



OKLAHOMA STATE REPORT 2017
Academic Year 2015-2016
(Northwestern Oklahoma State University)

Please submit CAEP 2017 EPP Annual Report with this document. (Due April 14, 2017)

- **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?

To demonstrate proficiency in a foreign language, the candidate must achieve a grade of "C" or better, including speaking at a minimum of Mid-Intermediate level. At this time the unit has adequate methods for assessing Spanish and Sign Language. Candidates have access to test proficiency of any World Language upon candidate request.

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

There were no students admitted conditionally for the 2015-2016 school term.

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

Career Fairs and Job Fairs were conducted on campus each semester for candidates to meet with P-12 administrators. From listings of job vacancies and discussions with administrators, candidates were made aware of teaching positions that were in high demand. In the introductory professional education courses candidates are informed of the areas of high need for teachers, particularly math, science, and special education. School administrators are utilized as guest speakers in program courses to discuss the needs in individual school districts and state wide.

The physics and chemistry education programs were created, spearheaded by the OK PhysTEC Recruitment Grant (\$10,000 per year for 3 years, ending in fall of 2018). The physics minor was reinstated and revitalized to serve as a pathway for high school physics certification.

Efforts to increase enrollment in special education include the hiring of two instructors for the teacher preparation program who have experience in special education. Both instructors teach various methods and professional education courses in which they advocate for candidates to choose special education as their area of emphasis in the teacher preparation program or to "add on" coursework in special education to earn dual certification one of which is special education. Consideration is being given to modifying an existing Master of Education degree to enable individuals seeking alternative

certification in the special education “boot camp” process to apply the coursework to a master’s degree.

Candidates are made aware of the Teacher Shortage Employment Incentive Program (TSEIP) early in the process of declaring a major.

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

Modifications made the previous year to performance assessments have been implemented for the elementary education program. OSAT tutoring sessions, both individual and group, are available to assist candidates in preparing for the examination and include testing strategies and study skills. Strategies for success in writing constructed response items continue to be imbedded in coursework.

Field experiences have been modified in the Integrated Literature course to include ten hours in a middle school setting and fifty-four hours in an elementary setting to allow for a more diverse experience.

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

Science Education:

In response to science education alumni feedback, BIOL 4162 was changed to a 3-hour course (4163) and protocol was put in place for increasing science content hours (completing signature assessments for EDUC 4221 & 4231 during BIOL 4163). In addition, ecology and genetics were added as core courses for the biology education program in response to low sub area scores on the OSAT.

Mathematics Education:

Teacher candidates are performing well in the area of content knowledge as indicated by the data from the content assessments; however, the math faculty noted lower scores in the OSAT subarea of Probability, Statistics, and Discrete. The decision was made to add MATH 2013 Introduction to Statistics to the Mathematics Education degree requirements. MATH 2013 is an elementary statistics course that covers techniques of experimental statistics, data analysis and collection, statistical summary measures, correlation, and sampling distributions. A program modification has been sent to the State Board of Regents, the governing body of the universities in Oklahoma, and has been approved.

Two other program modifications were made to the Mathematics Education degree requirements as a result of the assessment data analysis. The one hour credit for MATH 3041 Mathematic Technology was increased to 2 hours to become MATH 3042. The increase in hours allowed for inclusion of geometry software, white board technology (Smartboard) and math applications of standard software packages such as Excel and Word.

Additionally, MATH 3323 Multivariable Calculus was added as a requirement for the Mathematics Education degree. During an analysis of which NCTM Standards and Competencies were addressed by each of the required courses, it was noted multivariable functions, analysis, and graphing were not thoroughly covered. The math faculty consequently decided to require multivariable calculus as part of the degree requirements.

Secondary Education:

EDUC 3422 Teaching Reading in the Content Area, a required course for all secondary education majors, was changed from a “restricted” course to a “non-restricted” course. The restriction meant candidates had to be admitted into the teacher preparation program to take the course. Secondary majors were having difficulty taking the course during the timeframe required, making it difficult to complete all program requirements in a timely manner. Changing the course to non-restricted will enable candidates to take the course earlier in their education program. Additionally, the content of the course provides an excellent foundation for future coursework and field experiences.

EPP changes:

The Division of Education is aware candidates needed more opportunities for diverse experiences across the program. Program changes were made to ensure candidates benefit from multiple diverse field experiences. The division implemented a policy that requires teacher candidates to complete their field experiences in P-12 sites other than the one in which they will complete their student teaching. Additional requirements have been placed on the location in which candidates can complete student teaching such as not being allowed to return to the high school from which they graduated for their internship.

Currently, the Division of Education is creating an instrument to track the diversity of field experiences the teacher candidates have. An area of special importance to the math education program is grade level tracking. As noted earlier, math education candidates have been placed in internships across multiple grade levels. While this has been the accepted policy no formal requirements have been put in place. The new diversity tracking form will formalize the requirement that candidates’ internships cover multiple grade levels. The Teacher Education Faculty are reviewing potential policy changes to ensure candidates have multiple diverse field experiences.

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

Changes recommended in 2014-15 to the portfolio to align with InTASC standards have been fully implemented. The initial data from those changes will be reviewed by the Teacher Education Assessment Management System committee in 2016-2017. The portfolio was redeveloped in a new online platform called ALCA to assist in gathering the required data. Beginning fall, 2016, new candidates will be using ALCA. Candidates in the previous platform will continue in that platform throughout the remainder of their program.

- **Clinical Partnership & Practice:** Discuss the P-12 partnership efforts, as well as any changes to clinical practice that have occurred in the past year.

Service learning projects are incorporated into classes. For example, a teacher education faculty member serves as sponsor of Conserving Our Ranger Environment (CORE) in partnership with Enid Public Schools and holds an annual service learning project with Alva Public Schools called “The Big Event”. Multiple faculty members serve as reading mentors. Other projects with PK-12 schools include the following: Teacher/Professor Exchange programs; in-service trainings (classroom management); substitute teaching; joint projects such as “Boosting Engineering, Science, Technology (robotics); hosting music and speech competitions; adjudicating FFA events; presentations to P-12 Schools by candidates in methods courses; Special Olympics participation; and active involvement with the Tri-county administrators.

Other partnerships with P-12 schools include a math & science academy, hosting a regional science fair and FFA Interscholastic Speech contest. The science education program coordinator is working with teachers and school administrators to plan for the Teachers of Physics and Physical Science summer institute.

Instructors of EDUC 2103 Foundations of Education have an ongoing cooperative relationship with schools in Oklahoma City. Every term the professors take their classes to Oklahoma City on an all-day field trip to experience an urban education setting. The professors and teacher education candidates have been traveling to Oklahoma City for a number of years for this purpose and have developed a deep relationship with the administration and teachers in the schools in which they visit.

Many faculty have built partnerships with local schools that allow practical experience for the teacher candidates working in a P-12 setting. The Early Bird Art program at Washington Elementary School in Alva Public Schools is an example. In this program, early childhood education candidates provide art activities to an average of thirty students before school. Another program is in the Diagnosis of Reading course that has built a partnership with Longfellow Elementary in Alva and various elementary schools in Enid. The teacher candidates are each assigned one student in the school to tutor in reading, completing a pre and posttest and documenting progress along the way. This allows candidates to have hands-on experience in teaching reading and provides a service to students who are having difficulty in the area of reading.

The academic year 2015-16 marked the first year of a collaboration with Enid Public Schools and NWOSU Enid, as the campus was home to a full day PreK class. The class provided an excellent opportunity for NWOSU teacher candidates, particularly those majoring in early childhood, to have in-class experiences with public school students. Numerous instructional activities involving the students and the candidates were conducted throughout the academic year. Plans are underway to further this partnership through the passage of a bond resolution by the citizens of Enid that included building an early

childhood center on the NWOSU campus. The center will be an opportunity for intensive clinical experiences for NWOSU candidates.

- **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.

The OACTE Fall Conferences and SPA training were attended by the Teacher Education Faculty. Other conferences attended include the Oklahoma Higher Education Reading Council Critical Literacy Seminar, OACTE/Oklahoma Education Forum, AACTE Conference, Oklahoma Regents Reading Conference, and a variety of other state and national conferences related to specific content areas. Ten faculty presented at various professional development workshops for area schools as well as state and national conferences.

NWOSU professional development workshops on Assessment Day are offered to the faculty across campus, as well as several presentations in public schools and career tech. Some of these trainings included Common Core, Agricultural Education, ToPPS (Teachers of Physics and Physical Science, Connecting across Cultures. Some examples of other professional development offered on campus: Diversity training, Career Day, Common Core, SPA Training, Advisement Training. Education faculty who were not presenting these workshops attended for their own professional development.

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

The Teacher Education Faculty (TEF) consists of education faculty and education representatives from each program from the arts & sciences. The TEF members met on a monthly basis and during a retreat to ensure all members were kept abreast of educational issues at the local, state and national levels. The TEF make recommendations to the governing unit, Teacher Education Committee, as needed. Members of the TEF serve on the Teacher Education Committee (TEC), the body through which policy is created and monitored. Arts and Sciences faculty are members of candidate admission and exit interview committees and assess candidate portfolios across all content areas.

- **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.

- **Division of Education 2015-2015 Public School Service**

Name	Date	Public School	Teacher/Admin	Hours	Description of Service
Riley, Christie	September 18, 2015	Alva High School	State Superintendent	1	Represented Division of Education at meeting
	April 20 and 21, 2016	Longfellow/Alva	Lydia Scalise	5	Helped prepare and monitor for state testing
	May 3, 2016	Longfellow/Alva	Dani Cushenbury	6	Was a substitute in the class for 2 nd grade
TOTAL				11	
Jenlink, Christee	March 2, 2016	Longfellow Middle, Enid	Lori Palmer, Title I Reading	5	Assisted ELL students with word/phrase cards
	March 31, 2016	Longfellow Middle, Enid	Lori Palmer, Title I Reading	5	Assisted students with reading assignments, reading games
TOTAL				10	
Clark, Roxann	08/10-08/12/15	Woodward Middle School	Kody Hookstra	12	Set up, arranged, and decorated bulletin boards in classroom
	12/04/15	Woodward Middle School	Kody Hookstra	7	Organized, set up and taught student learning labs for 6 th grade Geography class.
	12/11/15	Woodward Middle School	Kody Hookstra	7	Organized, set up and taught student learning labs for 6 th grade Geography class.
	12/17-12/18/15	Hero Elementary School	Kandee Arencibia	12	Provided piano accompaniment for K- 4 th grade music students.
	04/12-04/28/16	Washington Early Childhood Center	Allyson Tucker	6	Organized and supervised Early Bird Art (before school fine arts program) for K & 1 st grade students
TOTAL				32	
Oswald,	Spring	Longfellow	3 rd grade reading team	11	Attended meetings

Jennifer	2016				and presentations for selection of new reading curriculum for Alva Public Schools
	Fall 2016	Washington	Alysson Tucker	10	Supervising reading tutoring
	Spring 2016	Longfellow	Steve Shiever	10	Supervising reading tutoring
	11/24/16	Lincoln	RTI meeting – Madrid/Levetzow	1	Annual meeting with RTI teachers
TOTAL				32	
Braten-Hall, Marian	2/22/16-2/23/16	Lincoln Elementary, Alva	Mrs. Dawn Madrid	2 hours	Helping students with the Science Fair
	2/26/16	Lincoln Elementary, Alva	Mrs. Dawn Madrid	3 hours	Helping in 4 and 5 th grade
	2/24/16	Lincoln Elementary, Alva	Mrs. Dawn Madrid	1 hour	Helping set up for a science class
	4/23/16	Roosevelt Elementary	Mrs. Ruth Riley	4 hours	Help with OCCT testing/Student behavior
TOTAL				10	
Jacobs, Connie	11-24-15	Alva MS	Krista Starbuck	1.5	Autism Consult
	12 - 15	Alva MS	Starbuck / Lohmann	1.5	Autism Consult
	3-10-16	Alva Lincoln	S Eckhardt	3	Co-Teach 5th grade
	3-25-16	Alva MS	Starbuck	4	Substitute - SPED
TOTAL				10	
Young, Martie	12/07/15	Alva Middle School	Ron Sunderland	2 hours	Managed lunch room and recess duties for faculty at the middle school
	01/28/15 02/18/15	Enid Public Schools	Doug Stafford	4 hours	Strategic Planning Committee
	3/04/16	Broken Arrow Leisure Park Elementary	Janet Dotson	4 hours	Outreach to Teach event to help freshmen local school districts with SOEA
	3/10/16	Enid Public Schools	Dr. Darrell Floyd	8 hours	Traveled with group to observe early

					childhood centers in OKC for ideas toward our collaborative effort with EPS
	4/19/16	Enid Garfield Elementary	Jane Johnson	3 hours	Test monitor for state testing
	5/02/16	Alva Washington Elementary	Allison Tucker	2 hours	Managed lunch room and recess duties for faculty at the elementary
	05/13/16	Enid-NWOSU PreK	Dr. Darrel Floyd	2 hours	Took class to PreK class to present Showcase Day
TOTAL				25	
Mackie, Steven	09.16.15	Santa Fe South Charter Schools, EduCare, Cesar Chavez Elementary – OKC, OK	Chris Brewster, Kelly Ramsey, Laura Morris	6	Field trip to OKC, OK
	02.10.16	EduCare, Santa Fe South ES, MS, & HS, Cesar Chavez ES – OKC, OK	Mr. Seeright, Mr. & Mrs. Figueroa, Mrs. Gates	6	Field trip to OKC, OK
	Fall 2015 & Spring 2016 terms	NWOSU/Enid Public School Early Childhood Laboratory School	Mrs. Starks	8 (30 minutes/every 2 weeks)	Ranger Recycler Program
TOTAL				20	
Golightly, Colleen	Nov. 2015	Guthrie Public School (Guthrie Upper Elementary)	Mrs. McCoy	8 hours	Substitute teaching-5th grade Math & Science
	April, 2016	Guthrie Public Schools (Guthrie Upper Elementary School)	Mrs. McCoy	9 hours	Substitute teaching-5th grade Math & Science (after school bus duty included)
	May, 2016	Guthrie Public Schools	Mr. Friese	8 hours	Substitute teaching 5th grade Social

		(Guthrie Upper Elementary School)			Studies
TOTAL				25	
Hawkins, Joshua	4/25/16	Morrison PS	Shalon Reynolds	6	Test Monitoring; Professional Counsel
	4/15/16	Burlington PS	Shane Feely	3	Residential Year Consult
	12/11/15	Morrison PS	Christy Williams	3	Professional Counsel
TOTAL				12	
Mead, Chandler	8-11-15	Longfellow Elementary Alva Ok	Karen Mead	2	Classroom preparation and design for movement activities elementary
	9-12-15	Muskogee High School	David Heath	2	Curriculum development in Wellness Assessments for HPE
	5-20-16	Woodward High School	Coach Ford	4	Design practice schedule, drills and fundamental skills appropriate for the High School level in football
	5-26-16	Alva Middle School	Cody Hooper	3	Design practice schedule, drills and fundamental skills, defensive fronts and coverages appropriate for the Middle school level in football
TOTAL				11	
Randall, Darren	December 2015	Alva Middle	Krista Starbuck	5	Classroom tutor
	December 2015	Alva Middle	Krista Starbuck	5	Lesson presentation
TOTAL				10	
Brintnall, Sheila	9/13/15	Oklahoma Public Schools	Rachel Spellman	4	Miss Cinderella Orientation – worked with 18 high

					school senior girls for upcoming Miss Cinderella Pageant.
	10/8/16	Oklahoma Public Schools	Rachel Spellman	2	Miss Cinderella Judges Dinner – worked with 18 high school senior girls during judges interviews.
	10/9/16	Oklahoma Public Schools	Rachel Spellman	10	Interviews, Pageant Prep, Pageant– worked with 18 high school senior girls.
	10/10/16	Oklahoma Public Schools	Rachel Spellman	3	Homecoming Parade – worked with 18 high school senior girls during homecoming parade to place them in appropriate car and make sure found sponsor after parade.
	10/27/15 10/29/15 11/3/15 11/5/15 11/10/15 11/12/15 11/17/15 11/19/15 11/24/15 12/1/15 12/3/15	Alva High School	Les Potter	11+	Taught trigonometry for teacher on maternity leave at local high school.
	Spring 2016	South Barber High School	Steve Roberts	4	Observed student teacher.
	Spring 2016	Cherokee High School	Travis Lyon	4	Observed student teacher.
TOTAL				38	
Sneary, Mark	Feb. 25	State FFA	Kent Boggs	6	Judged State FFA Proficiency Awards
	March 9	NW District	Alan Miller	8	Served as a committee member for Enid District Goat Show
	March	NW District	Alan Miller	16	Served as a

	12&13				committee member for Enid District Swine Show
	April 4	Garber	Joe McGovran	3	Judged Speech Contest
	March 31	Timberlake	Ashley Tacker	2	Judged Speech Contest
	April 13	Chisholm	Wayne Simpson	3	Judged PI Speech Contest
	Jan. 11	Garber	Joe McGovran	2	Guided Teacher for AET Record Keeping
TOTAL				40	
Clark, Mindi	9/3/15	Burlington	Travis Bradshaw	1	Assisted ag mechanics students with PlasmaCAM start up.
	9/10/15	Burlington	Travis Bradshaw	2	Assisted students with SAE projects at the county fair.
	10/16/15	Burlington	Travis Bradshaw	2	Assisted students with presentation skills for National FFA competitions.
	2/4/16	Shattuck	Chris Kelln	2	Assisted students with interview skills training for FFA state officer interviews.
	2/23/16	Statewide schools	Jack Staats State Agricultural Education Director for OK Dept. of Careertech	8	Judged State FFA Proficiency Awards, providing direct feedback to students.
	3/4/16	NW district schools	Allen Miller NW District Program Specialist for OK Dept. of Careertech	8	Volunteered at the district goat show in Enid, judging showmanship, working with students and providing feedback in the show ring.
	3/29/16	NW district schools	NWOSU Interscholastics	8	Hosted FFA members for contests held on

					campus to enrich student learning.
	4/7/16	Garber	Joe McGovran	3	Judged Extemporaneous speeches for students' statewide, providing direct feedback to students.
	4/13/16	Alva P.I. Speech Contest	Travis Bradshaw	3	Judged the 8 th grade qualifying contest for districts, providing direct feedback to students.
	4/19/16	NW district schools	Allen Miller NW District Program Specialist for OK Dept. of Careertech	3	Judged NW district speech contest in Woodward, providing direct feedback to students.
	4/26/16	State FFA Convention	Kent Boggs State FFA Executive Secretary	2	Judged the national qualifying prepared public speaking finals, providing direct feedback to students.
	4/26-27/16	State FFA Convention	Kent Boggs State FFA Executive Secretary	10	Worked in the TeachAg booth at the convention, directly speaking with students about agricultural careers.
TOTAL				52	
Earnest, Kathy	May 16-18, 2016	Alva Middle School	Karleen White	10	Assisted with end-of-school activities
TOTAL				10	
Decker, Marc	10/30/2015	Waukomis	Sean Newman	2	Band Clinic
	11/21/2015	Vici	Keegan Tremble	2	Band Clinic
	1/29/2016	Ringwood	Kyle Stewart	2	Band Clinic
	1/29/2016	Fairview	Craig Krieger	2	Band Clinic
	2/5/2016	Watonga	David Mudd	2	Band Clinic
	2/5/2016	Okeene	Meagan Dennis	2	Band Clinic
	2/19/2016	Blackwell	Jonathan Knopfel	2	Band Clinic

	2/24/2016	Alva	Cara Bradt	2	Band Clinic
	2/26/2016	Woodward	Daci Crockett	2	Band Clinic
	3/4/2016	Hennessey	Adam Stuart	2	Band Clinic
	4/1/2016	Kingfisher	Dakota Horn	2	Band Clinic
	4/8/2016	Weatherford	Bud Lempke	2	Band Clinic
TOTAL				22	
Maier, Steven	Sept. 19, Oct. 24, Oct. 31, 2015	Statewide OK students	Dr. Steven Maier	13	BEST Robotics training, practice and competition grades 5 - 12
		Shattuck HS	Mrs. Coleman	1.5	Judging at local science fair grades 6 - 12
		Aline-Cleo HS	Mrs. Bennett	1.5	Judging at local science fair grades 6 - 12
		Area OK students	Dr. Maier	8	Directing regional science fair, grades 6 - 12
		Lincoln Elementary (Alva, OK)	Mr. Argo	1	Demonstration of science safety and science investigations for 5th graders
		Washington Elementary School	Mrs. Vore	2	Rocket launch for the letter "R" (Pre-K)
		Lincoln Elementary (Alva, OK)	Mr. Argo	2	Science labs for 5th graders at NWOSU
		Washington Elementary School	Mrs. Kornele	1	Presenting rocks and minerals to 1st graders
	Fall 2015 & Spring 2016	Alva		10	Youth soccer coach, grades K-2
TOTAL				40	
Brown, Jana	May 4,5,6, 2016	Cherokee	Jason Paris	10	I created a unit about wind generators that I taught in multiple classes at Cherokee Public Schools. Day 1 was a presentation with information. Day 2 students designed and

					manufactured turbine blades for model wind generators. Day 3 we tested student models and modified blades to try to gain greater generation of electricity.
TOTAL				10	

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

The computer lab in the Education Center in Alva was updated with new computers with the most up to date technology and software as well as a new printer. This year \$3336.00 was spent to purchase a Promethean Board for the new Early Childhood Center and is available for candidate use. Ten Toshiba Android Tablets were given to the Division of Education by the library. These tablets will be available for candidate use in addition to twenty-one Apple iPads already available. Also received was a Dell Projector for use in the Education Center conference room and lab for the Educational Seminar course. Additionally, a technology course is now a program requirement for Teacher Education candidates that may require the purchase of other technology equipment in the future.

- **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.

Alternative certification is available for a person holding at least a baccalaureate degree in a field of study that corresponds to an area of Oklahoma certification. Northwestern Oklahoma State University offers the following required coursework for candidates seeking alternative certification within the state of Oklahoma:

- ✓ *EDUC 3113 Students with Exceptionalities*
- ✓ *EDUC 2013 Child and Adolescent Psychology*
- ✓ *Methods class in the area of teaching*
- ✓ *Any additional course work required by the Oklahoma State Department of Education*

Northwestern Oklahoma State University offers a graduate program for individuals seeking alternative certification. The program of study includes 18 hours of professional education courses required by the State Department of Education in order to complete the alternative certification and 14 additional hours of course work leading to a Masters of Education: Curriculum and Instruction. Plans are underway to add an additional option

to the same degree program that would allow individuals seeking alternative certification in special education through the boot camp pathway to apply those graduate hours to a master's degree. Individuals would complete required course work at the graduate level combined with additional coursework leading to a Master of Education: Curriculum and Instruction.

The number of alternative certification candidates advised for the academic year was four.

- **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.

NWOSU provides numerous points of information regarding the Teacher Education program on its website, details of completing an education degree and applying for certification. Feedback from first year teachers and their administrators on a survey is utilized as important input from stakeholders. Stakeholders also are represented in the Teacher Education Committee (the governing body). Public input is also received via personal communication, e-mail, etc. Stakeholders hold membership on the Teacher Education Assessment Management System committee, a group that analyzes program data and makes recommendations for modifications of programs based upon the analysis.

The results from the First Year Teacher survey and First Year Mentor Survey 2015-16 indicate initial level candidates stated they are prepared to teach using criteria aligned with the InTASC standards. The response to the statement, "Overall, I felt I was well prepared." had 20% strongly agree (4 respondents); 35% agree (7 respondents); 35% somewhat agree (7 respondents); 10% disagree (2 respondents). There were 16 respondents to the administrator/mentor survey. One hundred percent of the respondents to the administrator/mentor survey assessed the entry year teachers at "somewhat agree" or higher on each teaching area aligned with the InTASC standards.

The area in which the entry year teachers felt least prepared was "integrate technology effectively and appropriately into instruction." Seventy-nine percent of the entry year teachers responded "somewhat agree" or higher to that statement as compared with 100% responding "somewhat agree" or higher for the other statements on the survey. The area in which the administrator/mentor rated the lowest was in leadership. Eighty-eight percent of the respondents assessed the entry year teachers "somewhat agree" or higher in the teachers' leadership abilities as compared to 100% "somewhat agree" or higher in the other areas that are aligned with the InTASC standards. Qualitative data from the entry year teachers covered a broad range of recommendations for improvement in the teacher preparation program including further instruction in discipline, classroom paperwork, organization, assessment, and technology. Qualitative data from the administrator/mentor survey ranged from the need for more instruction on classroom management to special education paperwork as part of the teacher preparation program.

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 Board of Examiners 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. Candidate Portfolios**
- 2. Foreign Language Requirement**
- 3. Input from Stakeholders**
- 4. Content and Pedagogical Preparation**
- 5. Advisement**
- 6. Field Experiences (Student teaching minimums)**
- 7. Admission Requirements**
- 8. Exit Requirements**
- 9. Faculty Professional Development**
- 10. Alternative Placement Program**