



## OKLAHOMA STATE REPORT 2020

Academic Year 2018-2019

(Name of Institution)

Please submit CAEP 2020 EPP Annual Report with this document. (Due April 30, 2020)

- **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." (2018-2019 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, 2018-2019, pg. 9). A score of Level 1 Proficiency as stated in the College Board guidelines (2017-2018) 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 found at: <https://www.nwosu.edu/uploads//academics/catalog/catalog18-19.pdf>*

*Student Handbook found at: <https://www.nwosu.edu/uploads//student-services/student-handbook.pdf>*

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

*No advanced candidates were admitted conditionally during the 2018-2019 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 that 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.*

*Advanced Programs: The Associate Dean of Graduate Studies met with all student teachers in Fall 2018 and Spring 2019 informing them of the different M.Ed. programs offered at NWOSU. During April 2019, the Associate Dean of Graduate Studies also visited eight service-area schools meeting with principals/teachers/staff about NWOSU M.Ed. programs. That same month the Graduate Studies Coordinator visited all Woodward-area schools, providing the same information. The Coordinator also attended job and graduate school fairs held on NWOSU's campus. In Spring 2019, The Office of Graduate Studies mailed 625 letters to Tulsa and Oklahoma City schools informing them of the university's M.Ed. programs as well as available coursework for those earning certification through alternative pathways. 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.*

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

*Advanced Programs: There were no program changes during the 2018-2019 academic year at the advanced level. The Action Research Project that was implemented in 2017-2018 in response to the elimination of the portfolio resulted in a limited amount of data during 2018-2019 because it is being phased-in with new advanced candidates. As the portfolio is phased-out, there will be an increased amount of data pertaining to the Action Research Project to analyze.*

*Initial Programs: The EPP refined the data collection process in response to changes in the Quality Assurance System. After attending CAEP Con in September 2018 the EPP determined it had too many assessments at the initial level. As a result, decisions were made to have fewer assessments and designate them as key assessments. Key assessments at critical points in the matriculation of initial candidates through the program were identified that would provide pertinent data for analysis and subsequent recommendations for program changes if warranted. A full cycle of those key assessments will occur at the end of the 2019-2020 academic year. At the same time, the EPP determined programmatic changes needed to occur to prepare for the implementation of the PPAT in fall 2021. The EPP began the process of identifying courses in which components of the PPAT needed to be introduced and the sequence of those courses. The Clinical II experience was identified as a critical component in preparing initial candidates to be successful with the PPAT. A recommendation was approved at the EPP level, the institutional level, and the state regents level to move from four methods courses aligned with Clinical II to one methods course. A recommendation was also approved to move the Assessment & Evaluation professional education course from the professional semester (student teaching) to the same semester as the Clinical II experience. These changes began as a pilot in spring 2020 and will be fully implemented in the fall 2020 semester. Data showed that special education candidates were not performing as well on the Oklahoma Reading Tests as early childhood and elementary candidates. At the time of the analysis the reading test data special education candidates were not required to take EDUC 4413 Diagnosis & Correcting Reading Problems, a required course for early childhood and elementary candidates. The EPP determined a programmatic change needed to*

be made based upon the testing data to require special education majors to take EDUC 4413. This change was approved at all required levels and scheduled for implementation in fall 2019.

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

*The NWOSU 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 4353 Integrated Literacy (64 hours)  
EDUC 4480 Practicum in Special Education (90 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)  
EDUC 4582 Early Childhood Apprenticeship (40 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.*

#### *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.*

### *Absences*

*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. Absences beyond three days adversely affect the candidate's grade. 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 (see phases below), 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. (See Lesson Plan Example and Description, Appendix G & H).*

#### *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 Director of Student Teaching.
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.

*All Teacher Education Faculty are required to complete a minimum of 15 clock hours of professional development. Faculty complete a form at the end of the academic year listing the professional development in which they participated. The completed form is sent to the Director of Teacher Education who audits each faculty member's submission to ensure requirements have been met and the content of the activities is appropriate. The completed forms are referred to the Chair of the Division of Education who performs a second audit. Any faculty member who does not meet the minimum requirements is placed on a plan of improvement for the next academic year.*

| Name         | Date (s)     | Name of Professional Development            | # of Hours | State/Local/National | Presented           | Description of service  |
|--------------|--------------|---|------------|----------------------|---------------------|---|
| Braten-Hall  | Fall 2018    | GHED 803 Research 3-Program Evaluation      | 3          | State                | No                  | Graduate student- includes preparation of research, course related assignments, presentations to classmates, and discussion with others in the program. |
| Braten-Hall  | Spring 2019  | Dissertation Prep.4                         | 3          | State                | No                  | Research preparation (Dissertation Chapter 1-3)   |
| Braten-Hall  | Summer 2019  | Dissertation Hours                          | 2          | State                | No                  | Writing of dissertation and preparation for IRB and research.   |
| Braten-Hall  | March 2019   | Lunch and Learn-promoting civil discussions | 1          | Local                | No                  | Webinar recommended to help prepare faculty to promote appropriate classroom discussions.   |
| Braten-Hall  | April 2019   | Lunch and learn                             | 1          | Local                | No                  | Webinar about modern learners and their expectations.   |
| Braten-Hall  | October 2018 | SOEA Fall Conference                        | 7          | State                | Yes                 | Presentation by state superintendent, workshop whereof I presented a one hour workshop.   |
| Braten-Hall  | October 2018 | OACTE conference                            | 15         | State                | No                  | Presentations, workshops and information about legislation, accreditation, and SPA.   |
| Braten-Hall  | March 2019   | CAEP Elementary Standard                    | 3          | National             | No                  | Information of the recently released new CAEP Elementary Standards  |
| <b>TOTAL</b> |              |   | <b>35</b>  |                      |                     |   |
| Brintnall    | 8/30/18      | Zoom Training Online Teaching               | 1          | Local                | Business Department | Provided training on how to use Zoom to interact with online students.  |
| Brintnall    | 10/25/18     | OACTE Teaching                              | 5          | State                | CEOE                | Provided training on new education topics.  |
| Brintnall    | 2/15/19      | Promethean Board                            | 1          | Local                | Promethea           | Provided information on how to  |

|              |                     |   |                                  |                    |  |   |
|--------------|---------------------|---|----------------------------------|--------------------|--|---|
|              |                     |   |                                  |                    | n<br>Company   | use Promethean Board. Mostly Apple Apps   |
| Brintnall    | 2/15/19             | PPAT Training   | 1                                | Local              | PPAT<br>Company  | Provided initial information on PPAT  |
| Brintnall    | 3/11/19             | Mentoring II  | 1                                | Local              | FEAD   | Gave information on different ways to interact with students.   |
| Brintnall    | 4/15/18             | Mentoring III   | 1                                | Local              | FEAD   | Gave information on different ways to interact with students.   |
| Brintnall    | 3/2/19              | Diversity Training  | 1.5                              | Local              | NWOSU<br>Admin   | Discussed how Financial Aid affects student progress in courses.  |
| Brintnall    | 3/17/19             | OSU Math Inquiry  | .5                               | Local              | OSU  | Discussed OSU Summer Seminar to have college faculty create material.   |
| Brintnall    | 4/25/19             | PPAT Training   | 3                                | Local              | PPAT<br>Company  | Provided training on PPAT   |
| <b>TOTAL</b> |                     |   | <b>15</b>                        |                    |  |   |
| Brown        | August -<br>June    | OSU Graduate Courses  | 15<br>Credit<br>hours=<br>45 hrs | State              | OSU<br>Graduate<br>College in<br>History   | These are classes that go toward a PhD in History and Public History  |
| Brown        | Oct 25-<br>26, 2018 | OACTE Conf.   | 14                               | State/Natio<br>nal | OACTE  | The annual OACTE conference and SPA meeting.  |
| <b>TOTAL</b> |                     |   | <b>59</b>                        |                    |  |   |
| M. Clark     | 7/7-<br>9/2018      | Oklahoma Farm<br>Bureau YFR Summer<br>Conference                        | 15                               | State              | No   | Attended agricultural workshops, toured the Altus Lugart Irrigation District, Sesaco Sesame Company, and other agricultural industries, and was updated on priority issues faced in agriculture, including gubernatorial candidates Kevin Stitt and Mick Cornett speak about agriculture. |
| M. Clark     | 8/3-<br>8/4/2018    | Oklahoma Department<br>of Career Tech<br>Summer Conference<br>for Ag Ed | 10                               | State              | Presented<br>to<br>secondary<br>teachers<br>about<br>Northwest<br>ern's Ag<br>Ed<br>program. | Attended meetings related to Ag Ed in Oklahoma / TEAM AG ED met as well and were informed about agricultural education and FFA changes.   |
| M. Clark     | 9/20/201<br>8       | Faculty Advisory<br>Meeting at State                                    | 1                                | State              | Chaired/S<br>poke to   | Received training assessing co-curricular activities and the  |

|              |                       |   |    |                 |                                  |   |
|--------------|-----------------------|---|----|-----------------|----------------------------------|---|
|              |                       | Regent's  |    |                 | FAC about online faculty survey. | Academic Online Excellence Consortium.  |
| M. Clark     | 10/11/2018            | Faculty Advisory Meeting at State Regent's        | 1  | State           | No                               | Received training on work plan for FAC and reviewed bylaws.   |
| M. Clark     | 11/10-11/12/2018      | Oklahoma Farm Bureau Convention                   | 12 | State           | No                               | Attended keynotes and workshops regarding best practices in agriculture and agricultural policy.  |
| M. Clark     | 11/13/2018            | Faculty Advisory Meeting at State Regent's        | 2  | State           | No                               | Chancellor Glen Johnson presented about Complete College America and the state of higher education in Oklahoma. FAC members presented results on faculty opinion surveys. |
| M. Clark     | 12/13/2018            | Faculty Advisory meeting at State Regent's office | 1  | State           | No                               | Developed program of work for upcoming year.  |
| M. Clark     | 4/16-17-2019          | PPAT Training on ETS.org                          | 18 | National/Online | No                               | Trained and certified for Task 2 of PPAT  |
| M. Clark     | 4/25/2019             | Ed Retreat  | 5  | Local           | No                               | Cathy Owens-Oliver presented about PPAT   |
| M. Clark     | 4/30-5/1-2019         | State FFA Convention                              | 6  | State           | No                               | Attended keynotes, communicated with TEAM Ag Ed, worked STAR booth.   |
| <b>TOTAL</b> |                       |   | 71 |                 |                                  |   |
| R. Clark     | October 25-26, 2018   | OACTE   | 10 | State           | No                               | Accreditation and Self-Study  |
| R. Clark     | September 12-15, 2018 | CAEP Con  | 12 | National        | No                               | CAEP Accreditation  |
| R. Clark     | April 25, 2019        | Faculty Retreat                                   | 7  | Local           | No                               | PPAT Training   |
| <b>TOTAL</b> |                       |   | 29 |                 |                                  |   |
| Cudd         | 1/16-1/18             | Ok Music Ed.                                      | 3  | State           | No                               | Collegiate Honor Band   |
| Cudd         | 1/16-1/18             | Ok Music Ed.                                      | 2  | State           | No                               | Sessions on Music Education   |
| Cudd         | 1/16-1/18             | Ok Music Ed.                                      | 10 | State           | No                               | Booth   |
| Cudd         | 7/22-7/25             | Ok Bandmasters                                    | 12 | State           | No                               | Sessions, Rehearsals, and Concerts  |
| <b>TOTAL</b> |                       |   | 27 |                 |                                  |   |

|              |               |  |           |                              |     |   |
|--------------|---------------|--|-----------|------------------------------|-----|---|
| Golightly    | August, 2018  | Teaching Session # 1 (Oklahoma State Standards)                          | 3         | State-Guthrie Public Schools | No  | Informal Teaching Session for local teachers-Oklahoma Academic Standards  |
| Golightly    | August, 2018  | Teaching Session # 2 (Oklahoma State Standards)                          | 2         | State-Guthrie Public Schools | No  | Informal Teaching Session for local teachers- Oklahoma Academic Standards   |
| Golightly    | August, 2018  | Formal Presentation (Alva Moose Lodge) International Education-Venezuela | 3         | Local/State                  | Yes | Informative Presentation to local Moose Lodge   |
| Golightly    | October, 2018 | Power Point Presentation on Teaching/Venezuela                           | 1         | Local                        | Yes | Informative Presentation to local Bible Baptist Church  |
| Golightly    | October, 2018 | Formal Faculty Training ALCA Professional Portfolio                      | 2         | Local/State                  | No  | Formal Faculty Training-ALCA system   |
| Golightly    | April, 2018   | Formal Faculty Training PPAT   | 4         | State                        | No  | State Training for implementation of the PPAT Teacher Education Preparation Program                                 |
| Golightly    | October, 2018 | Formal Faculty Training ALCA Professional Portfolio                      | 2         | Local/State                  | No  | Formal Faculty Training-ALCA system   |
| Golightly    | April, 2018   | Formal Faculty Training PPAT   | 4         | State                        | No  | State Training for implementation of the PPAT Teacher Education Preparation Program                                 |
| <b>TOTAL</b> |               |  | <b>21</b> |                              |     |   |
| Hawkins      | 10/25/18      | OACTE Conference   | 8         | State                        | Yes | Presentation: Special Education in Oklahoma: Diverging Aims   |
| Hawkins      | 11/30/18      | OSU Guest Panel  | 2         | State                        | Yes | Presentation: Beginning with the End in Mind  |
| Hawkins      | 3/1/19        | PPAT Seminar   | 1         | Local                        | No  | TEF: PPAT Introduction  |
| Hawkins      | 3/8/19        | OK Research Day Conference   | 3         | State                        | Yes | Presentation: Valuing Experienced Educators   |
| Hawkins      | 3/29-3/30/19  | GHC Conference   | 12        | National                     | No  | Classical Education Conference: Multiple Seminars   |
| Hawkins      | 4/25/19 PPAT  | Spring Retreat   | 4         | State                        | No  | PPAT Introductory Training  |
| Hawkins      | 5/1/19        | Zoom Webinar   | 2         | Local                        | No  | Introductory Zoom Webinars  |
| <b>TOTAL</b> |               |  | <b>32</b> |                              |     |   |
| Jenlink      | July 19, 2018 | Engage Oklahoma  | 4         | State                        | No  | Summer professional development workshops sponsored by the Oklahoma State Department of Education; held in Woodward |

|              |                              |  |           |          |     |  |
|--------------|------------------------------|--|-----------|----------|-----|--|
| Jenlink      | August 6, 2018               | Alva Public Schools Professional Development | 2         | Local    | No  | Attended 2 professional development workshops sponsored by Alva Public Schools: 1 was on Active Panels; 1 was on themes in the classroom |
| Jenlink      | August 16, 2018              | Faculty Portfolios                           | 1         | Local    | Yes | Presented to social sciences department how to create a faculty portfolio to meet NWOSU guidelines                                       |
| Jenlink      | September 7, 2018            | Faculty Portfolios                           | 1         | Local    | Yes | Presented to English, Foreign Language, and Humanities Department how to create a faculty portfolio to meet the NWOSU guidelines         |
| Jenlink      | September 13-15, 2018        | CAEP Conference                              | 20        | National | No  | Attended fall CAEP Conference in Washington, D. C. for updates on accreditation; attended workshop on writing the self-study             |
| Jenlink      | September 20, 2018           | Woods County Retired Teachers Association    | 1         | Local    | Yes | Presented an update on teacher preparation programs, alternative certification   |
| Jenlink      | October 25-26, 2018          | OACTE Conference                             | 14        | State    |     | Attended annual OACTE state conference; workshops, general sessions  |
| Jenlink      | February 13, 2019            | Alfalfa County Retired Teachers Association  | 1         | Local    | Yes | Presented an update on teacher preparation programs, alternative certification   |
| Jenlink      | April 25, 2019               | PPAT Training, TEF Retreat                   | 5         | Local    | No  | Participated in PPAT training; TEF annual retreat, NWOSU Woodward campus   |
| <b>TOTAL</b> |                              |  | <b>49</b> |          |     |  |
| Mackie       | February, 2019               | EcoJustice Conference                        | 3         | National | No  | Proposal Reviewer  |
| Mackie       | April 2-12, 2019             | ORHE's Learning Innovations Summit           | 8         | State    | No  | Live Webinars and On Demand Resources  |
| Mackie       | February 08 & April 25, 2019 | PPAT Training                                | 4         | State    | No  | Webinar/In house training  |
| Mackie       | April 20, 2019               | American Educational Studies Association     | 2         | National | No  | Paper Reviewer   |
| <b>TOTAL</b> |                              |  | <b>17</b> |          |     |  |
| Maier        | 8/2018 – 7/2019              | NSF-TSTR committee meeting                   | 5         | State    | No  | Served as a committee member/advisor for NSF Transitioning Students to Teacher-Researcher grant at OSU                                   |

|              |                   |   |    |                           |     |   |
|--------------|-------------------|---|----|---------------------------|-----|---|
|              |                   |   |    |                           |     | <a href="https://www.nsf.gov/awardsearch/showAward?AWD_ID=1725714&amp;HistoricalAwards=false">https://www.nsf.gov/awardsearch/showAward?AWD_ID=1725714&amp;HistoricalAwards=false</a>       |
| Maier        | 8/2018 - 5/2019   | Faculty Online Learning Community               | 15 | Video meetings (national) | No  | Attended and contributed to regular video meetings (bi-weekly) among teaching and research faculty  |
| Maier        | 8/23/2018         | Solo PER (Physics Education Research)           | 1  | Video meeting (national)  | No  | Served as a moderator for research faculty in a zoom meeting available nationally   |
| Maier        | 8/27/2018         | Meeting with JuLee Wells of OSU Health Sciences | 2  | Local                     | No  | Organized talk for NWOSU pre-health students; Met with OUS health science recruiter   |
| Maier        | 8/28/2018         | Faculty Online Learning Community               | 1  | Regional                  | Yes | Presented on experience with electronic response systems to early career physics teachers in the Minnesota region   |
| Maier        | 9/2018 – 7/2019   | Faculty Online Learning Community               | 6  | Video Meetings (national) | Yes | Meetings with colleagues on Science Identity research project. Resulted in a contributed paper at a national meeting and publication submission (publication pending)                       |
| Maier        | 11/2018           | Computer programming sessions for Girl Scouts   | 4  | Local                     | Yes | Guided local Girl Scout troop in coding exercises at NWOSU in the Science Building  |
| Maier        | 1/12 – 1/15, 2019 | American Association of Physics Teachers        | 10 | National                  | No  | Attended meeting sessions and committee meeting as a member of the Nominations Committee<br><a href="https://www.aapt.org/Conferences/wm2019/">https://www.aapt.org/Conferences/wm2019/</a> |
| Maier        | 6/5 – 6/6 2019    | Standard Setting                                | 10 | State                     | No  | Part of a committee setting standards for subject area tests for teacher certification exams.   |
| Maier        | 6/7 – 6/8         | OSTA Meeting                                    | 10 | State                     | No  | Attending sessions and organizing annual Oklahoma Science Teachers Association meeting  |
| Maier        | 7/20 – 7/23 2019  | AAPT Meeting                                    | 15 | National                  | Yes | Attending workshops, sessions, committee meetings and presenting papers on current research and teaching practices.   |
| Maier        | 7/23 – 7/24       | PERC  | 10 | National                  | Yes | Attending sessions and leading a session at the Physics Education Research Conference   |
| <b>TOTAL</b> |                   |   | 89 |                           |     |   |
| Oswald       | 10/13/18          | OKCTE Fall Conference                           | 6  | State                     | No  |   |



|              |                            |                               |           |       |     |  |
|--------------|----------------------------|-------------------------------|-----------|-------|-----|--|
| Oswald       | 10/29/18                   | SOEA Fall Conference          | 6         | State | Yes | Presented 2 sessions – one on self-care and one on digital citizenship   |
| Oswald       | 10/25-26                   | OACTE Conference              | 10        | State | No  |  |
| Oswald       | 11/29-30                   | Encyclo-Media                 | 12        | State | Yes | Presented with 2 teacher candidates on the topic of Utilizing Digital Resources for Individualized Literacy Tutoring |
| Oswald       | 12/29/19                   | Kiwanis                       | 1         | Local | Yes | Presentation on the Teachers Closet  |
| Oswald       | 3/2/19                     | SOEA Spring Conference        | 12        | State | Yes | Presented on self-care for educators   |
| Oswald       | 4/25/19                    | PPAT training                 | 3         | Local | No  |  |
| <b>TOTAL</b> |                            |                               | <b>50</b> |       |     |  |
| Riley        | October 25-26, 2018        | OACTE Conference              | 14        | State | No  | Attended annual OACTE state conference; workshops, general sessions  |
| Riley        | October 12                 | PPAT                          | 6         | State | No  | Went to Stillwater to learn about PPAT   |
| Riley        | October 30th<br>April 24th | NW Advisory Committee TLE     | 12        | State | No  | Discussion on the TLE requirements and how schools are implementing them   |
| Riley        | February 14th              | PPAT Webinar                  | 1         | Local | No  | Webinar about the PPAT   |
| Riley        | April 19                   | OACTE meeting                 | 4         | State | No  | Meeting for State requirements.  |
| Riley        | April 25, 2019             | PPAT Training, TEF Retreat    | 5         | Local | No  | Participated in PPAT training; TEF annual retreat, NWOSU Woodward campus   |
| <b>TOTAL</b> |                            |                               | <b>42</b> |       |     |  |
| Sneary       | April 25                   | Ed Retreat                    | 5         | Local | No  | Listened to a PPAT presentation  |
| Sneary       | Aug. 2018                  | Career Tech Summer Conference | 10        | State | Yes | Recognized Student Teaching Centers and Talked about the AgEd program at NWOSU.                                      |
| Sneary       | May 1                      | State FFA Convention          | 8         | State | Yes | STAR Committee Board Member  |
| <b>TOTAL</b> |                            |                               | <b>23</b> |       |     |  |
| Trabuc       | 10/25/2018                 | OACTE Conf                    | 8         | OSU   | No  | State Leg. Sp Ed. PPAT. Cultural Diversifying,   |
| Trabuc       | 10/25/2018                 | OACTE Conf                    | 4         | OSU   | No  | CAEP presentation, Self-study SPA Sessions, CAEP Assessment data.  |
| Trabuc       | 10/26/20                   | OEQA                          | 3         | OSU   | No  | Program review training.   |

|       |                  |  |    |       |     |  |
|-------|------------------|--|----|-------|-----|--|
|       | 18               |  |    |       |     |  |
| TOTAL |                  |  | 15 |       |     |  |
| Young | 9/21/18          | Regents Literacy Conference                  | 12 | State | No  | 6 hours planning/6 hours attending state wide conference for reading teachers    |
| Young | 9/14/18          | Portfolio Training                           | 2  | Local | No  | Learned changes/additional information   |
| Young | 10/25 – 26, 2018 | Fall Conference and Professional Development | 12 | State | No  | State conference of Colleges of Teacher Ed                                       |
| Young | 11/29/18         | Lawshe Method application                    | 2  | Local | No  | Helped evaluate division’s Signature Assessments using the Lawshe Method         |
| Young | 3/8/19           | Poster Presentation accepted                 | 3  | State | Yes | Presented poster to Oklahoma Research Day entitled Valuing Experienced Educators |
| TOTAL |                  |  | 31 |       |     |  |

- **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 secondary majors.*
  - *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.

*All Teacher Education Faculty (TEF) are required to serve a minimum of 10 clock hours in schools in direct interaction with P-12 learners. Faculty document their service each year through a form that is submitted at the end of the academic year to the Director of Teacher Education who conducts an audit to ensure each faculty member has met the minimum requirements. The form is then sent to the Chair of the Division of Education to complete another audit of each faculty member's submission. Any faculty member who does not meet the state requirements is placed on a plan of improvement for the following year to attain compliance with the state requirements.*

*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         | Date(s)                      | Public School            | Teacher/Administrator     | # of hours served | Description of service   |
|--------------|------------------------------|--------------------------|---------------------------|-------------------|--|
| Braten Hall  | 5/6/19, 5/10/19, and 5/13/19 | Carver EC Center, Enid   | Chris Smith               | 10                | Help in STEAM lab, small group intervention, and working with children in Pre-K classrooms                                 |
| <b>TOTAL</b> |                              |                          |                           |                   |  |
| Brintnall    | 9/24/18                      | Tutoring @ Middle School | Dakota Buckhaults         | 1                 | Tutored math to middle school students after school.   |
| Brintnall    | 9/16/18                      | Cinderella Orientation   | Lisa Franz                | 2                 | Helped orient high school seniors to Miss Cinderella pageant rules.  |
| Brintnall    | 10/4/18                      | Cinderella               | Lisa Franz                | 7                 | Helped prep high school seniors for talent presentation and meeting of judges.   |
| Brintnall    | 10/5/18                      | Cinderella               | Lisa Franz                | 7                 | Helped prep high school seniors for pageant presentation.  |
| Brintnall    | 10/26/18                     | BEST Table Displays      | Tim Maharry               | 4.5               | Judged high school table presentations and interviewed high school students.   |
| Brintnall    | 3/8/19                       | Science Fair             | Steve Maier               | 2                 | Judged Biological Science category. Reviewed experiment and interviewed students both middle school and high school.       |
| Brintnall    | 3/26/19                      | FFA Speech Contest       | Mark Sneary & Mindi Clark | 2                 | Judged Creed Speech of both middle school and high school students.  |
| <b>TOTAL</b> |                              |                          |                           | <b>25.5</b>       |  |
| Brown        | February 27, 2019            | Drummond                 | Charity Digby             | 3                 | Charity was a first year history teacher so I spent some time mentoring her and discussing some of the issues that she was |

|              |                     |                             |                 |           |   |
|--------------|---------------------|-----------------------------|-----------------|-----------|---|
|              |                     |                             |                 |           | encountering in her classroom as well as discussion of state standards and testing.   |
| Brown        | April 24, 2019      | Drummond                    | Charity Digby   | 1         | I checked back in with Charity to see how the end of the school year was going and we talked about some things that she had been reflecting upon with her curriculum. |
| Brown        | April 29, 2019      | Aline-Cleo                  | Ryan Hammer     | 6         | I spent time in Mr. Hammer's classroom with students.   |
| <b>TOTAL</b> |                     |                             |                 | <b>10</b> |   |
| M. Clark     | 9/5/2018            | Alfalfa County              | Travis Bradshaw | 2         | Educated students in the county about agriculture at the county fair. Hosted an agricultural coloring contest, sponsored by Farm Bureau.                              |
| M. Clark     | 10/16/2018          | Regional                    | Will Bunt       | 2         | Judged area opening ceremonies contest and worked with students on presenting skills.   |
| M. Clark     | 11/16/2018          | Regional/ NW Tech           | Karen Kohen     | 6         | Worked the 6 <sup>th</sup> day career fair and helped teach students about agriculture and becoming a teacher.  |
| M. Clark     | 1/15/2019           | Regional/ High Plains Tech. | Tammy Kelln     | 5         | Worked the 6 <sup>th</sup> day career fair and helped teach students about agriculture and becoming a teacher.  |
| M. Clark     | 1/28-29/2019        | Medford                     | Brock Buller    | 8         | Helped train student in AET record keeping, trained on completing state degree and proficiency award applications.  |
| M. Clark     | 2/21/2019           | State-wide                  | Jack Staats     | 5         | Judged state proficiency awards for Oklahoma FFA and provided feedback to students per their application.   |
| M. Clark     | 3/6/2019 & 3/8/2019 | Area-wide                   | Allan Miller    | 18        | Assisted with the Northwest District livestock show – cattle and goats.   |
| M. Clark     | 3/26/2019           | Area-wide                   | Allan Miller    | 12        | Planned and implemented FFA contests on campus, interacting with students in  |

|              |                   |   |  |             |   |
|--------------|-------------------|---|--|-------------|---|
|              |                   |   |  |             | Career Development Events and public speaking contests.   |
| M. Clark     | 3/27/2019         | Medford   | Brock Buller                               | 3           | Helped student write a speech in Animal Science   |
| M. Clark     | 4/10/2019         | Garber/Area-Wide  | Cassie Graham                              | 3           | Judged FFA speech contest, interacting with students based on their performance.  |
| M. Clark     | 4/17/2019         | 9 schools   | Travis Bradshaw                            | 3           | Judged FFA speech contest, interacting with students based on their performance.  |
| <b>TOTAL</b> |                   |   |  | <b>67</b>   |   |
| R. Clark     | 08-01-18          | Wichita   | Angela Hasenbank                           | 3           | Classroom organization and set up for effective student learning.   |
| R. Clark     | 03-21 to 03-26-19 | Jacksonville<br>Primary School                          | Kandee Arencibia                           | 20          | Assisted in preparing for music program; Wrote proposal for a performance class based on CCSS language arts standards for grades K-3. |
| <b>TOTAL</b> |                   |   |  | <b>23</b>   |   |
| Cudd         | 9/26/18           | Hub City  | Melinda Tarkington                         | 6.5         | Judge and Clinic Bands  |
| Cudd         | 10/2/19           | Tri-State   | Debbie Lambert                             | 5           | Clinic Bands  |
| Cudd         | 2/1/19            | Woodward  | Daci Crockett                              | 2           | Clinic Band   |
| Cudd         | 5/29-5/30         | K101 Bowl   | Daci Crockett                              | 3           | Played in Band w/Directors/Students   |
| <b>TOTAL</b> |                   |   |  | <b>16.5</b> |   |
| Earnest      | October 12, 2018  | Area middle school and high school students invited     | Dr. Kathryn Lane                           | 6           | Preparations, participation with teachers and students, especially ELL teacher and students, follow-up                                |
| Earnest      | Spring 2019       | Alva Middle School, Ft. Supply, Woodward HS, Chisolm HS | Dr. Kathy Earnest                          | 4           | Additional observations at area schools at time of student teaching evaluations   |
| Earnest      | Fall 2018         | Alva secondary students                                 | Dr, Kathy Earnest with Sandra Ott-Hamilton | 1           | Observations of student use of library services, especially young adult and youth sections  |
| <b>TOTAL</b> |                   |   |  | <b>11</b>   |   |
| Golightly    | Aug. 2018         | Guthrie Public Schools                                  | Mrs. Afton McCoy                           | 2           | Clean classroom, clean desks, unpack boxes of supplies, make copies   |
| Golightly    | Sept. 2018        | Guthrie   | Mrs. Afton McCoy                           | 1           | Make copies   |

|              |                  |   |   |           |   |
|--------------|------------------|---|---|-----------|---|
|              |                  | Public Schools                            |   |           |   |
| Golightly    | Sept. 2018       | Guthrie Public Schools                    | Mrs. Afton McCoy                            | 2         | Clean desks, sort papers, make copies   |
| Golightly    | December, 2018   | Guthrie Public Schools                    | Mrs. Afton McCoy                            | 2         | Cleaning the classroom, emptying trash, preparing materials   |
| Golightly    | Jan. 2019        | Guthrie Public Schools                    | Mrs. Afton McCoy                            | 2         | Prepare materials, sort and organize school supplies  |
| Golightly    | March, 2019      | Guthrie Public Schools                    | Mrs. Afton McCoy                            | 1         | Clean classroom, clean desks  |
| Golightly    | April, 2019      | Guthrie Public Schools                    | Mrs. Afton McCoy                            | 2         | Make copies, organize supplies  |
| <b>TOTAL</b> |                  |   |   | <b>12</b> |   |
| Hawkins      | 10/3/18          | Pioneer PS                                | T. Franke                                   | 2         | Clinical III  |
| Hawkins      | 10/30/18         | Enid/<br>Woodward PS                      | D. Hugaboom, J. Love                        | 4         | Host  |
| Hawkins      | 11/28/18         | Pioneer PS                                | T. Franke                                   | 2         | Clinical III  |
| Hawkins      | 12/5/18          | Tonkawa PS                                | S. Garcia                                   | 2         | Consultation/<br>Course Review (5212)   |
| Hawkins      | 3/5/19           | Enid PS                                   | D. McDermott                                | 2         | Clinical III  |
| Hawkins      | 3/28/19          | Morrison PS                               | C. Williams                                 | 4.5       | Consultation  |
| Hawkins      | 4/16/19          | Enid PS                                   | D. McDermott                                | 2.5       | Clinical III  |
| <b>TOTAL</b> |                  |   |   | <b>19</b> |   |
| Jenlink      | October 30, 2018 | Enid High School                          | <b>Dusty Hugaboom</b>                       | 3         | Worked with Enid High School students who are in the Teach Oklahoma program; reviewed information about teaching profession, admission requirements     |
| Jenlink      | November 9, 2018 | Woodward High School                      | <b>JoLynn Love</b>                          | 3         | Worked with Woodward High School students who are in the Teach Oklahoma program; reviewed information about teaching profession, admission requirements |
| Jenlink      | March 26, 2019   | Enid High School,<br>Woodward High School | <b>Dusty Hugaboom</b><br><b>JoLynn Love</b> | 5         | Worked with Enid and Woodward High Schools' Teach Oklahoma students   |
| Jenlink      | April 22,        | Woodward                                  | <b>JoLynn Love</b>                          | 3         | Worked with Woodward  |

|              |                       |   |  |            |   |
|--------------|-----------------------|---|--|------------|---|
|              | 2019                  | High School   |  |            | High School Teach Oklahoma students                                     |
| Jenlink      | May 15, 2019          | Enid High School  | <b>Dusty Hugaboom</b>                  | 1          | Worked with Enid High School Teach Oklahoma students                    |
| <b>TOTAL</b> |                       |   |  | <b>15</b>  |   |
| Maier        | 9/15/2018             | Assorted  |  | 5          | Organized and led robotics workshops for regional schools               |
| Maier        | 10/13/2018            | Assorted  |  | 3          | Organized robotics practice session for regional schools                |
| Maier        | 10/27/2018            | Assorted  |  | 6          | Organized and led robotics competition for regional schools             |
| Maier        | 2/2019 – 5/2019       | Enid  | <b>Terry Sacket / Tim Laubach (OU)</b> | 4          | Observing student teacher in the OU masters of science teaching program |
| Maier        | 2/19/2019             | Taloga  | <b>Katrina Oldham</b>                  | 2          | Judged science fair projects  |
| Maier        | 2/19/2019             | Vici  | <b>Trisha Salisbury</b>                | 2          | Judged science fair projects  |
| Maier        | 2/28/2019             | Shattuck  | <b>Melissa Fleming</b>                 | 2          | Judged science fair projects  |
| Maier        | 2/21/2019             | Aline Cleo  |  | 2          | Judged science fair projects  |
| Maier        | 2/21/2019             | Waynoka   | <b>Steve Nutter</b>                    | 2          | Judged science fair projects  |
| Maier        | 3/8/2019              | Assorted  |  | 8          | Led regional science fair for Oklahoma schools                          |
| Maier        | 3/26/2019             | Alva  | <b>Madison Malone</b>                  | 1          | Led students presenting science to elementary school students           |
| Maier        | 4/4/2019              | Alva  | <b>Alysson Tucker</b>                  | 1          | “R” is for Rocket (rocket launch)                                       |
| Maier        | 6/2019                | Assorted  | <b>Tim Maharry</b>                     | 4          | Leader for Math & Science Academy                                       |
| Maier        | 8/2018 - 5/2019       | Alva  | <b>Les Potter</b>                      | 135        | High school physics teacher   |
| <b>TOTAL</b> |                       |   |  | <b>177</b> |   |
| Oswald       | 2018-2019             | Turpin  | Trista Watson                          | 4          | Mentoring Program   |
| Oswald       | 2018-2019             | Alva  | Tim Argo                               | 6          | Substituting/covering classes for teacher meetings                      |
| Oswald       | 2018-2019             | WECC  | Shannon Vore                           | 4          | Assisting with book selection in PreK                                   |
| <b>TOTAL</b> |                       |   |  | <b>14</b>  |   |
| Mackie       | August 2018- May 2019 | NWOSU/Enid Public School/Carver Early Childhood Laboratory School | Chris Smith                            | 10         | Ranger Recycler Program   |
| Mackie       | March 08,             | NWOSU   | Dr. Steven Maier                       | 5          | Judged middle and high  |

|              |                |                             |                               |                 |   |
|--------------|----------------|-----------------------------|-------------------------------|-----------------|---|
|              | 2019           | Science Fair Judge          |                               |                 | school Science fair   |
| Mackie       | April 29, 2019 | Longfellow Middle School    | Mr. Stan Brownlee             | 1               | Guest speaker to a 6th grade class  |
| <b>TOTAL</b> |                |                             |                               | <b>16</b>       |   |
| Trabuc       | 5/16/2019      | USD 479                     | T. Hermreck-G. Frazell        | 5               | Awards ceremony/HS Counselor Recruitment.                                 |
| Trabuc       | 5/17/2019      | Crest Elem.                 | Mr. Zach Mason                | 6               | Elem. Track and field day. Sponsored Softball throw.                      |
| <b>TOTAL</b> |                |                             |                               | <b>11 Hours</b> |   |
| Riley        | 9-18-4-23      | Highland Park, Woodward, OK | Kaslin Baros                  | 4.5             | Mentoring Program   |
| Riley        | 5-7-19         | Longfellow Elementary Alva  | Karolyn Cole                  | 3               | Planning on Science Project with the class                                |
| Riley        | 5-8-19         | Longfellow Elementary Alva  | Karolyn Cole                  | 3               | Science Project   |
| <b>TOTAL</b> |                |                             |                               | <b>10.5</b>     |   |
| Young        | 10/30/18       | Enid PS & Woodward PS       | Dusty Hugaboom<br>JoLynn Love | 4               | Hosted the students from Teach Ok for the day.                            |
| Young        | 2/25/19        | Enid PS                     | Sherrie Hendrie               | 1               | Observed reading tutoring   |
| Young        | 2/26/18        | Hennessey PS                | Barry Crosswhite              | 2               | Observed class time   |
| Young        | 3/06/19        | Hennessey PS                | Barry Crosswhite              | 2               | Observed class time   |
| Young        | 4/04/19        | Enid PS                     | Tanea Artman                  | 1               | Observed class time   |
| Young        | 5/06/19        | Alva Longfellow Elementary  | Alysson Tucker                | 2               | Managed lunch room and recess duties for faculty at the elementary school |
| Young        | 5/15/19        | Enid PS                     | Dudley Darrow                 | 1               | Take NWOSU students to visit with Teach Oklahoma students                 |
| Young        | 5/17/19        | Enid PS                     | Andrea Sheppard               | 2               | NWOSU students to present to PreK class                                   |
| <b>TOTAL</b> |                |                             |                               | <b>15</b>       |   |

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

*Resources in the amount of \$5,787 were spent on items for instructional technology. Some of these items were updated hard drives, new computers and a new projector in the seminar room.*

- **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.nwsu.edu/school-of-education/education>*

*There were 27 graduate candidates with a letter from the state department confirming they are seeking Alternative Certification and were advised.*

- **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 (Teacher Education Handbook); (Faculty Handbook, pp. 18, 19 found at <https://www.nwsu.edu/uploads/academics/faculty-handbook.pdf>). The community members are appointed after recommendations are received by other members of the TEC, faculty recommendations, institutional administration.*

*The Teacher Education Faculty (TEF) include representatives from each program in arts and sciences (Teacher Education Handbook). The TEF meet on a monthly basis and at an annual spring all-day retreat. They review program standards and procedures and make recommendations for changes to the Teacher Education Committee. Arts and sciences faculty serve on initial candidate admission and exit interview committees each semester of the academic year.*

*The Teacher Education Assessment Management System (TEAMS) committee reviews program data 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 public viewing on the NWOSU Division of Education web site (<https://www.nwsu.edu/school-of-education/education>). Also available at the same link are the CAEP Annual Reports, employment data of completers, Title II reports, and the CAEP Eight Annual Measures.*

*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 PreK class at*

*the NWOSU Enid campus beginning in 2015. The center will house 3 PreK classes, a STEM lab, and serve as an on-campus opportunity for clinical experiences for early childhood and special education initial candidates. It is scheduled to open in fall 2019.*

*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 a Career Education 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. A sample of the results of the survey given to attending school districts is provided.*

*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 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 and Woodward 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.*

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

*The NWOSU Undergraduate Catalog lists the required courses in each subject major in secondary and elementary/secondary programs (pp. 61, 105, 85, 90, 98, 101, 114). Completion of the required courses is monitored by the registrar's office and through candidate submission of required documents for application for student teaching that include a transcript and a degree audit. EPP personnel audit the student teaching application documents to ensure all subject area coursework as stated in the undergraduate catalog has been completed. Final verification is completed by the chair of the Division of Education.*

*The NWOSU Undergraduate Catalog states, "Candidates majoring in early childhood, elementary, and special education are required to successfully complete a minimum of 12 semester hours in each of the academic core areas (English, mathematics, sciences, and social sciences). These courses may be taken at*

*a community college or university (Undergraduate Catalog, 2018-2019, p. 80)." The requirements that qualify teacher candidates as generalists must be met prior to admission into the professional semester that includes student teaching (Clinical Experience III). Required documents for application for student teaching (transcript, degree audit) are audited by EPP personnel to verify a candidate has met the 12 semester hours in mathematics, science, language arts, and social studies requirement. Final verification is completed by the chair of the Division of Education.*

*Candidates must complete two courses in classroom management: EDUC 4122 Classroom Management & Behavior Intervention I and EDUC 4131 Classroom Management & Behavior Intervention II. Also included in the latter course is information regarding substance abuse and mental illness that can impact 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." (Undergraduate Catalog, p. 82). Candidates must earn a minimum grade of "C" in all these courses to complete the preparation program (Undergraduate Catalog, p. 45). Candidates are assessed in their classroom management skills in student teaching (Clinical Experience III). The assessment tool for classroom management is aligned with InTASC standards #2 and #3. Indicators that demonstrate candidate skill in classroom management include timely interventions, mutual respect, and self-directed learning.*

*All candidates must complete EDUC 4221 Educational Technology. The course description is, "This course provides proficiency at utilizing technology in the P-12 classroom arena. Focus is on curriculum integration with the latest technological devices to develop a variety of instructional strategies to encourage learners to develop a deeper understanding of content areas" (Undergraduate Catalog, p. 83). Candidates must earn a minimum grade of "C" in the course to complete the preparation program. Candidates are assessed in their ability to use digital and instructional technology in student teaching (Clinical Experience III) and in lesson planning. Professional education courses (required for all candidates) are aligned with International Society for Technology in Education (ISTE) standards.*

*EDUC 3422 Teaching Reading in the Content Area is a required course for all secondary majors. Its purpose is, "Identification of reading and study skills needed to achieve a high level in specific subject areas, curriculum, cross-disciplinary skills and pedagogy (Undergraduate Catalog, p. 82). EDUC 4413 Diagnosing and Correcting Reading Problems is a required course for early childhood and elementary candidates. Beginning fall 2019 it will be a required course for special education majors. Instruction, assessment and intervention for literacy development are embedded in the course along with information regarding students with dyslexia.*

*Undergraduate Catalog found at: <https://www.nwsu.edu/uploads//academics/catalog/catalog18-19.pdf>*

## **THE SECTION BELOW APPLIES ONLY TO THOSE INSTITUTIONS WHO WERE ASSESSED AN AREA FOR IMPROVEMENT ON THE STATE REQUIREMENTS AT THEIR LAST SITE VISIT**

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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***