oklahoma Panhandle State University Lessons Learned from Connecting Across Cultures Conferences 2015-12015, Drs. Wilhelm, Willner, Brown, and Brown, Oklahoma City University Mentoring: Supporting Teacher Efficacy, Turning the Tide of Teacher Exodus, Drs. Martin, & Berumen, Oral Robert University Workshops and Seminars: Blackboard: Collaboration, Using the Retention Center, MyECU Navigating Course Schedule
Karen Williams	Science Education	ECU is active and part of a 3-yr \$30,000 grant in PTEC (PhysicsTeacher Education Coalition) activities to recruit more physics teachers in Oklahoma. The coalition is working to increase our physics, STEM, and physics education programs by group efforts. OK PhysTEC (Oklahoma Physics Teacher Education Coalition)

I. Arts and Sciences Faculty: How have arts and sciences faculty been included in the education of pre-service teachers? Please describe any significant collaboration which has occurred between the arts and sciences faculty and the education faculty.

Arts and Sciences faculty currently represent their certification area and thus contribute to the education of pre-service teachers in several different ways. First, each content certification area has a representative who serves on the Teacher Education committee. The coordinators of each of the certification programs attend the faculty retreat at the beginning of the year and share testing data related to their field. At the yearly retreat,

all but one content area faculty member attended. During the retreat issues related to teacher education are discussed. Many Arts and Sciences faculty and students participate in the Cooperating Teacher Forum, Teacher of the Year lecture and The Education Scholarship and Awards Banquet in both the fall and spring semesters.

Education faculty work with content faculty to write grants. Currently education and science faculty are collaborating on a STEM grant to attract more candidates into the Science Education field.

J. Public School Direct Contact: Report the number of hours each faculty member spent in meaningful contact with P-12 students.

Currently faculty are required to spend 10 hours in direct contact with elementary school children. The following table summarizes the hours of direct contact with public school children.

FACULTY MEMBER	FIELD OF SPECIALIZATION	<u>Public School Direct Contact Activities</u>
Laura Bixler	Special Education	Volunteer consultation time for students w/behavioral issues at Byng.= 5 Volunteer at Special Olympics =8 Observe at Early Foundations (preschool autism program in Putnam City district) = 2-3 hrs/yr.
June Caruthers	Professional Education	9 hours working with students who are preparing for academic competition; 10 hours working with North Rock Creek Public Schools as a consultant for their after school program.
Bill Caruthers	Leadership	Consulting w/AdvancEd doing school review/evaluations at Ardmore High School = 20 hrs. Consultation w/Wapanucka and Okumlgée Public Schools = 20 hrs.
Debbie Claxton	Professional Education	Meetings & observations with new teachers & their administrators through Teacher Induction Program = 6 hrs. Student teacher supervision = 7 hrs. Teacher Professional Development: Google Apps at Wynnewood Middle School = 3 hrs. Student Presentations at Homer and at Willard = 3 hrs.
Sharon Cunningham	Special Education	Collaboration w/the Chickasaw Nation Education Program to develop partnership for Service Learning. 2 hrs Collaboration w/Equine Therapy to develop partnership for Service Learning 2hrs Collaboration w/Okla. Regional Chapter of Special Olympics to facilitate athletic events for Service Learning. 6 hrs
Donna Graves	Speech and Drama	Supervised student teacher 10hrs
Mary Harper	Math Education	Tutor 7 th grade girl every Thursday evening for ≈ 1hour= 10 hrs Worked with high school students in a Summer Mathematics Academy (June 14-June19) 20 hrs Tutor 5 th grade boy as needed 5 hrs
Phyllis Isaacs	Professional Education/Elementary	Chaperone for 4 th grade at Konawa school on a field trip to an OKC Dodgers game. 8 hrs Sponsor/helper at the Konawa “Jump Rope for Life” event at Konawa Elem. School. 4 hrs
Brad Jessop	Art Education	Worked closely with students on the Grounded Chalk Art Festival = 4 hrs. OSSAA 4A-5A One-Act Competition = 3 hrs. Public school performances of “The Hobbit” = 4 hrs. OSSAA Regional Band Competition = 2 hrs.

		State Band Clinic = 2 hrs.
Mark Jones	Educational Technology	Facilitated Finch Robot activities w/Willard Elem. 5 th & 6 th grade students & EDUC 4632 Educ. Tech. students. 16 hrs Collaboratively taught HS chemistry course w/Howe Public Schools, using videoconferencing, blending learning, etc. 32 hrs Coach for First Lego League robotics program team (ages 9-14). 30 hrs Coach for Under-14 Boys' Soccer team. 15 hrs Planned/conducted instructional activities for a youth soccer camp I Boise, ID. 15 hrs
Toni Jones	Family and Consumer Science	Robotics team coach – 15 hours Etiquette program with 5 th and 5 th grade students - 5
Dana Jordan	Early Childhood Education	Worked w/ECE students and assisted at Ada Early Childhood Center Spring Carnival. 6 hrs SEDL – Homer Elementary School 4 hrs
Jessica Koch	Professional Ed	North Rock Creek School (NRCS) 3 rd grade field trip lunch = 2 hrs. NRCS Christmas Program = 2 hrs. Shawnee Middle School (SMS) 7 th grade Christmas Program = 2 hrs. NRCS 3 rd grade Christmas party = 1 hr. NRCS National History Day = 2 hrs. SMS Volunteer (Food Pantry & Library) = 1 hr. Sequoyah Elem. School 5 th grade Math volunteer = 1 hr. SMS Collaboration on Nat'l. History Day = 1 hr.
Nanette Schmitt	Elementary Ed	<i>Because of back issues, was not able to work in public schools.</i>
Shelli Sharber	Library Media	Volunteered during two book fairs which involved reading to a class and helping students select reading materials. 10 hrs
Jennifer Snell	Professional Education	Mentoring student teachers in the assigned classrooms. Mentoring 1 st year teachers in their classrooms. Reading w/elementary students at local schools. Working s/local administrators to transition student teachers from student teach candidacy to classroom teacher. AVID mentor at Ada Jr. High. 15 hrs
Rahmona Thompson	Science Education	Director – Okla. State Science & Engineering Fair = 21 hrs. Director - East Central Okla. Regional Science & Engineering Fair = 3 hrs. Career Discovery Day Microscopy workshop for 9 th grade students = 1.5 hrs. PlantingScience Scientist mentor = 8 hrs. Mentoring one Pontotoc Tech Biotechnology student w/research project through CURL = 30+ hrs.

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

\$20,488 was budgeted for technology in the 2014-15 academic year. \$6840 was allocated for the Education Media Lab; \$11,648 was allocated for the Education computer lab; \$2000 allocated for new faculty computers. In the renovation for the new education building \$82,000 has been designated for new technology for each classroom. Even though I included the renovation amount for the previous report, the renovation has been completed and each classroom received at least \$82,000 in new technology equipment. Every classroom has short throw projectors which makes every projection a “Smart” projection with touch capabilities. Every room received new speakers and new computers to enhance classroom instruction. One of our “showcase” rooms received

one short throw projector, one touch screen monitor, a CAPP board, and a new sound system. College meetings, workshops, Lego Leagues, interviews are all conducted in this room.

L. Alternative Placement Program: State the Procedures in place for advising alternative placement candidates.

Pursuant to HB 2915 of the 2002 Oklahoma Legislative Session, amending 70 O.S. 2001, Section 6-122.3, East Central University has an Alternative Placement Certification candidate support program and is committed to implement the program in support of any Alternative Certification candidate approved by the Oklahoma State Department of Education (OSDE).

East Central University will admit without further qualifications, and provide opportunity to complete Standard Certification requirements, any Alternative Certification candidate approved by the Oklahoma State Department of Education. Such candidates will be permitted to take any course(s) the candidate deems necessary or desired to meet standard certification requirements detailed by the OSDE. The Dean of the College of Education and Psychology will meet with all Alternative Certification candidates to discuss courses available and to assist as necessary in the development of an Individualized Certification Plan. For Alternative Placement candidates seeking course work in the Education Department course pre-requisites must be met but other blocks will be removed.

Step 1: Apply to the Oklahoma State Department of Education (OSDE) for admission to the Alternative Placement Program (all applications are on-line).

Step 2: After you receive your initial letter from the OSDE, schedule a meeting with ECU's Certification Officer (Dean, College of Education and Psychology).

Step 3: Complete the form "Individualized Certification Plan for Alternative Certification Candidates" AFTER the OSDE has reviewed your application and your transcript and has sent your status letter.

Step 4: The candidate will have three years to complete OSDE requirements to move the alternative certificate to a standard teaching certificate.

***Alternative Certification is not available for Early Childhood or Elementary.**

Alternative Certification Post Baccalaureate

The process in place for candidates seeking alternative certification in the Principal or Superintendent areas or the non-traditional special education route is included as a link on our webpage.

<https://www.ecok.edu/academic-affairs-programs/academics/colleges-schools/school-of-graduate-studies/alternative-certification>

M. Input from Stakeholders

The formal mechanisms in place to gather input from stakeholders are a first-year teacher survey, teacher education committee (two public school teachers, and two current students), a student survey, Teacher Education Faculty retreat and a newly implemented Mentor teacher forum. These provide valuable input from which decisions are made. In addition, we have implemented surveys to be given to each graduate to gather data on the quality of our programs and their satisfaction with our programs. We maintain emails related to any problems with field or student teachers. We have removed candidates from student teaching placements when teachers or principals contact us. We have failed field experience students when teachers complete the survey and evaluation and we discover that students have not fulfilled all the hour requirements. We have implemented more oversight for our processes based on feedback from our stakeholders.