



OKLAHOMA STATE REPORT 2026

Reporting on Academic Year of September 1, 2024 – August 31, 2025

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 **2024-2025** 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, 2026. Please submit the CAEP 2026 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 offers candidates the opportunity to interview with school administrators and other school personnel. The schools in attendance provide candidates with lists of vacancies, enabling them to identify high-demand teaching positions. All program candidates and 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. 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 enroll at NWOSU as an education major receive a waiver from the freshman orientation class as an incentive to major in education. This year, NWOSU implemented our first Future Educators Day, held in February 2025, and hosted ninety-two (92) 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 131 Inspired to Teach scholarship awards during the 2024-2025 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 2024-2025 academic year. In addition, the education scholarships offered by the Foundation office provide additional incentives to education majors. For the 2024-2025 academic year, 56 education majors were awarded \$39,154.50 in scholarships.

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

Advanced Programs:

The Office of Graduate Studies continued to implement diverse recruitment strategies to inform prospective students about available graduate programs at NWOSU and 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 Associate Dean of Graduate Studies met with all student teachers in Fall 2024 and Spring 2025 to inform them about the M.Ed. programs offered at NWOSU. The Graduate Studies Enrollment and Retention Coordinator continued to support the office's advanced program recruitment, retention, and enrollment efforts. She is the primary point of contact for all graduate programs.

- 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. We implemented changes in Foundations of Education to add Interview Preparation Workshops and create structured workshops focusing on professional appearance, punctuality, and presentation skills.

We also plan to look at our interview questions and disposition assessment forms next year to ensure they align to expectations and address these areas.

Exit Interviews: The exit interview was enhanced with additional information on student teaching performance, enabling more questions about their perceptions of low CPAST scores. This is done only through conversation during the exit interview.

CPAST data: The gap between midterm and final scores suggests effective mentor/supervisor support during placement in both the areas of differentiation and assessment. Overall, NWOSU demonstrates effective teacher preparation with strong candidate growth during student teaching placements. Continue differentiation and assessment monitoring.

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. Methods classes will be redesigned, if needed, to ensure a focus on differentiation and assessment.

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: This was the first year to offer Spanish ESL Pedagogy (was approved the prior year in response to ESL and pedagogical needs indicated in this survey).

Based on OSAT Data:

Elementary Education-

Findings: Candidates continue to perform well on Subtest 1, particularly in Reading/Language Arts and Constructed Response. Subtest 2 remains challenging, especially in Social Studies and Mathematics.

Program Response: Reading courses will continue as they have shown success. The department is actively revising and realigning instructional materials in Mathematics and Social Studies to address identified weaknesses.

Early Childhood Education

Findings: Strengths were identified in Subarea II (The Learning Environment, Physical Development, and Assessment) and Subarea IV (Professional Knowledge and Responsibilities). Weaknesses remain in Subarea I (Child Development, Language, and Learning) and Subarea V (Analysis of Children's Learning - Constructed Response).

Program Response: Continued emphasis is being placed on Subarea V through strengthening student writing skills. Additional focus is being directed toward child development, with coursework focused on developmentally appropriate practices.

Agriculture Education

Findings: Student performance was strongest in Foundations of Agricultural Education and Environmental Science. The most significant gaps between passing and failing students appeared in Animal Science and Agricultural Mechanics. Constructed Response and Environmental Science showed little variation between groups.

Program Response: The department is prioritizing instruction in Animal Science and Agricultural Mechanics, integrating additional applied learning experiences. Assignments are being more closely aligned to the OSAT framework to strengthen student preparation.

Social Science Education

Findings: Both students passed, including a 2024 graduate who had prior attempts and a 2025 graduate who passed with a score of 270 (30 points above the required threshold of 240).

Program Response: A full program review is underway. Additional upper-division government courses are being added to degree requirements to provide broader exposure to political science content, including courses focused on the Constitution, political theory, and the relationship between local, state, and federal government.

English Education

Findings: All four students passed with scores ranging from 248 to 261. Subarea 1 (Listening, Speaking, and Viewing) showed the strongest performance. Subarea 4 (Pedagogical Content Knowledge) was the weakest area. Subarea 3 (Critical Writing and Writing Process) showed a wide range of scores.

Program Response: The department will focus on strengthening instruction in Pedagogical Content Knowledge (Subarea 4). Additionally, the variance in Subarea 3 scores will be monitored as a potential area for improvement.

ADVANCED PROGRAMS:

Revised the course title and description for EDUC 5923/Adult Cognitive Styles and Individual Differences to EDUC 5923/Adult Cognitive Styles and Differences.

Revised the course title and description of EDUC 5822/Multicultural Education to EDUC 5822/Ethical, Legal, and Advocacy Perspectives in Education. This was directly related to administrator feedback during TEAMS when principals mentioned the need for ethical, legal, and advocacy training.

Revised the course title and description of EDUC 5453/Diversity, Equity, and Research as a Literacy Educator to EDUC 5453/Educational Equity and Research in Literacy Instruction. This better aligns to course content and research project completed in the course.

Based on OSAT Data:

School Counseling

Findings: Two candidates passed, and one failed. The Constructed Response section remains a significant area of difficulty for candidates.

Program Response: The program will incorporate more constructed response-type questions into coursework to better prepare candidates for this challenging component.

Educational Leadership

Findings: Failing students scored lower in two content areas: Stakeholder/Community Relations and Professional Norms and Ethics, and Organizational/Resource/Operational Management and Legal Guidelines. All students excelled in Visionary Leadership and Educational Leadership.

Program Response: A program review was completed at the end of each semester. Curricular content in Organizational Leadership and Operational Management was

updated to be more specific to building-level leaders. Instructional content in Professional Norms and Ethics was broadened to include more methodology and strategies. Syllabi were revised to reflect these emphases.

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

9/3/2024	CDWg	EC109 Microphone	\$ 620.87
9/4/2024	CDWg	Enid Smart Panel & Cart	\$ 5,514.52
9/4/2024	CDWg	Alva Smart Panel & Cart	\$ 5,514.52
9/4/2024	Dell	EC100, EC110, EC121 Computers	\$ 2,836.02
9/23/2024	CDWg	Zoom Cart	\$ 4,839.41
12/10/2024	Dell	EC211 Computer	\$ 1,272.12
12/10/2024	CDWg	EC211 Smart Panel	\$ 4,600.42
6/23/2025	Howard	EC108 Conversion to Zoom	\$ 3,628.00
6/30/2025	GoTo	Faculty/Staff Phone (22 x \$155.40)	\$ 3,418.80
6/30/2025	GoTo	Classroom Phones (3 x \$83.40)	\$ 250.20
7/3/2025	CDWg	EC108 Conversion to Zoom	\$ 323.13
7/3/2025	Dell	EC108 Zoom Computers	\$ 2,973.63
8/5/2025	Dell	EC204 Computer	\$ 1,150.45
8/5/2025	CDWg	EC204 Smart Panel & Cart	\$ 6,056.42
			\$ 42,998.51

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.

Summary of 2024-2025 Professional Development. All faculty met or exceeded the 15-hour minimum.

Collaborative Learning and Discussion-Based PD

1. **NWOSU Faculty Development** (Aug 16, 2024)
 - o Attended by Jana Pittman, Christie Riley, and other faculty members
 - o Included discussion about AI in education with collaborative learning and group discussion approaches
2. **Quality Matters: Designing Your Online Course** (Feb 7, 2025)
 - o Attended by Yesenia Buckhaults

- Interactive workshop focused on building effective online courses that uphold maximum student learning and engagement, including developing an action plan with professor feedback
- 3. **16th Annual Service-Learning Conference** (Oct 31, 2024)
 - Attended by Mariann Braten-Hall and Summer Foster
 - Braten-Hall presented; sessions focused on implementing service-learning in classes, including projects, discussions, and collaborative learning
- 4. **Back to School – Online Teaching** (Aug 16, 2024)
 - Presented by Christie Riley
 - Focused on strategies to keep students engaged in online learning and using Blackboard to facilitate collaborative learning
- 5. **KAHPERD Kansas Conference** (Nov 7, 2024)
 - Attended by Summer Foster
 - Sessions addressed instructional strategies to increase engagement, collaboration, and leadership

Inquiry-Based Learning PD

1. **Teaching American History Workshops** (Sept 27, Oct 7, 2024)
 - Jana Pittman attended one and planned/hosted another at NWOSU for regional teachers and pre-service candidates
 - Topics included "Robber Barons or Captains of Industry" and "Cold War on the Home Front," demonstrating inquiry-based approaches to history instruction
2. **Bill of Rights Institute** (May 28, 2025)
 - Planned and hosted by Jana Pittman at NWOSU
 - Workshop for regional teachers and pre-service candidates in government, civics, and U.S. history using inquiry, group discussion, and collaborative learning
3. **OK Council History Education Conference** (Sept 28, 2024)
 - Attended by Jana Pittman
 - Sessions included pedagogy and state/national history content with inquiry, group discussion, and collaborative learning approaches
4. **Active Learning in the Online Classroom: Strategies & Teaching Techniques to Foster Student Engagement** (Aug 27, 2024)
 - Attended by Yesenia Buckhaults
 - Focused on strategies and teaching techniques for keeping online students engaged and reducing distance in virtual learning environments
5. **10 Technology Tools to Promote Active Learning & Engagement** (Aug 24, 2024, and April 8, 2025)
 - Attended by Yesenia Buckhaults and Derek Trabuc
 - Sessions focused on the "why" of active learning and highlighted ten educational technology tools for promoting student engagement and participation

Teaching Diverse Populations

1. **OAEA Spring Conference** (April 5, 2025)
 - Attended by Mariann Braten-Hall

- Sessions on trauma-informed instruction and inclusion of all learners
- 2. **OACTE Conference Sessions** (Nov 14–15, 2024)
 - Attended by Yesenia Buckhaults, among others
 - Sessions included "Existing Gaps in Teacher Preparation: Trauma-Affected Learners," "Mindful Intercultural Encounters," and "Challenges and Opportunities of AI in Education."
- 3. **OKLIS Virtual Sessions – Accessibility Compliance** (Sept 13, 2024, and Feb 7, 2025)
 - Attended by Mariann Braten-Hall
 - Training on how to integrate and ensure all students are involved through discussions, questions, feedback, and accessibility across all classroom formats, with particular focus on virtual environments
- 4. **17th Annual Reading Conference** (Sept 20, 2024)
 - Attended by multiple faculty members, including Jen Oswald, Mariann Braten-Hall, Yesenia Buckhaults, Whitney Stovall, and Derek Trabuc
 - Covered evidence-based reading strategies, building resilience for struggling readers, and enhancing communication and engagement
- 5. **Go2Knowledge Webinars – Active Learning and Critical Thinking** (Aug 23, 2024)
 - Completed by Mindi Clark
 - Three webinars focused on active learning strategies and critical thinking techniques for diverse learners

Modeling Through Presentation Experience

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

- **Dr. Jana Pittman** planned and hosted two national workshops at NWOSU (Teaching American History and Bill of Rights Institute) for regional teachers and pre-service candidates
- **Dr. Jen Oswald** presented at OACTE (two sessions) and OKWHE
- **Dr. Mariann Braten-Hall** presented at the Service-Learning Conference and hosted an OAEA speaker session
- **Dr. Yesenia Buckhaults** presented at the OACTE Conference on "Celebrating the Teaching Profession: Teachers' Voices."
- **Multiple agriculture faculty** (Clark, Staats) presented at the OkCareertech Summit and STAR State Teach Ag Results events
- **Dr. Christie Riley** presented at the Back to School – Online Teaching session and TEF Retreat

Cross-Disciplinary Learning

1. **OACTE Conference** (Nov 14–15, 2024)
 - Attended by nearly all education faculty, including Riley, Trabuc, Oswald, Meeker, Braten-Hall, Clark, Buckhaults, and Stovall
 - Theme: "EmpowerED: Inspiring Educators for a Stronger Profession"; sessions covered AI in curriculum, teacher preparation, accreditation, qualitative and LMS data use, and first-year teacher experiences

2. **TEF Retreat** (Feb 11, 2025)
 - Attended by Riley, Oswald, Meeker, Clark, Buckhaults, and other education faculty
 - SMART Board training, accreditation work, and collaborative approach to program improvement
3. **LETRS Training – Units 1–4** (Dec 2024 – July 2025)
 - Completed by Whitney Stovall (50+ hours across multiple units)
 - National certification training in the Science of Reading focused on evidence-based instructional strategies and best practices for early childhood and elementary educators
4. **AI in the Classroom** (Jan 27, 2025)
 - Attended by Whitney Stovall
 - Faculty discussions on the use of AI by instructors and students, focusing on both positive and negative implications for teaching and learning

These professional development activities demonstrate the faculty's continued commitment to enhancing their ability to model effective teaching styles that incorporate inquiry, group discussion, and collaborative learning.

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 the number of hours all full-time teacher education faculty members spent in meaningful contact with P12 students.

Faculty Summary (Total Hours)

Faculty Name	Total Hours	Status
Christie Riley	10	Met (10+ hours)
Derek Trabuc	10	Met (10+ hours)
Jana Pittman	11	Met (10+ hours)
Jen Oswald	13	Met (10+ hours)
Jack Staats	174	Met (10+ hours)

Keenan Meeker	13	Met (10+ hours)
Mariann Braten-Hall	10	Met (10+ hours)
Mark Zadorozny	13	Met (10+ hours)
Mindi Clark	85	Met (10+ hours)
Shane Hansen	10	Met (10+ hours)
Steven Mackie	16	Met (10+ hours)
Summer Foster	10	Met (10+ hours)
Whitney Stovall	22	Met (10+ hours)
Yesenia Buckhaults	14	Met (10+ hours)

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 2024-2025 academic year, twenty-two (22) advanced candidates were accepted into the Master of Education program. None (0) were accepted conditionally.

NWOSU Division of Education					
Advanced Level Program					
Advanced Candidates: Unconditional/Conditional Acceptance					
Term	Educational Leadership	Reading Specialist	School Counseling	Superintendent-Certificate	Total
Fall 2024	Unconditional= 4 Conditional =0	Unconditional= 1 Conditional = 0	Unconditional= 2 Conditional = 0	Unconditional=1 Conditional = 0	Unconditional= 8 Conditional = 0
Spring 2025	Unconditional= 2 Conditional = 0	Unconditional= 5 Conditional = 0	Unconditional= 6 Conditional = 0	Unconditional= 1 Conditional = 0	Unconditional= 14 Conditional = 0
					Unconditional= 22 Conditional = 0

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	0	--
Early Childhood	OSAT Subarea 3	5	80%
Early Childhood	Oklahoma Reading Test	4	100%
Elementary	OSAT Subtest 1 Subarea 1	14	79%
Elementary	Oklahoma Reading Test	19	100%

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
- (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 outlined in the undergraduate catalog.

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.nwsu.edu/school-of-professional-studies/education>

One-hundred-eighty nine (189) individuals going through an alternative pathway to certification were officially advised. Informal inquiries by other individuals were addressed in the Division of Education office. *All candidates who received official advisement possessed a letter from the state department confirming they had been approved for certification through an

alternative pathway. During the Summer 2024, Fall 2024, and Spring 2025 semesters, 148 individuals received \$418,771.42 in tuition, books, and exam assistance through NWOSU's GEER grant titled IMPACT (Innovative and Meaningful Preparation for Alternatively Certified Teachers).

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, and business). The final report, which includes the TEAMS Committee's review and recommendations for changes to 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 it is posted 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 was made possible by a 2016 bond issue approved by Enid citizens. This was partly due to the success of a prior arrangement to establish a Pre-K class at the NWOSU Enid campus 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 annual events.

The Northwest Area Oklahoma superintendents meet monthly, and the chair of the Division of Education attends those meetings. The meetings allow the superintendents to provide input to the EPP on the performance of NWOSU completers they hire and to recommend improvements. One superintendent gave input on superintendent and principal programs at our annual Teacher Education Faculty Retreat.

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 school districts to provide feedback on the candidates they hire.

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

The Education Faculty holds an annual all-day retreat to review current developments in the education department. During the retreat, faculty review program data, discuss potential improvements, and ensure alignment of standards across courses. At the February 2025

retreat, stakeholders were invited to review advanced program assignments to assess their alignment with program standards and CAEP accreditation requirements, and to determine whether the assignments remained relevant or needed revision.