

Eric R. Gotte, Ed.D.
Curriculum Vitae

CONTACT INFORMATION

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EDUCATION

Ed.D. – Major: Educational Leadership – 2019
University of Arkansas, Fayetteville, Arkansas
Dissertation: “Retaining Special Education Teachers in a Rural Arkansas District”

Ed.S. – Major: Director of Special Education, Educational Leadership – 2014
Arkansas State University, Jonesboro, Arkansas

M.S.Ed. – Major: Special Education Instructional Specialist – 2005
Arkansas State University, Jonesboro, Arkansas

B.S. – Major: Mental Health and Human Services – 2001
University of Maine, Augusta, Maine

CERTIFICATIONS

National Board Certification – Exceptional Needs Specialist Early Childhood through Young Adulthood (Certified 2011)

AIMM Certified Mentor – Novice Teacher Mentor (Certified 2014)

Science of Reading Certified Assessor (Certified 2021)

Arkansas Department of Education License in:

Curriculum Programming Administration – Special Education Director, grades P – 12

Special Education Instructor, grades P – 12

Building Level Administrator – Principal, grades P – 12

Early Childhood Education, grades P – 4

American History, grades 5 – 8

Contemporary American History, grades 7 – 8

World Culture History, grades 5 – 8

PAPERS SUBMITTED

Gotte, E. R. Special Education Teacher Retention in a Rural Arkansas School District.
Manuscript submitted for publication.

RESEARCH

Primary Interest: Inclusive Education for Students with Disabilities
Post-Graduation Transition for Students with Disabilities
Special Education Teacher Retention Strategies

Dissertation: “Retaining Special Education Teachers in a Rural Arkansas District”

Chair: Ed Bengtson
Member: Kevin Brady
Member: Marcia Smith

Abstract:

According to published research, rural school districts across the United States face obstacles in recruiting and retaining special education teachers. This study presents findings based on special education teachers’ experiences teaching within one rural Arkansas school district. This instrumental single case study investigates the factors that encourage special education teachers to remain in their current position within a rural Arkansas school district. Qualitative data is analyzed from 11 participants, nine current special educators, one special education director, and one retired special education teacher. All participants are from one rural Arkansas school district to gain insight from their experiences and perspectives. Significant findings include factors that positively influence the retention of special education teachers within one rural Arkansas school district: the small scale of the district, administration support, student rapport, positive school culture, extended family living in the local area, and the supportive culture of the rural community.

ACADEMIC SERVICE

Novice Special Education Teacher Mentor - Highland Public Schools, 2014 – 2017
PLC Team Leader - Highland Public Schools, 2016 – 2017
Special Education Student Teacher Mentor - Springdale Public Schools, 2020 – 2021
Collaborated with Arkansas Support Network - Transition Services, 2020 – 2021
Served on School Leadership Team - Don Tyson School of Innovation, 2020 – 2021
Served as Special Education Designee - Don Tyson School of Innovation, 2020 – 2021
Collaborated with colleagues in obtaining School Food Bank Grant, 2021 – 2022
Developed, planned, and presented professional development activities, 2021 – 2022

TEACHING EXPERIENCE

Assistant Professor in Special Education
Arkansas State University, 2023 – Present

Design and teach courses in the Department of Educational Leadership, Curriculum, and Special Education.

Lead Inclusion Instructor, Algebra and English
Highland High School, 2022 – 2023

Collaborated with Special Education Director and general education teachers in developing and initiating an inclusion program this school year at the high school level with IEP accommodations embedded.

Inclusion program has received positive feedback from students, parents, and general education teachers.

Successfully co-teach in inclusive classroom settings while actively supporting classroom teachers on effective work strategies in the subjects of Literacy and Math using a team-teaching approach.

Organized inclusion schedules for students with special needs.

Principal
Calico Rock Elementary School, 2021 – 2022

Provided building-level leadership.

Reorganized PLC meetings into more collaborative groups utilizing assessment score data to guide instruction.

Overall state assessment scores improved showing significant growth among students.

Incorporated a positive behavior program school-wide.

Collaborated with the high school principal in renewing a grant that provided resources for the food bank program.

Lead Special Education Teacher, Designee, Inclusion, Reading Resource, and Life Skills
Springdale Public Schools, 2017 – 2021

Provided guidance and support to other special education teachers on campus and mentored student special education teachers from the University of Arkansas.

Co-taught and collaborated lessons with English, Algebra, and Geometry teachers.

Facilitated due process meetings valuing all stakeholders and served as an administrator at other special education teachers' due process meetings.

Assisted students and parents with transition choices to support students' post-high school career interests and plans.

Created warm inclusive meetings for parents from diverse backgrounds, including families whose native language was Marshallese or Spanish, to better support families who recently immigrated to the United States,

Communicated with parents and provided support for their involvement and feedback.

Resource English, Life Skills, and Transition Instructor
Highland High School, 2008 – 2017

Certified Arkansas State AIMM Mentor teacher for novice teachers during their first two years of teaching.

Modified and designed a curriculum to support students with disabilities' academic success.

Integrated technology into special needs programs including the development of transition plans.

Designed and taught individualized lessons.

Facilitated the development of individualized education plans and oversaw their implementation for each student while ensuring compliance with IDEA and State Regulations.

Behavior Support, Resource, and Life Skills
Calico Rock Public Schools, 2002 – 2008

Developed a schedule for high school students with severe disabilities that incorporated life skill lessons.

Collaborated with general education teachers during the development of a more inclusive schedule for students with disabilities.

Supported students and parents with transition skill lessons that assisted students in being more independent.

Taught resource Math and English, grades 1st – 6th.

Incorporated inclusion lessons for 6th-grade math and collaborated with Math teachers.

Transition and Behavior Instructor
Morse High School, Bath, Maine, 2001 – 2002

Developed and taught lessons that supported student growth in utilizing appropriate strategies when frustrated or angry.

Collaborated with business owners in teaching real-world skills in applying for jobs and positive habits in maintaining a job position.

Behavior Analyst Technician

Merry Meeting Center for Child Development, Bath, Maine, 2001

Utilized Applied Behavior Analysis therapy in curriculum and lessons to provide support for students with Autism in achieving their IEP goals.

Recorded data and planned lessons accordingly using positive behavior supports.

Received a promotion but decided to teach at a public high school.

PROFESSIONAL EXPERIENCE

Hospital Administrator

Air National Guard, Air Force Reserves, 1992 – 2002

Collaborated with the aeromedical quality council committee to ensure patient feedback remained 100% positive within the medical squadron.

AFFILIATIONS AND HONORS

Arkansas Association of Educational Administrators

National Board for Professional Teaching Standards

Air Force Achievement Medal

National Defense Service Medal