



OKLAHOMA STATE REPORT 2021
Academic Year 2019-2020
(Northwestern Oklahoma State University)

Please submit CAEP 2021 EPP Annual Report with this document. (Due April 30, 2021)

- **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?

"All candidates must demonstrate foreign language proficiency in order to complete a degree in Education. Foreign language proficiency must be demonstrated in one of the following manners: 1. CLEP for foreign language. 2. "C" or better in a 3-hour foreign language course or American Sign Language." (2019-2020 Undergraduate Catalog, p. 44). Candidates have access to test proficiency via the College Level Exam Program (CLEP) of any world language upon request through the Academic Success Center (Student Handbook, 2019-2020, pg. 9). A score of Level 1 Proficiency as stated in the College Board guidelines is required to meet the foreign language requirement through the CLEP. The language requirement must be met by a candidate prior to admission into the professional semester that includes student teaching (Clinical Experience III). Verification that the foreign language requirement has been met is made through the application for student teaching that requires a transcript and a degree audit by the institution's registrar (Teacher Education Handbook, p.52). EPP personnel audit the student teaching application to ensure that the foreign language requirement has been met. Final verification is completed by the chair of the Division of Education.

Undergraduate Catalog: <https://www.nwsu.edu/uploads//academics/catalog/catalog19-20.pdf>

Student Handbook : <https://www.nwsu.edu/uploads//student-services/student-handbook.pdf>

Teacher Education Handbook: <https://www.nwsu.edu/uploads//division-of-education/te-handbook-2021.pdf>

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

No advanced candidates were admitted conditionally during the 2019-2020 academic year.

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

***Initial Programs:** Career Fairs and Job Fairs are conducted on campus and provide opportunities for candidates to interview with school administrators. From the list of job vacancies provided by schools in attendance the candidates are able determine the teaching positions that are in high demand. Efforts are continuously made in the introductory courses to state the demand for teachers in high needs areas such as math, science, and special education. School administrators are utilized as guest speakers to share their particular needs in their school districts. The special education program chair is a guest speaker in professional education courses to encourage candidates to choose special education as their area of emphasis. The instructor for the Students with Exceptionalities class, a requirement for all initial candidates, is a former special education teacher. Throughout the time of the course, he promotes special education as a major.*

Teacher shortage information is presented in professional education courses with emphasis on this information presented to candidates in the professional semester (student teaching) by instructors and by guest speakers. Shortage area information provided by the U.S. Department of Education is available on the EPP's web site.

The Teacher Shortage Employment Incentive Program (TSEIP) is a legislative program administered by the Oklahoma State Regents for Higher Education. The program reimburses eligible student loan expenses or pays an equivalent cash benefit to individuals who graduate from an Oklahoma accredited teacher education program, receive teaching certification in math or science, and agree to teach in an Oklahoma public secondary school for at least five years. Initial candidates majoring in math or science are encouraged to complete the TSEIP application. The program is also used as an incentive for candidates to choose math or science as their content area major.

The EPP continues to work with the Teach Oklahoma programs at Alva High School, Enid High School, and Woodward High School. The goal of working with the programs is to encourage the students in Teach Oklahoma to choose a career in teaching and to choose NWOSU as the institution to complete the preparation program. Collaborative efforts include bringing the Teach Oklahoma to their respective home university campus (Alva, Enid, Woodward) followed by a collective gathering of all three programs at the NWOSU Alva campus. For 2019-2020 this included the Oklahoma Teacher of the Year presenting to the students and various workshops taught by EPP faculty and teacher candidates. Teacher shortage information is provided to the high school students in the collaborative activities with the EPP. The 2019-2020 academic year was the fourth year for the EPP to work with the high school programs.

Advanced Programs: • *The Associate Dean of Graduate Studies met with all student teachers in Fall 2019, informing them of the different M.Ed. programs offered at NWOSU. During the Fall 2019 semester, the Associate Dean of Graduate Studies also visited ten service-area schools, meeting with principals/teachers/staff about NWOSU M.Ed. programs. The Coordinator of Graduate Studies attended job and graduate school fairs held on NWOSU's campus during the Fall 2019 semester. She also sent emails with information to principals in Tulsa and Oklahoma City, informing them of the university's M.Ed. programs as well as available coursework for those earning certification through alternative pathways. Due to the COVID-19 outbreak in March 2020, few recruiting efforts were put forth during the Spring 2020 semester (due to physical school closings) except for emails sent to superintendents/principals in the service area concerning M.Ed. offerings. As part of its self-study, the EPP and the Associate Dean of Graduate Studies completed a recruitment plan that was implemented in spring 2019 and is ongoing. The EPP has expanded its ability to offer graduate courses through Zoom for the convenience of advanced candidates who are more than 50 miles from an NWOSU campus.*

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

Initial Programs: *The Division of Education revised its sequencing of courses in preparation for the PPAT. The course EDUC 4332 Assessment & Evaluation Applications was moved from the student teaching semester to the semester prior to provide teacher candidates experiences in collecting and analyzing data. EDUC 3913 Principles & Methods (Clinical II) has been revised to include 40 hours of field experiences in conjunction with a major assignment inclusive of key elements of the PPAT.*

The Division of Education adopted the Candidate Preservice Assessment of Student Teaching (CPAST) as a student teaching observation instrument. This will be a proprietary assessment and will be implemented in 2020-2021. Adoption of this assessment will enable the EPP to work with Ohio State University in collecting and analyzing data from student teaching. The assessment has been validated by Ohio State University.

Advanced Programs: *The Action Research Project that was implemented in 2017-2018 in response to the elimination of the portfolio resulted in an increased-yet-limited amount of data during 2019-2020. Since all portfolios were phased-out by August 2020, there will be a full amount of data pertaining to the Action Research Project to analyze going forward. The Action Research Project serves as the “Capstone” for advanced programs.*

- **Clinical Partnerships:** List any professional education courses that are held in the P12 school setting?

The EPP has developed formal and informal collaborative partnerships with P-12 school districts, schools, and communities within a 150-mile radius of the home campus in Alva, Oklahoma. These partnerships support and assist the EPP in its mission to prepare effective educators and provide diverse settings for candidate practice of skills and knowledge. Administrators and PK-12 teachers actively participate in the design, delivery, and evaluation of field and clinical experiences. They are involved as representatives in governing bodies and as participants in the placement, guidance, and supervision of candidates in clinical experiences.

EDUC 2103 Foundations of Education (15 hours)

EDUC 4320 Classroom Organization (10 hours)

EDUC 4413 Diagnosis & Correcting Reading Problems (20 hours)

EDUC 3422 Teaching Reading in the Content Area (10 hours)

EDUC 3913 Principles and Methods of Teaching (40 hours)

EDUC 4503 Early Childhood Curriculum and Implementation (5 hours)

EDUC 4532 Early Childhood Assessment (5 hours)

EDUC 4543 Early Childhood Science and Social Studies (5 hours)

MUSI 4442 Music Methods and Materials for Elementary School (6 hours)

MUSI 4452 Instrumental Methods and Materials for Secondary (6 hours)

MUSI 4462 Choral Methods and Materials for Secondary School (6 hours)

EDUC 4960 Student Teaching/Internship (480 hours)

- **Student Teaching:** Describe your student teaching model?

Clinical Experience III: Student Teaching/Professional Semester

Placement of Candidates

The teacher candidate makes application for Clinical Experience III the semester before the planned clinical experience. The candidate has opportunity to make a “first choice” and “second choice” school site placement for the clinical experience. Partner school districts have an integral role in the placement process for candidates. The superintendent or administrative representative may ask each of the building principals to survey staff members regarding their interest in supervising a candidate. Each principal has the prerogative of approving or rejecting a teacher’s request to be involved. The placement of the candidate must meet the diverse field experiences requirement set forth by the EPP.

Mentor Teacher Qualifications

A Mentor Teacher must have completed three (3) years of teaching experience; hold a certificate in the area of supervision; active participation in professional organizations, and special training through in-service or workshops. Additional selection criteria include: A strong dedication to the teaching profession; use of basic principles of effective teaching and learning, willingness to guide the progress of the teacher candidate, and demonstration of a high level of professional ethics. The criteria are implemented through further conversations with the site based administrators who are responsible for the placements. Interviews with local school

administrators further confirm that they select faculty at their sites who are accomplished school professionals. School partners who are possible mentor teachers are to represent the same qualities or expectations of university professors including service, scholarly activity, and teaching. The relationship developed between the mentor teacher and the teacher candidate is the key to the success of the internship program. These on-site members of the EPP are to provide nourishment and enrichment to the teacher candidates' preparation materials including modeling, planning, and critiquing lessons for P-12 students. After placements are made, the mentor teacher is provided with information about the candidate who is placed under his/her supervision. The candidate is notified by the Director of Student Teaching of the clinical experience assignment.

Policies and Procedures

Regarding Placement of Teacher Candidates:

The Teacher Education Committee of Northwestern Oklahoma State University has adopted the following policies in order to provide the most successful and productive clinical experience possible for all involved. These policies are in effect unless special permission is granted through the appeal process of the Teacher Education Committee.

- 1. Candidates are placed in classrooms within a radius of 150 miles of the home campus in Alva.*
- 2. Candidates may not be enrolled in any other classes during the Professional Semester.*
- 3. Candidates will follow the calendar of the host school, for example, observing holidays, teacher meetings, etc.*
- 4. Candidates are not to replace regular certified teachers as a substitute in the classroom. If emergencies arise, the Director of Student Teaching should be contacted.*
- 5. Candidates are afforded a maximum of three (3) days of absence to be used only for family-related emergencies or illness.*
- 6. Candidates are not allowed to fulfill a Clinical Experience III in the school of his/her "home-town" district.*
- 7. Candidates are not allowed to complete all Clinical Experiences in the same school district.*
- 8. Candidates are not allowed to fulfill a clinical experience with a person who may pose a conflict of interest, i.e. family member or friend in a supervisory position.*
- 9. Candidates are not allowed to fulfill a clinical experience where his or her own child would be under the candidate's supervision.*
- 10. Only one candidate per mentor teacher per semester is allowed.*
- 11. Candidates are not to be employed by the school district during the time the clinical experience is taking place.*
- 12. Candidates must meet all diversity requirements with field experiences throughout the program.*
- 13. Candidates must provide his/her own liability insurance.*

Time Required for Clinical Experience III

The time commitment for Clinical Experience III is considerably more than previous clinical experience requirements. It is not unrealistic to expect at least one hour of preparation time per day for each class being taught. A candidate is expected to participate in all professional level activities in which the mentor teacher participates. The Teacher Education Programs recommends candidates not be employed during this time. The candidate will be in the classroom every day of the twelve (12) weeks. Three (3) professional days are allowed for emergencies. Other absences must be made up at the end of the semester. If that is not possible, the student teaching experience will extend into the next semester. Each absence and reason for the absence must be reported immediately to the Director of Student Teaching and the mentor teacher. If an observation is scheduled the day of the absence, the university supervisor is also to be notified.

Classroom Management

Effective classroom management, including knowledge and application of a discipline plan, is an important part of the clinical practice experience. The candidate has a responsibility to model the mentor teacher's

classroom management/discipline plan and to use it. While clinical experience is a time to experiment and try various approaches in managing a class, changes are to be considered only if they can be implemented without disrupting the classroom and with the approval of the mentor teacher. The mentor teacher has the legal responsibility for maintaining a classroom environment conducive to clinical experience. As the candidate progresses to the next phase, it is important the candidate be given the opportunity to use effective management skills without assistance. Some candidates need support at the beginning of this phase, but each must be able to manage the class all day during Phase IV. The classroom management system used by the candidate must be acceptable to the university supervisor and the mentor teacher. The candidate will not administer corporal punishment nor serve as an official witness of corporal punishment. Violation of this policy will result in termination of the clinical experience.

Parent Contacts

Being able to work effectively with parents is essential if an educator is to succeed. The candidate is to take advantage of every opportunity to observe the mentor teacher interacting with parents, except in cases where confidentiality is a concern. Contact with parents will always be done in the presence of the mentor teacher. If a problem arises with a parent, it is to be referred to the mentor teacher immediately.

Phases of Clinical Experience III

The clinical experience provides an opportunity to be part of an educational team. As a team member, the candidate's role, responsibilities, and tasks will vary from time to time as determined by the mentor teacher and university supervisor. Candidate assignments are highly individualized. Involvement in the classroom activities will depend upon the candidate's readiness to perform the tasks assigned. In no case will the candidate be asked to step in immediately and assume total responsibility for the class. Due to the individualized nature of the assignment and the readiness factor, no set time period can be attached to the various phases of clinical practice. All candidates should move through five phases during their experiences.

Phase I Orientation and Observation:

The first week of the clinical experience will be comprised of observation of the classroom environment and related areas, instructional techniques, and interpersonal communication and relationships. When observing, the candidate is to take reflective notes for the purpose of asking questions of the clinical educator regarding reasons for his/her interactions and instructional methods. Frequently asking questions of "why" and "how" will provide a knowledge base for the candidate's choosing of instructional and management methods.

Phase II Assisting:

After a period of observation, the candidate will be ready to become involved with the students in order to become better acquainted and to alleviate anxieties. The mentor teacher may give suggestions for activities that will help the candidate become involved. Examples might include giving one-to-one assistance, distributing materials, checking attendance, or assisting with make-up work.

Phase III Team Teaching / Limited Teaching Experience:

To initiate the teaching experience, the candidate will begin by sharing with the mentor teacher the responsibility of planning and teaching selected lessons in a team teaching situation. This may be done in a number of ways. For example, the candidate presents the lesson "warm-up" and motivation while the mentor teacher teaches the new skill. Another example is the class is divided into two groups with both the candidate and the mentor teacher taking a group for instruction. Another example is the instructional time is divided – one does the introduction and presentation of skills, while the other carries out the independent practice and evaluation segments of the lesson. In the limited teaching phase, the candidate will be involved in planning, preparing instructional materials, and teaching a complete lesson that has been cooperatively developed. In this phase, the mentor teacher provides continuity for the classroom and immediate feedback. Additional

responsibilities might include preparing resources or working with individual students or small groups relating to the lesson that was taught.

Phase IV Extensive Teaching Experience:

After having observed the mentor teacher model the preparation, implementation, and evaluation of lesson plans in the subject area(s) within the classroom, the candidate will be able to assume the responsibility for planning, teaching, and evaluating a sequence of lessons. These lesson plans will be written and submitted to the mentor teacher prior to teaching the lesson. If the subject of study is developed around a theme or unit, submission dates will be determined by the mentor teacher. This gives the mentor teacher adequate time to evaluate and provide constructive feedback to the candidate. The candidate continues to assume more responsibility for all the classroom activities until the full teaching load has been accrued.

Phase V Culminating Experience:

During this phase the mentor teacher once again assumes the major responsibility for classes. This phase, which is the last week of the clinical practice experience, provides the opportunity for the candidate to observe the mentor teacher making the transition back to full-time mentor teacher and observe other classes in the building or in other buildings.

Roles of Individuals Involved in Clinical Practice

Role of the Mentor teacher:

The mentor teacher is responsible for modeling an effective instructional program for students and guiding the activities of the candidate.

The mentor teacher is expected to--

- 1. Ensure adequate continuity, class contact, and supervision of the candidate program. The candidate is to be part of a teaching team and not be considered as replacement for the regular teacher.*
- 2. Define the candidate's responsibilities. To accomplish this, the mentor teacher is to:*
 - a. Schedule a conference with the candidate during the first week of the clinical experience to clarify the candidate's role.*
 - b. Provide an opportunity to observe methods which are appropriate for effective teaching practices.*
 - c. Assist the candidate with the professional responsibilities for working with students, parents, colleagues, and the community.*
 - d. Assist the candidate in becoming acquainted with the state regulations and district regulations applicable to students and teachers in the school where he/she is working.*
 - e. Clarify the candidate's responsibilities with respect to making lesson plans, securing and organizing appropriate materials, and other necessary activities.*
 - f. Attend in-service programs planned for teachers and administrators connected to the clinical experience.*
- 3. Ensure the candidate's induction to actual teaching at an appropriate rate.*
- 4. Choose a specific time for planning on a daily and weekly basis. In addition, establish a regularly scheduled conference time.*
- 5. Assist the candidate in being successful.*
- 6. Evaluate the candidate's performance and provides feedback to his/her personal reflections and self-evaluations. The candidate receives a written copy of suggestions/criticisms and keeps a personal copy on file.*
- 7. Informs the university supervisor of candidate absences.*
- 8. Takes the necessary steps to notify the university supervisor or Director of Student Teaching of problems that arise during the clinical practice experience*
- 9. Plan two formal evaluation observations throughout the semester with the candidate using the Student Teaching Evaluation Report and return to NWOSU's Director of Student Teaching upon completion.*
- 10. Complete the Disposition of Teacher Candidates after the twelve-week experience.*

Role of the Principal:

The school principal has a very important role in facilitating and coordinating candidates. Generally, the principal--

- 1. Provides a positive environment for candidates within the building.*
- 2. Orients faculty to their role in the clinical experience.*
- 3. Orients the candidate concerning philosophy, policies, and regulations of the cooperating schools.*
- 4. Stays informed about the progress of candidate.*
- 5. Observes the candidate in some capacity and provides informal feedback.*
- 6. Communicates any comments, questions, or concerns to the NWOSU Director of Student Teaching or the university supervisor.*

Role of the Candidate:

The candidate is expected to--

- 1. Act as a guest in the assigned school and support school policies and personnel. All school rules and regulations are to be followed.*
- 2. Consider clinical experience/student teaching as a full time job. This includes being responsible for the entire class plus any out-of-class responsibilities assigned to the mentor teacher.*
- 3. Attend any conferences with the mentor teacher and/or university supervisor.*
- 4. Observe the standards of dress and grooming adopted by the professional staff in the school district and NWOSU. Adherence to professional ethics are to be maintained throughout the clinical practice experience and professional career.*
- 5. Exemplify professionalism in dealing with confidential information. This includes not releasing or disclosing information about students without proper authorization (e.g. not allowing students to grade other student's work, nor students or teacher announcing a grade in front of other students, or mentor teachers discussing a classmate to another student's parent).*
- 6. Assume responsibility for the quality of the experience, explore new involvement possibilities, ask for new assignments or responsibilities, and be actively involved in personal teaching analysis and reflection.*
- 7. Take part in out-of-class activities such as PTA or PTO, faculty and professional meetings, routine teaching and non-teaching tasks.*
- 8. Reflect the seriousness of this responsibility by daily attendance and preparation. This includes informing the mentor teacher of any unexpected absences. Be sure to exchange phone numbers so that contacts can be made after school hours if necessary. It is the responsibility of the candidate to make up absences at the end of the clinical practice experience.*
- 9. Learn the names of the students in assigned classes as well as the relevant staff members in the school.*
- 10. Observe instructional strategies of the mentor teacher and classroom management techniques employed.*
- 11. Communicate with the university supervisor about visitation times, personal progress, and problems if they arise.*
- 12. Discuss lesson plans with the mentor teacher at scheduled times before the lesson begins.*
- 13. Be continually involved in the self-evaluation process. This includes examining goals and objectives of each instructional activity, soliciting feedback of personal strengths and suggestions for improvement.*
- 14. Complete the Student Teacher Evaluation Form at the end of the clinical experience and turning it in to the*
- 15. Start a planning notebook which includes all lesson plans. (Continuously update)*

Role of the University Supervisor:

The university supervisor schedules regular meetings with the candidate and is to provide written evaluation about the observations. In the conferences the candidate and the supervisor discuss planning activities, learning strategies, discipline techniques and concerns, as well as candidate's strengths, areas for improvement, or additional questions or ideas to think about.

There will be four visitations from the university supervisor(s) for all candidates (P-12, secondary, elementary, early childhood, and special education). There will be a minimum of two (2) visits by a university supervisor with P-12 experience and two (2) visits by a university supervisor with content expertise. Having evaluations by a minimum two (2) different university supervisors will allow for interrater reliability. The supervising teacher or mentor teacher may request an additional visit during Phase IV to accurately evaluate the candidate's progress. If needed, the supervisor may also delegate another member of the content area department to observe and complete an evaluation form for substantiated assessment and contribute to certification recommendations.

The university faculty supervisor is expected to--

- 1. Consult with the mentor teacher regarding the candidate under his/her direction early in the semester and if possible after each observation of the candidate.*
- 2. Make sufficient visits to ensure adequate supervision and evaluation.*
- 3. Be available to consult with the mentor teacher.*
- 4. Provide feedback and constructive critiques about the candidate's instruction, organization and management, interactions with others, assessments, and professionalism.*
- 5. Complete candidate evaluation report.*
- 6. At any time discuss any problems or challenges with the Director of Student Teaching.*

Role of Director of Student Teaching

The Director of Student Teaching is responsible for candidate placement and supervision. The director's responsibilities include the following:

- 1. Collaborate with the administrator to place each candidate with a qualified mentor teacher.*
- 2. Contact university personnel in other states to arrange courtesy supervision agreements for out-of-area, out-of-state, candidate placement.*
- 3. Recruit, assign, supervise, and evaluate university supervisors.*
- 4. Plan and conduct the clinical practice seminars.*
- 5. Follow policies and procedures in the Teacher Education Handbook.*
- 6. Coordinate all training sessions for education and content area supervisors and mentor teachers.*
- 7. Manage the clinical experience to ensure:
 - a. Timely placement of candidates.*
 - b. Maintenance of adequate clinical experiences.*
 - c. Appropriate supervision of candidates.**
- 8. Assign final grades based on recommendations from mentor teachers and university supervisors.*
- 9. Assess the appropriateness of each candidate placement and university/academic supervisor assignment during the student teaching semester and determine if and when a change is necessary.*
- 10. Counsel candidates, administrators, teachers, and university faculty to ensure a productive and positive clinical practice experience.*

- **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.

At the conclusion of each academic year, Teacher Education Faculty (TEF) complete a Professional Development Form on which each faculty member states the date, the professional development activity in which the faculty member participates, designation as to the type (local, state, national) of the activity, the number of hours of the activity, and a brief description of the content of the activity. All TEF submit the form to the Director of Teacher Education who monitors the submission of the form and audits it to verify each faculty member has completed a minimum of 15 clock hours of professional development. The chair of the Division of Education also audits each submitted form to confirm that the requirements have been met by each faculty

member. Any faculty member who does not meet the minimum requirement is placed on a plan of improvement for the following academic year. It is the expectation of the EPP that every faculty member will participate in professional development activities that will advanced the individual's practice as a professional educator. Below is a listing of the professional development activities of each faculty member inclusive of inquiry, group discussion and collaborative learning topics.

Name (your name)	Date (s)	Name of Professional Development	# of Hours	State/Local/National	Presented	Description of service
Mariann Braten-Hall	Oct. 10-11, 2019	OACTE	12	State	No	Workshops and trainings offered by OACTE
Mariann Braten-Hall	Spring 2020	Diversity Seminar	2	In House	No	Diversity Training
Mariann Braten-Hall	September 28	OAEA Fall Conference	6	State	No	PPAT Training/
Mariann Braten-Hall	Fall 2019	Dissertation Hours	6	Oral Roberts University	No	Enrolled in 2 hours (X3 per earlier conversation)
Mariann Braten-Hall	Spring 2020	Dissertation Hours	6	Oral Roberts University	No	Enrolled in 2 hours (X3 per earlier conversation)
TOTAL			32			
Brintnall	9-16-19	Ellucian Training	3/4	Local	Dr. Bell	Training on how to use grading system
Brintnall	9-16-19	Update	1	Local	Dr. Bell	New developments over summer
Brintnall	9-16-19	FEAD	1/2	Local	Tammy Brown	Professional development opportunities for faculty
Brintnall	9-16-19	Advising	1/2	Local	Tammy Brown	Advising hints and tips for faculty
Brintnall	9-24-19	Pre-Retirement Meeting	3	State	State Trainer	Process of retiring
Brintnall	9-12-19	ALCA	1	Local	Gary Sacket	Training on ALCA faculty portfolio platform
Brintnall	10-17-19	OACTE	5	State	Various	Variety of educational topics were explored. Ready on the First Day
Brintnall	11-5-19	Narcan Meeting	1	Local	Local Trainer	How to spot someone who is using, help them if they have an overdose, administer the antidote, and control the situation.
Brintnall	4-16-20	Educ. Dept Retreat	3	Local	Dr. Riley	Various Topics and PPAT
Brintnall	5-12-20	Scared Senseless- Tips for Calming Online Students	1	National	Panel	How to teach online and calm students. Shortly after pandemic shut down educational system.

Brintnall	5-19-20	Meta Math Webinar	1	National	Panel	How to teach online math to high school students dealing with Covid-19.
TOTAL			17 3/4			
Jana Brown	10/9/19	CEOE Framework Conference	8	State	CEOE	Middle Level Social Studies Test Redevelopment
Jana Brown	1/31/20	OEQA Accreditation Site Visitor Training	8	State	OEQA	
TOTAL			16			
Lindsey Cherry	9/4/19	OSAT – English 107 Review	2.5	Oklahoma		Listened to a review of the OSAT – English 107 exam and discussed strategies to help students pass the exam.
Lindsey Cherry	9/16/19	ELA Curriculum Planning	3	Medford, OK		Attended a collaborative review over curriculum alignment and OA Standards.
Lindsey Cherry	10/5/19	Oklahoma Council for Teachers of English Conference	7	Stillwater, OK		Attended sessions at the Oklahoma Council for Teachers of English fall 2019 conference.
Lindsey Cherry	10/10/19	Oklahoma Association of Colleges for Teacher Education	4	Broken Arrow, Oklahoma	yes	Co-Presented “Critical Engagement with Social Justice” with Dr. Lara Searcy. Attended sessions.
Lindsey Cherry	2/27/20	Diversity Training: White Fragility for Beginners: How Higher Education Can Handle Conversations about the Elephant in the Room”	1.5	Alva, Oklahoma		Attended presentation given by Dr. Shewanda Riley about white fragility in higher education.
TOTAL			18			
Clark, M	8/6-8/7/2019	Oklahoma Department of CareerTech Summer Conference for Ag Ed	10	State	Presented to secondary teachers about NWOSU’s Ag Ed program.	Attended meetings related to Ag Ed in Oklahoma / TEAM AG ED met as well and were informed about agricultural education and FFA changes.

Clark, M	9/12/19	Beef Quality Assurance Training	6	National	No	Cow/Calf and Stocker/Backgrounder Certifications
Clark, M	10/10/19	OACTE Fall Conference	7	State	No	Attended "Ready on Day One: Advocating for Teacher Quality".
Clark, M	10/21/19-10/22/19	PPAT Training on ETS.org	18	National	No	Task 3 PPAT Certification
Clark, M	11/15-11/16/2019	Oklahoma Farm Bureau Convention	12	State	No	Attended keynotes and workshops regarding best practices in agriculture and agricultural policy.
Clark, M	2/3/20-2/5/20	Three Circle Summit	15	National	No	National FFA hosted conferences focusing on classroom, FFA, and SAE instruction.
Clark, M	2/21/20	PPAT Symposium	8	National	No	ETS hosted a symposium in NC regarding PPAT preparation.
TOTAL			76			
Roxann Clark	Oct. 2019	OACTE Fall Conference	12	State	No	Attended both days of the conference
Roxann Clark	Nov. 2019	CAEP Accreditation Site Visit	5	Local	Yes	Prepared and presented NWOSU Education Preparation Provider's Quality Assurance System to the CAEP National and Oklahoma State Site Team
TOTAL			17			
M. Seth Cudd	January 16-18	OK Music Educator's Association	7	State	No	Attended college band director's clinic and performance. Attended sessions on teaching instrumental music.
M. Seth Cudd	October 9	CEOE Framework Advisor	8	State	N/A	Participated in discussion on the framework of the revised music certification exam.
M. Seth Cudd	2019-2020	Ph.D. Research	2 Credits	N/A	N/A	Completed Ph.D. in May 2020
TOTAL						15+
Jana Brown	10/9/19	CEOE Framework Conference	8	State	CEOE	Middle Level Social Studies Test Redevelopment
Jana Brown	1/31/20	OEQA Accreditation Site Visitor Training	8	State	OEQA	
TOTAL			16			
Dr. Colleen M. Golightly	Feb. 27, 2020	Diversity Training	3	Local	Professor Shewanda Riley	All Staff & Faculty Diversity Training-learn strategies to improve communications, and how to build

			hours			effective relationships with others in our increasingly diverse world.
Dr. Colleen M. Golightly	October 10, 2019	OACTE State Education Conference	2 hours	State/(held in Tulsa)	Representative Sherrie Conley, Senator J.J. Dossett, Senator DeWayne Pemberton, Representative Trish Ranson, and Representative John Waldon	Keynote Legislative Panel-State of Education Discussion/Question & Answer with panel of Oklahoma Legislators
Dr. Colleen M. Golightly	October 10, 2019	OACTE State Education Conference	6 hours	State/(held in Tulsa)	Shantel Farrow, Susan Scott & Regenia James (UCO), Courtney Glazer, & Chancey Bosch, Angela Mooney & April Haulman	“Building Resilience in the Classroom” “Social Justice in the Teacher Education Classroom” “The Ins & Outs of PPAT Implementation” “Engaged for Success”
Dr. Colleen M. Golightly	October 11, 2019	OACTE State Education Conference	4 hours	State/(held in Tulsa)	Ronna Vanderslice	State Program Report & Review
TOTAL			15			
Shane Hansen	August 22-August 25, 2019	Oklahoma State School Board Association Conference	15	State		Listen to presenters from across Oklahoma regarding public school issues including, but not limited to: legal problems, ethics, laws, regulations, and public school finance.
Shane Hansen	October 28-29, 2019	OAHPERD	6.5	State		Physical Education state convention covering all current topics and best practices in the profession
Shane Hansen	October 11-12, 2019	OACTE	4	State		State conference focused on future ready learning and the role of technology to meet the needs of diverse populations
TOTAL			25.5			
J. Hawkins	10/10/19	OACTE	7	State	Yes	Scholarship: Presentation
J. Hawkins	11/5/19	Engage OK	8	State	No	Professional Development;

						Committee
J. Hawkins	11/22/19	EPSY Coll.	2	Local	Yes	Doctoral Student Presentation
J. Hawkins	3/6/20	OSU: Chtqua	8	National	No	Professional Development
Total			25			
Jenlink	5/15/19	Engage Oklahoma	5	Local		Attended professional development event sponsored by the Oklahoma State Department of Education at Woodward High School
Jenlink	8/12/19	Oklahoma Teacher Pipeline Summit	4	State	Yes	Sponsored by OACTE the purpose of the summit was to discuss the teacher shortage and work through strategies to address it.
Jenlink	8/16/19	NWOSU In-service	5	Local		Various workshops for NWOSU faculty
Jenlink	9/13/19	Faculty Portfolio	1	Local	Yes	Presented to English, Foreign Language, and Humanities Department how to create a faculty portfolio.
Jenlink	9/25/20	Tri-County Administrators'	2	Local		Met with area superintendents to discuss relevant topics in education
Jenlink	10/10/19 & 10/11/19	OACTE Annual Conference	13	State		OACTE Annual Conference for general sessions, workshops on various topics
Jenlink	1/8/20	Alfalfa County Retired Teachers' Association	1	Local	Yes	Attended the Alfalfa County Retired Teachers' Association Meeting; presentation about teaching profession & the graduate who was being honored.
Jenlink	2/24/20	Tri-County Administrators'	2	Local		Met with area superintendents to discuss relevant topics in education
Jenlink	2/27/20 & 2/28/20	Diversity Training	3	Local		Attended Diversity Training presented by NWOSU
TOTAL			36			
Steven Mackie	August 16, 2019	NWOSU PD	8	Local	No	NWOSU Training
Steven Mackie	Sept. 12, 2019-April 02, 2020	Living the New Story: Sacred Ecology, Sacred Economy	16	International	No	Live Webinars and On Demand Resources
Steven Mackie	April 20, 2020	American Educational	2	National	No	Paper Reviewer

		Studies Association				
TOTAL			26			
Steven J. Maier	8/2019 - 5/2020	Faculty Online Learning Community	10	Video Meetings (national)	Yes	Co-leader for regular video meetings (bi-weekly) among K-16 teaching and research faculty
Steven J. Maier	2/2020	Faculty Online Learning Community	1	Virtual Meeting (national)	Yes	Presented 4 talks on experiences implementing the Next Generation Physics & Everyday Thinking curriculum http://ngpfolc.wpengine.com/?page_id=253
Steven J. Maier	7/23/2020	Physics Education Research Conference	9	Virtual Meeting (international)	Yes	Attended sessions, talks, and conference events Moderator for collection of physics education research poster Q&A presentations https://www.underline.io/events/23/sessions?eventSessionId=133 Co-leader in closing session
Steven J. Maier	1/18 – 1/21, 2020	American Association of Physics Teachers	20	Winter Meeting (national)	No	Attended talks, sessions, and committee meetings on current research and teaching practices https://www.aapt.org/Conferences/wm2020/index2.cfm
Steven J. Maier	7/19 – 7/22, 2020	American Association of Physics Teachers	10	Virtual Summer Meeting (national)	Yes	Attended talks, sessions, committee meetings and presented a paper on current research and teaching practices https://www.underline.io/events/20/sessions/69/lecture/1031-daily-bell-ringers-short-activities-impacting-science-identity,-pedagogical-knowledge,-and-students%E2%80%99-science-attitudes https://www.aapt.org/aboutaapt/organization/history.cfm https://www.underline.io/conferences/24-aapt-summer-meeting
Steven J. Maier	4/18 – 4/21, 2020	American Physical	5	Virtual Meeting	No	Attended talks and sessions on current research in physics.

		Society Meeting		(international)		https://aps-april.onlineeventpro.freeman.com/
Total			55			
Oswald	10/11/19	OACTE	6	State	No	Program review/accreditation
Oswald	10/5/19	OKCTE	7	State	Yes	Using Tech to Teach Writing (with 2 teacher candidates)
Oswald	1/19/20	Why Teach Oklahoma	2	Local	Yes	Social Media Presence
Oswald	3/31/20	Designing Student Centered Ed Tech Mindset	1	National	No	
Oswald	7/15/20	OSDE	2	State	No	Dyslexia and RSA Webinars
TOTAL			18			
Riley, C	August 16, 2019	NWOSU PD	8	Local	No	NWOSU Training
Riley, C	10/11/19	OACTE	6	State	No	Program review/accreditation
Riley, C	2/21/20	PPAT Symposium	8	National	No	ETS hosted a symposium in NC regarding PPAT preparation.
Total			22			
Dr. Henry Trabuc	09/13/19	Portfolio Development	1	Local		Faculty Portfolio Training
Dr. Henry Trabuc	10/11/19 thru 10/12/19	OACTE Conference	12	State		Various seminars attended.
Dr. Henry Trabuc	08/16/20	Start of the year	5	Local		Various beginning of the year trainings.
Dr. Henry Trabuc	Feb. 27-28, 2020	Diversity Training	5	Local		White Fragility for Beginners, Af-Am Female Identity.
TOTAL			23			
MYoung	09/20/19	Regents Reading Conference	6	State		Higher Ed Literacy professionals come together for professional development.
MYoung	10/03/19	Enid Writers Club	2	Local	X	Judging of the Writers Club Contest
MYoung	10/10/19	OACTE	8	State	X	Valuing Experienced Educators- presentation at professional meetings
TOTAL			16			

- 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.
 - Arts & Sciences faculty are members of the Teacher Education Faculty (TEF). The TEF meets once a month to discuss policy changes and/or ideas and any other business relating to teacher education.
 - Two Arts & Sciences faculty serve on the Teacher Education Committee (TEC) as voting members. TEC is the governing body of the EPP.
 - Arts & Science faculty participate in the Teacher Education Initial Level Entrance and Exit Interviews.
 - One of the Arts and Sciences Faculty member teaches the Clinical Experience II course for all teacher candidates.
 - Every April an all-day “retreat” of all TEF is scheduled for collaboration on “current” changes and/or possible changes to the EPP.
 - The Director of Teacher Education and individual program coordinators collaborate to prepare SPA reports.
 - As the EPP is moving toward the PPAT the entire TEF has been involved in the process, making recommendations as to what works best for their individual programs and in collaboration with the entire program to ensure candidates are prepared for the PPAT from the beginning of the program.
- 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.**

Name (Your name)	Date(s)	Public School	Teacher/Administrator	# of hours served	Description of service
Mariann Braten-Hall	Planned May	Fowler Pre-K	Chris Smith	5	Group work with students in various classrooms.
Mariann Braten-Hall	Planned March/April	Adams Elementary	Reba Gregory	5	Test Monitoring
TOTAL				10	
Brintnall	10-6-19	Northern Oklahoma and South Central Kansas	Lisa Franz	2	Orientation for scholarship pageant
Brintnall	10-24-19	same	same	6	Helped high school girls practice for talent portion of scholarship pageant
Brintnall	10-25-19	same	same	4	Helped high school girls prepare for interview portion of scholarship pageant.

TOTAL				12	
Jana Brown					I planned to do this at the end of the spring semester. However, due to COVID, I was unable to complete this. I did remain in contact with Clinton Shelton (A December graduate) as he substitute taught in January and February. I helped him with some lesson plan ideas .
Total				10	
Lindsey Cherry	2/19/20	Alva		1	Hosted workshop with high school students about found poetry.
Lindsey Cherry	3/11/20	Giggles & Grace Preschool	Amelia Bushman	1	Read to preschool students.
Lindsey Cherry	April 16 & 17, 2020	Alva	Shane Feely	4	Planned to work with Alva students in reading and writing; however, COVID closed schools.
Lindsey Cherry	May 14 & 15, 2020	Alva	Shane Feely	4	Planned to work with Alva students in reading and writing; however, COVID closed schools.
TOTAL				10	
Clark, M	9/12/2019	Alfalfa County Schools	Wyatt Shaw	2	Educated students in the county about agriculture at the county fair. Hosted an agricultural coloring contest, sponsored by Farm Bureau.
Clark, M	9/13/19	Alva	Shane Feely	1	National Read an Accurate Ag Book Day. Read to students books about agriculture.
Clark, M	10/15/19	Alva Region – 9 Schools	Vince McGolden – Fairview	3	Judged the Alva Region FFA Ceremonies Contest. Provided feedback to students participating from 9 schools.
Clark, M	10/16/19	Cherokee	Christy Snider	1	Worked with a student to prepare for National FFA Proficiency Finals.
Clark, M	11/13/19	National FFA	Brett Evans	2	National FFA SAE grant judge. Provided feedback

					to students' responses.
Clark, M	11/22/19	Regional/NW Technology Center	Karen Kohen	6	Worked the 6 th day career fair and helped teach students about agriculture and becoming a teacher.
Clark, M	1/16/2020	Regional/ High Plains Tech.	Amber Riley	5	Worked the 6 th day career fair and helped teach students about agriculture and becoming a teacher.
Clark, M	3/4/2020 & 3/6/2020	Area-wide	Allan Miller	18	Assisted with the Northwest District livestock show – worked with 3 rd -12 th graders showing cattle and goats.
TOTAL				36	
Roxann Clark	2019-2020 Academic Year	Waynoka	Riley Terrell	15	NWOSU EPP Mentor Program – Mentored a first year teacher
Roxann Clark	April 2020	Mustang Elementary	Amber Donaldson	5	Virtual reading tutor for a second grade student
TOTAL				20	
M. Seth Cudd	9/25/19	Clinton	Melinda Tarkington	8	Clinic bands throughout day. I worked with multiple bands and helped them improve many aspects of their performance.
M. Seth Cudd	10/1/20	Enid	Debbie Lambert	4	Clinic bands throughout evening. I worked with multiple bands and helped them improve many aspects of their performance.
TOTAL				12	
Colleen Golightly	Feb. 2020	“Why Teach?”(state grant)	Various teachers & administrators from surrounding schools in the area.	2	Along with Art Professor Kyle Larson, I presented a mini-workshop for Science-Art connections. Students learned about the Aurora Borealis, and created pastel color chalk images.
Colleen Golightly	January, 2020	Guthrie Public Schools	Mrs. Afton McCoy	3	Assisted the teacher with interactive Math lesson, and student group activities.
Colleen Golightly	December, 2019	Lincoln Elementary	Principal & Elementary Teachers	2	Read Christmas stories to elementary students during school Christmas festival.
Colleen	November,	Guthrie	Mrs. Afton McCoy	2	Assisted the teacher in

Golightly	2019	Public Schools			preparing activity packets, making copies for students, and organizing Math Units
Colleen Golightly	Aug. 2019	Guthrie Public Schools	Mrs. Afton McCoy	2	Helped the teacher and the students display art work on classroom bulletin boards. Enjoyed student presentations.
TOTAL				11 Hours	
Shane Hansen		Alva Public Schools			I was planning to assist Mrs. Murrow with the Little Olympics, but this even was cancelled due to mandate for distance learning in Spring 2020.
TOTAL				10	
J. Hawkins	10/21/19	Enid PS		2	EC Support
J. Hawkins	11/20/19	Multiple		3	Teach OK
J. Hawkins	12/12/20	Morrison	G. Pitts	1	Elem. Support
J. Hawkins	1/21/20	Morrison PS	S. Brown	1	HS Support
J. Hawkins	2/19/20	Multiple		3	Teach OK
TOTAL				10	
Jenlink	10/7/19	Woodward	JoLynn Love	3	Worked with Woodward Teach Oklahoma students on campus; session regarding teacher preparation program, etc.
Jenlink	11/14/19	Alva	Halah Simon, Tim Argo	3	Worked with Alva Teach Oklahoma students on campus; session regarding teacher preparation program, etc.
Jenlink	11/20/19	Enid	Dusty Hugaboom	3	Worked with Enid Teach Oklahoma students on campus; session regarding teacher preparation program, etc.
Jenlink	2/19/20	Alva, Enid, Woodward, Cherokee, Burlington NW Career	Halah Simon, JoLynn Love, Dusty Hugaboom, Stacey Croft, Donna Anderson, Karen Koehn	3	Worked with Enid, Alva, Woodward Teach Oklahoma students along with high school students from Cherokee, Burlington,

		Tech Center			NW Career Tech in workshops & lunch meeting regarding the teaching profession
TOTAL				12	
Steven Mackie	August 2019-March 2020	NWOSU/Enid Public School/Carver Early Childhood Laboratory School	Chris Smith	8	Ranger Recycler Program
Steven Mackie	January 23, 2020	Enid High School	Caitlyn Evans	4	Observation
Steven Mackie	February 19, 2020	Enid High School	Teach Oklahoma	3	Hosted EHS students at NWOSU
TOTAL				15	
Steven J. Maier	9/21/2019	Assorted		5	Organized and led robotics workshops for regional schools
Steven J. Maier	10/19/2019	Assorted		3	Organized robotics practice session for regional schools
Steven J. Maier	11/2/2019	Assorted		6	Organized and led robotics competition for regional schools
Steven J. Maier	1/27/2020	Shattuck	Melissa Fleming	2	Judged science fair projects
Steven J. Maier	2/18/2020	Vici	Trisha Salisbury	2	Judged science fair projects
Steven J. Maier	2/24/2020	Ringwood		2	Judged science fair projects
Steven J. Maier	3/28/2020	Assorted		8	Led regional science fair for Oklahoma schools
Steven J. Maier	8/2019 - 5/2020	Alva	Les Potter	135	High school physics teacher
Total				163	
Oswald	8/24/19	Lincoln	Williams/Hill/Levetzow	2	RTI assistance
Oswald	9/17/19	WECC	Fraire	1	Classroom coverage/sub
Oswald	10/31/19	WECC	Fraire	2	Classroom coverage/sub
Oswald	12/10/19	WECC	Feely	2	Classroom coverage/sub
Oswald	12/12/19	Lincoln	Williams/Hill/Levetzow	2	RTI assistance
Oswald	2/10 /20	Longfellow	Tucker	1	Classroom coverage/sub
Oswald	2/11/20	WECC	Feely	2	Classroom coverage/sub
Oswald	1/19/20	Area	Jenlink	2	Why Teach presentation with local high school students
TOTAL				14	
Riley	Planned	Lomega	Sheiver	10	Classroom coverage/sub

Total				10	
Dr. Henry Trabuc	05/12/20	Crest Elementary	Zach Mason	6	Elementary Play Day, Ran the Softball Throw, Assisted in set up and tear down
Dr. Henry Trabuc	05/13/20	Crest Middle and High School	Travis Hermreck	6	Assisted teachers and administrators with the middle and high school awards assembly, assisted with set up and tear down.
Total				12	
MYoung	09/11/19	Enid PS	Chris Smith	2	Collaboration with Fowler Center Admin/Teachers
MYoung	09/17/19	OKC		7	Toured/discussed diversity w/ OKC Public Schools
MYoung	11/20/19	Enid/WW	Dusty Hugaboom/Love	3	Talked with HS students about joining our profession
MYoung	12/19/19	Enid	EC Center	2	Openings of center/first day of school in center
MYoung	02/19/20	Enid/WW/Alva	Hugaboom/Love	2	Worked with Teach Oklahoma students
	04/06/20	Enid EC Center	(Canceled)	4	Working with PreK students
	05/08/20	Enid EC Center	(Canceled)	4	Working with PreK students
TOTAL				16	

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

NWOSU spent 30,813.14 on new technology for the Education Department.

\$26,349 Smartboards for EC102, EC108, EC209

\$4,120.21 Other EC102 and EC108 upgrades

\$343.96 Four webcams

This technology consisted of upgrades for distance learning (Smartboards) and provided faculty the ability to connect with students for the second half of the spring semester (webcams) when on campus learning was suspended.

- 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.

The EPP's Alternative Placement Program allows individuals to:

- (1) Elect to take individual courses outlined in the Master of Education, Curriculum & Instruction degree plan of study to meet requirements as set forth by the Oklahoma State Department of Education, or*
- (2) Complete the Master of Education, Curriculum & Instruction degree the purpose of which is to provide a deeper understanding of teaching through the study of curriculum and pedagogy while meeting requirements as set forth by the Oklahoma State Department of Education, or*
- (3) Elect to take unrestricted undergraduate education courses to meet additional coursework required by the Oklahoma State Department of Education. This option requires an individual seeking certification through an alternative pathway to meet all prerequisites and criteria for undergraduate courses as set forth in the undergraduate catalog.*

The Graduate Studies office monitors those who are completing the Master of Education, Curriculum and Instruction (designated as degree seeking) to meet certification requirements set by the Oklahoma State Department of Education. The Certification Officer (also the Director of Teacher Education) and the Assistant Certification Officer monitor those who have declared an intent to complete coursework for alternative certification requirements through the EPP. The Alternative Placement (Certification) Program can be found on the EPP's web site at: <https://www.nwosu.edu/school-of-education/education>

There were 37 graduate candidates with a letter from the state department confirming they are seeking Alternative Certification and were advised accordingly.

- **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.

The Teacher Education Committee (TEC) is the governing body within the EPP. Membership on the committee includes 2 community members, 2 teacher candidates, and 6 faculty. The faculty are elected to serve on the committee by the Teacher Education Faculty (TEF), which includes arts and sciences faculty. The committee meets a minimum of once a month. The community members are appointed after recommendations are received by other members of the TEC, faculty, and institutional administration.

The Teacher Education Assessment Management System (TEAMS) committee reviews program data (Quality Assurance System) at the initial and advanced levels. The committee membership includes stakeholders (career tech, P-12 schools, business). The final report containing data reviewed and recommendations for changes by the TEAMS committee and the TEAMS Handbook are available for stakeholder viewing on the NWOSU Division of Education web site (<https://www.nwosu.edu/school-of-education/education>). Also available at the same link are the CAEP Annual Reports, Title II reports, the CAEP Eight Annual Measures and the annual Oklahoma State Report.

A partnership between NWOSU and Enid Public Schools for an Early Childhood Development Center is an example of input from stakeholders. The center is a result of the passing of a bond issue by the citizens of Enid in 2016. This was due in part to the success of a previous arrangement of having a PK class at the NWOSU Enid campus beginning in 2015. The center houses 3 PK classes, a STEM lab, and serve as an on-campus opportunity for clinical experiences for early childhood and special education initial candidates. Multiple collaborations between the EPP and the Center occur during the academic year.

The northwest area Oklahoma superintendents meet monthly, and the chair of the Division of Education attends the meetings. The meetings allow for input from the superintendents to the EPP regarding the performance of NWOSU completers whom they hire and their recommendations for improvement. The president of NWOSU hosts one of the meetings of the organization yearly.

The EPP Advisory Board is comprised of representatives from the 4 largest school districts in the service area: Alva, Enid, Woodward, Ponca City. The board meets once each semester. Its purpose is "...to guide the Division in matters related to its purpose as an educator preparation provider. The members of the Advisory Board will be representative of the stakeholders with whom the Division collaborates in candidate preparation." Information regarding each board member and the meeting agendas and minutes are located on the EPP's web page.

Each semester the EPP hosts an Education Career Fair during which school districts have the opportunity to meet teacher candidates, EPP faculty, and university administrators. This event enables the school districts to provide feedback regarding completers whom they hire through discussions and through a survey completed at the end of the fair.

The administrator/mentor/teacher data from the first-year teacher survey distributed by the Office of Educational Quality and Accountability are evaluated by the TEAMS committee to determine themes upon which program changes need to be made. The TEAMS reports on the EPP web site contain the data analyzed and the subsequent recommendations regarding the survey. Stakeholders are members of the TEAMS committee.

Stakeholders serve on initial level admission interview committees and exit interview committees. They provide feedback to the EPP on both interview processes after serving.

The EPP received a grant to work with high school students in the Teach Oklahoma program at Enid High School, Woodward High School, and Alva High School. Through activities in the grant, the high school students have opportunities to visit NWOSU campuses, talk with initial level candidates, participate in teacher preparation classes, and learn about requirements for becoming a teacher. The faculty and administrators in the respective high schools participate in the activities and provide input to the EPP regarding its programs.

University supervisors of student teachers receive feedback from mentor teachers and administrators regarding the EPP's program. The feedback is brought to the Teacher Education Faculty. Recommendations for policy changes from the TEF are brought to the TEC that is comprised of stakeholders.

- **Content Preparation:** Please provide information on where in your program that candidates study dyslexia and trauma-informed responsive instruction.

Candidates must complete EDUC 4131 Classroom Management & Behavior Intervention II. Included in the course is information regarding substance abuse and mental illness that affect the classroom. Candidates study the signs of substance abuse, mental illness, and child abuse, the impact these have upon classroom management strategies, and the procedures for addressing them. All candidates take EDUC 3322 Educational Psychology in which they study psychology to "...aid in decision making and monitoring to guide the learner's behavior and decision making."

EDUC 3422 Teaching Reading in the Content Area is a required course for all secondary majors. Its purpose is, "Consideration of typical classroom problems, such as: how to help individuals and groups read more successfully in specific content areas; how to cope with a wide range of reading abilities; what to do with the student who cannot read from the textbook." EDUC 4413 Diagnosing and Correcting Reading Problems is a required course for early childhood, elementary, and special education candidates. Instruction, assessment and intervention for literacy development are embedded in the course along with information regarding students with dyslexia.

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