



## OKLAHOMA STATE REPORT 2025

Reporting on Academic Year of September 1, 2023 – August 31, 2024

### 218:10-5-4. Standards for Oklahoma Educator Preparation Programs

*(d) Annual Report. Each Oklahoma educator preparation unit shall submit an annual report to the OEQA. This report will satisfy the requirements for the CEQA, State Regents for Higher Education, State Department of Education, and CAEP/AACTE.*

As your team reflects on the following topics, provide data and examples from the **2023-2024** academic year to support your responses. Some questions may not apply to your institution. Upload the report to the [Educator Preparation Provider Portal](#) by April 30, 2025. Please submit the CAEP 2025 Annual Report with this state report.

- 1. Changes in the Implementation of Standards:** Describe changes in the standards outlined in the Institution Plan resulting from local and statewide evaluations/assessments, public hearings, or other reasons.  
**See Number 4.**
- 2. Progress in Addressing Stipulations/Areas for Improvement:** Describe the progress made in addressing the stipulations/areas for improvement, if any, identified by the most recent site accreditation review team.

NWOSU has no stipulations/areas for improvement.

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

***Initial Programs:** PK-12 schools attend an Education Career Fair each semester at the NWOSU Alva campus. The event provides opportunities for candidates to interview with school administrators and other school personnel. The schools in attendance provide lists of vacancies to the candidates from which they can determine the teaching positions that are in high demand. All candidates in the program, as well as NWOSU undeclared majors, attended the event. Information about in-demand areas is shared with candidates within introductory professional education courses. 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 course, she promoted special education as a major. Shortage area information provided by the U.S. Department of Education is available on the EPP's website.*

*The EPP collaborates with Teach Oklahoma programs at Alva High School, Enid High School, Ponca High School, and Woodward High School. With our Oklahoma Teacher Connection grant, we also took Teach Oklahoma recruitment on the road and visited Glencoe Middle School/High School, Guymon High School, Texhoma High School, Turpin seniors, and Kiowa High School. Activities with the programs include bringing high school students to NWOSU campuses to meet with teacher candidates, attend NWOSU classes, participate in an open faculty panel for discussions, and take a campus tour. During the activities, students are presented with information regarding the teacher shortage. Students who complete the Teach Oklahoma program and attend NWOSU as an education major are given a waiver for the freshman orientation class as an incentive for choosing education as a major. This year NWOSU implemented our first Future Educators Day held in February 2024 and hosted ninety-eight (98) potential future educators.*

*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.*

*Oklahoma Future Teachers Scholarship and Employment Incentive Program “Inspired to Teach” began implementation and recruitment in the summer and early fall of 2022. This program provides scholarships and employment incentives for teacher candidates who graduate from an Oklahoma high school and agree to teach in Oklahoma following graduation and certification. NWOSU had 110 Inspired to Teach scholarship awards during the 2023-2024 academic year.*

*NWOSU strongly supports the Division of Education, providing educational scholarships to secondary and special education majors entering the teacher education program and in the final semester before student teaching. Thirty-two of these scholarships were awarded during the 2023-2024 academic year. In addition, the education scholarships offered by the Foundation office provide additional incentives to education majors. For the 2023-2024 academic year, 49 education majors were awarded \$36,014 in scholarships.*

*The Paraprofessional to Degree program was developed at NWOSU to offer paraprofessionals an opportunity to take classes in the evening and online to complete an Elementary Education Degree. The degree is a cooperative effort with Northern Oklahoma College (NOC) to offer all of the general education courses at a time manageable for a full-time paraprofessional working in public schools. As a part of this program, NWOSU works closely with public schools to ensure that the teacher candidate meets the field experience requirements for the program.*

**Advanced Programs:**

*The Office of Graduate Studies continued implementing diverse recruitment strategies to inform prospective students of available graduate programs at NWOSU to address supply and demand issues. These efforts included visiting area schools to provide educational materials to potential students; sending recruitment emails to area principals and superintendents; visiting with emergency-certified teachers who wanted to earn an alternative or emergency teaching certificates concerning coursework that will help them achieve their goals; providing follow-up contact with prospective and former students; establishing a presence at local career and recruitment fairs; and advertising graduate programs through posters, rack cards, and social media. The Superintendent Certificate program was approved to begin for the 2023-2024 academic year to address the current and rising administrator shortage in Oklahoma, especially in rural northwest Oklahoma.*

- 4. Program Changes:** List any program changes that have occurred in the program resulting from data analysis.

**INITIAL PROGRAMS:**

**Entrance Interviews:** It was noticed that professionalism in dress and appropriate language in entrance interviews has declined. Implement changes in Foundations of Education to add Interview Preparation Workshops, create structured workshops focusing on professional appearance, punctuality, and presentation skills.

**Mock Interviews:** Implement required mock interviews with feedback on professional disposition elements before the actual admission interview.

**Clear Expectations Document:** Develop and distribute a straightforward guide on professional expectations for the interview, including appropriate attire and behavior.

**Exit Interviews:** The exit interview was enhanced with additional information about student teaching performance so that the student teachers could be asked more questions about their perceptions of low scores on the CPAST. This is done through conversation only in the exit interview.

**CPAST data:** While Assessment scores improved significantly (18.5%), they remain relatively lower than other areas. Continue to introduce assessment strategies across methods courses.

**Lesson Planning:** Based on the Plan Score Distribution charts, the educational planning documents demonstrate strong performance in Academic Standards, Instructional Objectives, Resources, and Vocabulary. However, significant opportunities for improvement exist in the Planning and Instruction category, receiving Acceptable scores. Additionally, the Adaptations for Diverse Learners and Reflective Evaluation categories reveal Unacceptable, indicating critical gaps in addressing student diversity and assessment reflection. To strengthen overall planning quality, coursework should focus

primarily on enhancing instructional planning methodologies, emphasizing differentiation strategies and meaningful reflective practices.

**Clinical Unit:** Overall, the unit demonstrates strong performance but would benefit from targeted assessment design and implementation improvements. Coursework focused on creating more effective assessments and rubrics would address the most significant weakness. Implementing these focused improvements would elevate the already strong unit to consistently exceptional levels across all categories. The methods courses have been encouraged to provide assessment strategies across content areas/majors. The division plans to close this feedback loop by following up on it during TEF and division meetings.

**First Year Teacher Survey:** Provide increased practice with partner schools on the curriculum, expand instruction on exceptional students, and expand classroom management coursework with scenarios based on content area. The first year to offer Spanish ESL Pedagogy (was approved the prior year in response to ESL and pedagogical needs indicated in this survey).

**ADVANCED PROGRAMS:**

All advanced programs were realigned with the appropriate standards for accreditation. Surveys were put in place to gather program-specific information beginning in Fall 2025

**5. Technology Resources:** Report on resources devoted to technology.

Item	Cost
DTEN Board for Woodward	\$4,176.25
2 Smart boards and carts	\$11,463.30
EC209 Conversion to Zoom	\$3,981.55
EC209 Zoom Computers	\$2,585.22
EC109 Upgrade	\$34,011.08
Faculty/Staff Phone	\$3,669.00
<b>Total</b>	<b>\$59,886.40</b>

The total investment in technology resources is \$59,886.40, with the EC109 Upgrade representing the most significant expenditure.

6. **Faculty Professional Development:** Summarize the professional development that focuses on unit faculty members' ability to model effective teaching styles such as inquiry, group discussion, and collaborative learning.

Here are the key activities where faculty members gained experience in modeling effective teaching styles such as inquiry, group discussion, and collaborative learning:

### **Collaborative Learning and Discussion-Based PD**

#### **AI Day of Play (Dec 6-7, 2023)**

- Organized by Dr. Jen Oswald
  - Hands-on collaborative learning experience focused on artificial intelligence applications
2. **Quality Matters: Designing Your Online Course (Sept 2023)**
- Attended by Whitney Stovall, Christie Riley
  - Focused on building effective online courses that incorporate discussion and collaborative elements
3. **Reading Conference (Sept 2023)**
- Attended by multiple faculty members, including Braten-Hall, Buckhaults, Foster, and Trabuc
  - Sessions specifically focused on small group instruction strategies and reading instruction techniques
4. **Oklahoma Council of Teachers of English Conference (Oct 2023)**
- Dr. Lindsey Cherry organized and presented
  - Theme centered on "connections" with breakout sessions focused on interactive teaching methods

### **Inquiry-Based Learning PD**

1. **Southwest Popular/American Culture Association Conference (Feb 2024)**
- Dr. Lindsey Cherry's presentation on "Teaching the Songs of Taylor Swift"
  - Demonstrated inquiry-based approaches to composition courses
2. **Oklahoma Learning Innovations Summit (April 2024)**
- Attended by Dr. Christie Riley
  - Focused on new trends for online learning, including inquiry-based approaches
3. **Artificial Intelligence Dialogue (Aug 2023)**
- Presentation on AI implementation in classrooms
  - Demonstrated how to incorporate new technologies into inquiry-based teaching

### **Teaching Diverse Populations**

1. **Academic Advising For At-Risk Students (Sept 2023)**
  - Attended by Yesenia Buckhaults
  - Strategies for recognizing at-risk students and implementing proactive approaches
2. **The Freedom Sessions: Allying in Action Conference (Aug 2023)**
  - Attended by Dr. Steven Mackie
  - Focus on inclusive teaching practices
3. **Understanding my Team (True Colors) (April 2024)**
  - Attended by Braten-Hall at OAEA Spring Conference
  - Addressed diverse learning styles and team-based approaches

### **Modeling Through Presentation Experience**

Several faculty members presented at conferences, which itself models effective teaching:

- Dr. Jen Oswald presented at multiple venues, including ALER and OACTE
- Dr. Lindsey Cherry gave opening and closing addresses at OKCTE
- Multiple agriculture faculty (Clark, Staats) presented at OkCareertech Summit and STAR events

### **Cross-Disciplinary Learning**

1. **OACTE Conferences (Nov 2023)**
  - Attended by nearly all faculty members
  - Sessions included "Designing Engaging Curriculum for a Diverse Population" and "AI in Education- Instructional Integration Strategies."
2. **Education Retreat (Feb 2024)**
  - Departmental professional development focused on accreditation and assessment
  - Collaborative approach to program improvement

These professional development activities demonstrate the faculty's commitment to enhancing their abilities to model effective teaching styles incorporating inquiry, group discussion, and collaborative learning approaches.

7. **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.

In a table format, report number of hours all full-time teacher education faculty members spent in meaningful contact with P12 students.

Name (Your name)	Date(s)	Public School	Teacher/Administrator	# of hours served	Description of service
Braten-Hall, Mariann	5-11-2024	Fowler EC	Reba Gregory	3	Helping with centers/activity rooms
	5-11-2024	Adams Elementary/Fowler EC	Reba Gregory	5	Helping with stations at field day X2
	5-2-2024	Hoover Elementary	Ashley Hromas Roach	2	Norway Presentation
<b>TOTAL</b>				<b>10</b>	
Yesenia Buckhaults	4/18/24	Lincoln Elementary	Kay Gilchrist/ Jenny Webster	2.5	Proctored Science Test
	4/22/24	Lincoln Elementary	Kay Gilchrist/ Jenny Webster	1.5	Proctored Math Test
	4/23/24	Lincoln Elementary	Kay Gilchrist/ Jenny Webster	3	Proctored Math Test
	4/24/24	Lincoln Elementary	Kay Gilchrist/ Jenny Webster	2.5	Proctored Math Test
	4/30/24	Lincoln Elementary	Kay Gilchrist/ Jenny Webster	2.5	Proctored ELA Test
	5/1/24	Lincoln Elementary	Kay Gilchrist/ Jenny Webster	1.5	Proctored Math Test
<b>TOTAL</b>				<b>13.5</b>	
Clark, M	10/17/23	Fairview	Vince McGolden	2	Judged Area Opening/Closing Ceremonies Contest
	11/17/23	NW Tech	Karen Kohen	6	Worked with area students at 6th grade career day
	2/17/24	Woodward District	Chris Kelln	4	Judged Woodward District Ag Mechanics Contest. Worked directly with 8-12 grade students exhibiting their projects.
	2/27, 28 & 3/1/24	Area	Allen Miller	24	Assisted with the Northwest District livestock show –

					worked with 3rd -12th graders showing cattle and goats.
	3/26/24	Area	Dean Scarbrough	8	Host FFA members on campus, providing them competition opportunities in various areas of agriculture
	3/28-29/24 4/1-2/24	NWOSU PLC Interviews	Caleb Mosburg	24	Interview high school seniors, helping develop lifelong interview skills.
	4/18/24	Seiling	Ben Fisher	1	Worked with students participating in public speaking to improve their skill.
	4/18/24	Garber	Mark Sneary	1	Worked with students participating in public speaking to improve their skill.
	5/2/24	State	Clark Long	3	Evaluated FFA members' Agriscience research and provided direct feedback.
	5/3/24	State	Trevor Lucas	3	Judged the state FFA speech contest and provided direct feedback
	5/7-8/24	State	Michelle Harper	12	Worked the state TEACH AG and the NWOSU booths at the State FFA Convention in Tulsa. Had contact with approximately 1,000 middle and high school students. Gave certificates to students committed to teaching agriculture.
<b>TOTAL</b>				<b>88</b>	



Lindsey Cherry	2/1/24	Various secondary schools	<b>Dr. Sarah Donovan</b>	<b>3</b>	Reviewed student submissions to the Young Writer's Anthology, offered feedback to students, and made recommendations.
	3/6/24	Various secondary schools	<b>Dr. Sarah Donovan</b>	<b>8</b>	Organized and led the Young Writer's Award Ceremony where I presented secondary students from around the state with awards for their submissions to the Young Writer's Anthology.
<b>Total</b>				<b>11</b>	
S. Foster	3-8-24	Alva High	Tim Argo/Dave Foster	2	Hurdle Coach for Track
	3-11-24			2	
	3-22-24			2	
	3-29-24			2	
	4-8-24			2	
	4-9-24			2	
	4-14-24			2	
	4-15-24			2	
	4-25-24			2	
	4-27-24			2	
<b>TOTAL</b>				<b>20</b>	
Shane Hansen	11/10/2023	Maple Elementary School	Rick Gore	5	Assist with elementary physical education classes
	12/1/2023	Hinton Elementary School	Pete Phillips	5	Assist with elementary physical education classes
<b>TOTAL</b>				<b>10</b>	
Steven Mackie	August 2023-May 2024	NWOSU/Enid Public School/Carver Early Childhood Laboratory School	Reba Gregory	16	Ranger Recycler Program/Earth Day Activities

<b>TOTAL</b>				<b>16</b>	
Jen Oswald	10/8/23	Lincoln Elementary	Keri Pannell	3	RTI – working with 4 <sup>th</sup> /5 <sup>th</sup> graders
	9/14/23	Alva High School	Halah Simon	2	Teach Oklahoma High Schoolers
	10/3/23	Enid High School	Dusty Hugaboom	2	Teach Oklahoma High Schoolers
	10/10/23	Glencoe High School	Brady Maxwell	3	Junior High and High School Career Day and College Day assistance
	10/18/23	Positive Tomorrows	Taylor Trousdale	4	Volunteer with staff and students
	10/30/23	Ponca City High School	Angela Buller	2	Teach Oklahoma High School students – career prep
	11/7/23	Longfellow Elementary	Dawn Hill	3	RTI – working with 2 <sup>nd</sup> & 3 <sup>rd</sup> graders
<b>TOTAL</b>				<b>19</b>	
Christie Riley	3/1/24	Cherokee Public School	Janet Hester	3	Worked with PK students on reading.
	3/26	Area Public Schools	Mindi Clark/Jack Staats	4	Judging agricultural speeches
	4/11	Cherokee Public Schools	Janet Hester	3	Work with PK students' reading.
<b>TOTAL</b>				<b>10</b>	
Staats, J	10/3-6/23	Tulsa State Fair	Brandi Hernden	40	Worked the Tulsa State Fair goat show, working with 3-12 <sup>th</sup> graders.
	10/17/23	Enid Region	Mark Sneary	2	Judged Regional Opening/Closing Ceremonies Contest
	2/15	Guthrie	Clay Drake	2	Judged Logan County Ag Mechanics Contest, working with 8-12 graders.
	2/17/24	Woodward District	Chris Kelln	4	Judged Woodward District Ag Mechanics Contest. Worked directly with 8-12 grade students exhibiting their projects.

	3/1/24	Area	Allen Miller	8	Assisted with the Northwest District livestock show – worked with 3rd -12th graders showing goats.
	3/14-20	Oklahoma Youth Expo	Kass Newell	56	Assisted with the OYE livestock show – worked with 3rd -12th graders showing goats.
	3/26/24	Area	Dean Scarbrough	8	Host FFA members on campus, providing them competition opportunities in various areas of agriculture
	5/2/24	State	Clark Long	3	Evaluated FFA members' Agriscience research and provided direct feedback.
	5/3/24	State	Trevor Lucas	3	Judged the state FFA speech contest and provided direct feedback
	5/7-8/24	State	Michelle Harper	12	Worked the state TEACH AG and the NWOSU booths at the State FFA Convention in Tulsa. Had contact with approximately 1,000 middle and high school students. Gave certificates to students committed to teaching agriculture.
<b>TOTAL</b>				<b>138</b>	
Whitney Stovall	2-1-2024	Timberlake	Danya Nickel	1.25	Implementation of reading strategies with first graders.
	2-8-2024	Timberlake	Danya Nickel	1.25	Implementation of reading strategies with first graders.

	2-22-2024	Timberlake	Danya Nickel	1.25	Implementation of reading strategies with first graders.
	2-29-2024	Timberlake	Danya Nickel	1.25	Implementation of reading strategies with first graders.
	3-7-2024	Timberlake	Danya Nickel	1.25	Implementation of reading strategies with first graders.
	04/04/2024	Timberlake	Danya Nickel	1.25	Implementation of reading strategies with first graders.
	04/18/2024	Timberlake	Danya Nickel	1.25	Implementation of reading strategies with first graders.
	04/25/2024	Timberlake	Danya Nickel	1.25	Implementation of reading strategies with first graders.
<b>TOTAL</b>				<b>10</b>	
Derek Trabuc	04/18/24	Cherokee El.	Amy Melton	6	Testing Proctor/Class Helper
	04/22/24	Cherokee El.	Amy Melton	2	Testing Proctor
	04/23/24	Cherokee El.	Amy Melton	2.5	Testing Proctor
	04/30/24	Alva, Lincoln	Keri Pannell	1	Testing Proctor
<b>TOTAL</b>				<b>11.5</b>	
Mark Zadorozny	9/14/23	Alva High School	Marcus Mead	3	Assisted with instruction /documenting students' running max during their core lifts (bench press, squats, etc.)  Assisted with 60s Speed Testing
Mark Zadorozny	12/7/23	Alva High School	Marcus Mead	2	Assisted with instructing middle school / high school students with archery
Mark Zadorozny	4/25/24	Alva High School	Marcus Mead	3	Assisted with instruction /documenting students' running max during their core lifts

					(bench press, squats, etc.)  Assisted with 60s Speed Testing
Mark Zadorozny	5/23/24	Alva High School	Marcus Mead	2	Assisted with instruction /documenting students' running max during their core lifts (bench press, squats, etc.)
<b>TOTAL</b>				<b>10</b>	

**8. Graduate Students:** Report on the number of graduate students admitted conditionally and the success rates.

Unconditional admission to the Graduate Studies program is based upon a cumulative undergraduate grade-point average (GPA) of 2.75 on a 4.0 scale; or a GPA of 3.0 in the last sixty semester hours of undergraduate work; or a score that places an individual at the 25th percentile of the GRE (NWOSU Graduate Catalog, p. 12).

During the 2023-2024 academic year, twenty-nine (29) advanced candidates were accepted into the Master of Education program. Two (2) School Counseling students were accepted conditionally.

NWOSU Division of Education				
Advanced Level Program				
Advanced Candidates: Unconditional/Conditional Acceptance				
Term	Educational Leadership	Reading Specialist	School Counseling	Total
Fall 2023	Unconditional= 5 Conditional =0	Unconditional= 3 Conditional = 0	Unconditional= 2 Conditional = 1	Unconditional= 10 Conditional = 1
Spring 2024	Unconditional= 9 Conditional = 0	Unconditional= 2 Conditional = 0	Unconditional= 6 Conditional = 1	Unconditional= 17 Conditional = 1
				Unconditional= 27 Conditional = 2

- 9. Reading Instruction:** Report on the results of the assessment of teaching skills in reading instruction as administered to candidates in elementary, early childhood education, and special education programs.

Program	Measure	N	Overall Pass Rate
Special Education	Oklahoma Reading Test	1	100%
Early Childhood	OSAT Subarea 3	8	87%
Early Childhood	Oklahoma Reading Test	6	90%
Elementary	OSAT Subtest 1 Subarea 1	10	80%
Elementary	Oklahoma Reading Test	12	83%

In Early Childhood OSAT Subarea 3, one candidate scored 237, 3 points below the passing score. The average score for this subarea was 259. For Elementary Subtest 1 Subarea 1, two candidates did not pass, with one missing the passing score by only 2 points. The average score for this subarea was 251.

- 10. 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*

*The Graduate Studies office monitors those completing the Master of Education, Curriculum and Instruction (designated as degree-seeking) to meet certification requirements set by the Oklahoma State Department of Education. That office also monitors those who are taking courses to meet certification requirements but not completing a master's degree. The Certification Officer (also the Director of Teacher Education), the Assistant Certification Officer, and the Chair of the Division of Education 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 website at: <https://www.nwosu.edu/school-of-professional-studies/education>*

*In April 2024, NWOSU received a GEER grant to serve alternatively certified teachers. During the summer of 2024, seventy-four (74) candidates received \$144,272.31 in tuition, fees, and textbooks.*

*Twenty-two (22) alternative certification individuals going through an alternative pathway to certification were officially advised prior to the GEER grant, bringing our total of alternative candidates to 96. Informal inquiries by other individuals were addressed in the Division of Education office.*

**11. 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. (Teacher Education Handbook pg. 4 <https://www.nwosu.edu/uploads/education/te-handbook-2023-2024.pdf>) The general purpose of the Teacher Education Committee is to provide a program of studies for the preparation of teachers at the baccalaureate and master's degree level to work in P-12 schools. Its recommendations are made to the Chair of the Division of Education and the Vice President for Academic Affairs and become official policy when approved by the President, the Regional University System of Oklahoma, and the Oklahoma State Regents for Higher Education in those areas requiring Regents' approval.*

*The specific duties of the Teacher Education Committee are: (1) to approve all undergraduate teaching majors, minors, and certificate programs, (2) to set standards for admission and retention, (3) to approve the teacher education faculty, (4) to approve all changes in the programs, (5) to act as an appeals committee for all student grievances, (6) to approve changes in the faculty development process, (7) to approve program evaluation processes, (8) to recommend changes needed for policy and programs*

*The Teacher Education Committee members are elected by the teacher education faculty and recommended to the president for final approval. It is made up of the following members:*

- *Director of Teacher Education, Chair*
- *Director of Student Teaching, permanent member*
- *Elementary Education representative from the Division of Education*
- *Secondary Representative from the Division of Education*
- *Representative from Teaching Field (secondary)*
- *Representative from Teaching Field (elementary)*
- *Representative from Teaching Field (2) Community members*
- *Elementary student representative (junior or senior)*
- *Secondary student representative (junior or senior)*
- *Assistant Certification Officer, permanent (non-voting member)*

*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 is available on the NWOSU Division of Education website (<https://www.nwosu.edu/school-of-professional-studies/education>). The Teacher Education Committee (including stakeholders) approves the final report before posting it on the EPP's website. Also available at the same link are the CAEP Annual Reports, employment data of completers, Title II reports, and the CAEP Annual Measures.*

*A partnership between NWOSU and Enid Public Schools Center is an example of stakeholder input. The Fowler Early Childhood Center is a result of the passing of a bond issue by the citizens of Enid in 2016. This was partly due to the success of a previous*

*arrangement to have a Pre-K class at the NWOSU Enid campus beginning in 2015. The center houses 2 Pre-K classes and a STEAM lab and serves as an on-campus opportunity for clinical experiences for early childhood and special education initial candidates. NWOSU Faculty meets with the Fowler Faculty in September to coordinate events each year.*

*The northwest area Oklahoma superintendents meet monthly, and the chair of the Division of Education attends the meetings. The meetings allow the superintendents to provide input to the EPP regarding the performance of NWOSU completers whom they hire and their recommendations for improvement. A partnership was formed with two district superintendents to complete revisions to the educational leadership programs' curriculum in the building and the district.*

*The EPP Advisory Board comprises representatives from the four largest school districts in the service area: Alva, Enid, Woodward, and Ponca City. It also includes one undergraduate and one graduate student representative. 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 represent the stakeholders with whom the Division collaborates in candidate preparation."*

*Each semester, the EPP hosts an Education Career Fair, where school districts can meet teacher candidates, EPP faculty, and university administrators. This event enables the school districts to provide feedback regarding the completers whom they hire. The survey results given to attending school districts are provided to the EPP after the event to review the input regarding candidate quality.*

*Stakeholders serve on initial-level admission and exit interview committees. After serving, they provide feedback to the EPP on both interview processes.*

*The EPP works with the Teach Oklahoma program at Alva High School, Ponca High School, Enid High School, and Woodward High School. The EPP collaborates with the respective programs' teachers and administrators to plan activities that they view as crucial to the growth of the high school students.*

*The paraprofessional to Degree program is developed at NWOSU to offer paraprofessionals an opportunity to take classes in the evening and online to complete an Elementary Education Degree at NWOSU. The degree is a cooperative effort with Northern Oklahoma College (NOC) to offer all of the general education courses at a time manageable for a full-time paraprofessional working in public schools. As a part of this program, NWOSU works closely with public schools to ensure that the teacher candidate meets the field experience requirements for the program.*



