



OKLAHOMA STATE REPORT 2022

September 1, 2020 – August 31, 2021

(NWOSU)

Please submit CAEP 2022 EPP Annual Report with this document. (Due April 30, 2022)

- **Foreign Language or Emergent Bilingual/English Learning Proficiency:** How does the unit assess proficiency for this requirement?

"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." (2020-2021 Undergraduate Catalog, p. 45). Candidates have access to test proficiency via the College Level Exam Program (CLEP) in Spanish upon request through the Academic Success Center (Undergraduate Catalog, p. 39). 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.

- **Graduate Students:** Include the number of graduate students admitted conditionally and their success rates. *During the 2020-2021 academic year, ten graduate students were accepted into the Master of Education program. Of these, one was accepted conditionally. That student is in a non-certificate program.*
- **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 attend the event. Within introductory professional education courses, information about in-demand areas is shared with candidates. 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. Shortage area information provided by the U.S. Department of Education is available on the EPP's web site.*

The EPP collaborates with Teach Oklahoma programs at Alva High School, Enid 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, and a campus tour. During the activities, students are presented 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.

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 2020 and Spring 2021 informing them of the different M.Ed. programs offered at NWOSU. During the Fall 2020 and Spring 2021 semesters, the Associate Dean of Graduate Studies visited service-area schools when possible, meeting with principals, teachers, and staff about NWOSU M.Ed. programs. These visits, however, were minimal since many local schools still had visitation restrictions due to continued COVID-19 issues. The Coordinator of Graduate Studies attended job and graduate school fairs held on NWOSU's campus during the Fall 2020 and Spring 2021 semesters. She also sent emails with information to principals/superintendents in the university's service area as well as to Tulsa and Oklahoma City, informing them of the university's M.Ed. programs. NWOSU also collaborated with area schools to provide courses for individuals needing to meet the requirements set forth by the Oklahoma State Department of Education for earning a standard teaching certificate through the alternative pathway. These courses will be offered as a fast track program called "CAP" (Courses for the Alternative Program), with financial aid/incentives available beginning in Fall 2021. 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 still ongoing. By the beginning of school in Fall 2021, graduate enrollment had increased by 12% showing the success of this recruitment plan. The EPP has continued to expand its ability to offer graduate courses through Zoom for the convenience of advanced candidates who are more than 50 miles from an NWOSU campus in addition to offering more courses online.*

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

Initial Programs: *The Division of Education realigned courses in preparation of the implementation of the PPAT. EDUC 4332 Assessment & Evaluation Applications was moved from the student teaching semester to the semester before student teaching to allow teacher candidates an opportunity to collect and analyze data prior to the student teaching semester. This change has allowed the candidates to create and analyze data to better prepare them for the PPAT.*

Advanced Programs: *The EPP revised Educational Leadership course descriptions to align with the NELP standards. The EPP also changed the required Education core research class from EDUC 5013 Introduction to Research to EDUC 5933 Classroom Research and Institutional Effectiveness and revised the latter's course description to reflect emphasis upon the Action Research Project. This course is a requirement for the M.Ed. programs in Educational Leadership, Reading Specialist, and School Counseling, programs for which the Action Research Project is a capstone requirement. The EPP also made EDUC 5933 Classroom Research and Institutional Effectiveness a prerequisite for EDUC 5812 Intro to Guidance and Counseling. Additionally, the EPP moved all advanced programs that lead to certification (Educational Leadership, Reading Specialist, and School Counseling) to the state review process for accreditation.*

- **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. The courses in which there are clinical experiences are the following.*

EDUC 2103 Foundations of Education (15 hours)
EDUC 4320 Classroom Organization (10 hours)
EDUC 4413 Diagnosis & Correcting Reading Problems (20 hours)
EDUC 3422 Teaching Reading in the Content Area (10 hours)
EDUC 3913 Principles and Methods of Teaching (40 hours)
EDUC 4503 Early Childhood Curriculum and Implementation (5 hours)
EDUC 4532 Early Childhood Assessment (5 hours)
EDUC 4543 Early Childhood Science and Social Studies (5 hours)
MUSI 4442 Music Methods and Materials for Elementary School (6 hours)
MUSI 4452 Instrumental Methods and Materials for Secondary (6 hours)
MUSI 4462 Choral Methods and Materials for Secondary School (6 hours)
EDUC 4960 Student Teaching/Internship (480 hours)

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

Clinical Experience III: Student Teaching/Professional Semester

Placement of Candidates

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

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.

Name (your name)	Date (s)	Name of Professional Development	# of Hours	State/Local/National	Presented	Description of service
Braten-Hall	9/19/2020	OAEA Conference	4.5	Oklahoma (Zoom)	No	Diversity
Braten-Hall	10/29/2020-10/30/2020	OACTE Conference	8	Oklahoma (Zoom)	Yes	Presented in one of the sessions (40 min) and attended various other sessions.
Braten-Hall	2/25/2021	Diversity Training, NWOSU	1.5	Alva, Oklahoma (ITV)	No	Presentation by Dawn Shaw
Braten-Hall	4/15/2021-4/16/2021	OK Service Learning Conference	7	Oklahoma (Zoom)	Yes	Presented in one of the sessions; attended the keynote speaker session and other sessions.
TOTAL			23			
Brintnall	7/15/20	Development Emporium CoReq ColAlg in a Changing World	45 min	National	No	Methods to use WebAsgn to develop Co-curricular Col Alg courses
Brintnall	7/15/20	Development Emporium Creating Ideal CoReq Col Alg	30 min	National	No	Methods to use WebAsgn to develop Co-curricular Col Alg courses
Brintnall	7/16/20	Development Emporium Paving the Path to Graduation	45 min	National	No	Methods to use WebAsgn to develop Co-curricular Col Alg courses
Brintnall	9/1/20	CPAST Video & Quiz	45 min	National	No	Training on CPAST
Brintnall	9/15/20	WebAsgn	90 min	National	No	Descriptions of How to Fully Implement WebAsgn in Courses
Brintnall	9/18/20	CPR	240 min	Local	No	CPR Training and Certification
Brintnall	10/15/20	Health Ins	60 min	Local	No	Outline of various insurance Programs Offered by NWOSU

Brintnall	10/30/20	OACTE Modeling Difficult Dialogues with the Tulsa Race Massacre	40 min	State	No	Description and Discussion of Tulsa Race Massacre
Brintnall	10/30/20	OACTE New State Program Review Training	40 min	State	No	Description of how Program Reviews will be changing as they are monitored by the State
Brintnall	10/30/20	OACTE PPAT Training	40 min	State	No	Discussion of the new PPAT Assessment
Brintnall	10/30/20	OACTE New State Program Review Training	40 min	State	No	Description of how Program Reviews will be changing as they are monitored by the State
Brintnall	2/25/21	The Power of Choice	90 min	National	No	Description of Diversity as a Diverse Lady Has Overcome It All of Her Life
Brintnall	4/9/21	OK-ARK MAA Improving Group Work in Co-Curricular Courses	30 min	State	No	Working with Student Lead Discussion Teams in College Algebra
Brintnall	4/9/21	OK-ARK MAA Imp Group Work in Calculus	30 min	State	No	Working with Student Lead Discussion Teams in Calculus
Brintnall	4/9/21	OK-ARK MAA Co-Curriculars @ OSU	45 min	State	No	How OSU Implements Co-Curricular Courses in its Math Classes
Brintnall	4/9/21	OK_ARK MAA History of Math the Darker Side	60 min	State	No	Discussion of Some of the Arguments that Shaped the Development of Mathematics
Brintnall	4/13/21	TEF Retreat	180 min	Local	No	Discussions of Matters That Affect How the EEP is Run at NWOSU
TOTAL			1,130 mins	18.83 hrs		
Brown, J.	10/9/19	CEOE Framework Conference	8	State	CEOE	Middle Level Social Studies Test Redevelopment
Brown, J.	1/31/20	OEQA Accreditation Site Visitor Training	8	State	OEQA	
TOTAL			16			

Cherry	9/4/19	OSAT – English 107 Review	2.5	Oklahoma		Listened to a review of the OSAT – English 107 exam and discussed strategies to help students pass the exam.
Cherry	9/16/19	ELA Curriculum Planning	3	Medford, OK		Attended a collaborative review over curriculum alignment and OA Standards.
Cherry	10/5/19	Oklahoma Council for Teachers of English Conference	7	Stillwater, OK		Attended sessions at the Oklahoma Council for Teachers of English fall 2019 conference.
Cherry	10/10/19	Oklahoma Association of Colleges for Teacher Education	4	Broken Arrow, Oklahoma	yes	Co-Presented “Critical Engagement with Social Justice” with Dr. Lara Searcy. Attended sessions.
Cherry	2/27/20	Diversity Training: White Fragility for Beginners: How Higher Education Can Handle Conversations about the Elephant in the Room”	1.5	Alva, Oklahoma		Attended presentation given by Dr. Shewanda Riley about white fragility in higher education.
TOTAL			18			
Clark, M	9/14/20	CPAST Training	1	Local	No	Trained and passed CPAST
Clark, M	10/29/20	OACTE Virtual Fall Conference	4	State	No	Attended “Beyond Embracing Diversity and Equity for the 21 st Century Learner”
Clark, M	11/5/20	Oklahoma Farm Bureau Virtual Convention	3	State	No	Attended keynotes and workshops regarding best practices in agriculture and agricultural policy.
Clark, M	3/10/21	PPAT Training/Calibration on ETS.org	4	National	No	Task 3 PPAT Certification Calibration/Scoring
Clark, M	4/13/21	Education Retreat	5	Local	No	Attended NWOSU Div. of Ed Professional Development
TOTAL			17			
Cudd	Oct. 22-23	CEOE Framework	13	State	N/A	Participated in discussion on the framework of the revised music certification exam.
Cudd	Jan. 28-30	OK Music Educator’s	4	8	State	Attended various sessions

		Association				
TOTAL			17			
Hansen	9/16/20 – 9/17/20	Title IX Training	7	National	Annie Sills, University of Evansville	Updates on Title IX in higher education
Hansen	9/18/20	COVID FAQ & Town Hall	1	State	Oklahoma State School Board Association	Discussion about how to navigate COVID in the public school setting, with tips about how to manage the COVID classroom.
Hansen	10/29/20	OACTE Keynote Speaker	1		Oklahoma Association of Colleges of Teacher Education (Keynote Speaker) Dr. Ruth Ray Jackson	Keynote speaker discussing personal and professional experiences and knowledge in regards to diversity and equity
Hansen	10/30/20	Beyond Embracing Diversity and Equity for the 21st Century Learner: Supporting Historically Marginalized Populations in Schools and Educator Preparation	4	State	Oklahoma Association of Colleges of Teacher Education (OACTE)	State convention specific to higher education discussion a variety of methods of improving our local Educator Preparation Program
Hansen	2/16/21	Town Hall: Open Meeting Act Changes	1	State	Oklahoma State School Board Association	Discussion about changes to the Open Meeting Act
Hansen	3/9/21	How Can I Get Students to Take Responsibility for Their Own Learning?	1	Local	Faculty Development Advisory Board	Practical discussion about how to engage students in a flipped classroom setting, helping students with accountability of their learning.
TOTAL			15			
Hawkins, J.	9/9/20	Continuing Ed	32	National	No	Graduate Course: Memoria College

Hawkins, J.	10/29/20	OACTE	8	State	No	Professional Development
Hawkins, J.	11/10/20	CEOE	9	State	No	Framework Rev. Committee
Hawkins, J.	1/4/21	Continuing Ed	32	National	No	Graduate Course: Memoria College
Hawkins, J.	6/1/21	CEOE	9	State	No	Comp. Assess. Item Rev. Com.
Hawkins, J.	6/9/21	Continuing Ed	10	National	No	Graduate Seminar: Memoria College
Hawkins, J.	7/14/21	Continuing Ed	8	National	No	Graduate Seminar: Memoria College
Hawkins, J.	7/15/21	Administration	8	National	No	HLS: Administrative Training
Hawkins, J.	7/16/21	Administration	8	National	No	HLS: Administrative Training
TOTAL			124			
Jenlink	7/9/20	Supply/Demand Network	1.5	Oklahoma (Zoom)	N	Participated in task force to address teacher shortage
Jenlink	7/30/20	Thursday Think Tank	1	Oklahoma (Zoom)	N	OACTE sponsored event to discuss pertinent education issues
Jenlink	8/6/20	Thursday Think Tank	1	Oklahoma (Zoom)	N	OACTE sponsored event to discuss pertinent education issues
Jenlink	9/15/20	CPAST Training	.5	Ohio State University (Online)	N	Participated in training for administering the CPAST assessment of student teachers
Jenlink	10/30/20	OACTE Conference	5	Oklahoma (Zoom)	N	Participated in annual OACTE conference; attended workshops virtually
Jenlink	11/12/20	Thursday Think Tank	1	Oklahoma (Zoom)	N	OACTE sponsored event to discuss pertinent education issues
Jenlink	1/28/21	Thursday Think Tank	1	Oklahoma (Zoom)	N	OACTE sponsored event to discuss pertinent education issues
Jenlink	2/25/2021	Diversity Training, NWOSU	1.5	Local (Zoom)	N	Attended presentation by Dawn Shaw as part of institution diversity training
Jenlink	3/25/21	Thursday Think Tank	1	Oklahoma (Zoom)	N	OACTE sponsored event to discuss pertinent education issues
Jenlink	4/13/21	Teacher Education Faculty Retreat	5	Local	N	Attended annual retreat of teacher education faculty; topics included PPAT, CPAST; SPA reports
Jenlink	6/16/21	Strategic Planning	2	Local	N	Participated in institutional strategic planning session
Jenlink	6/22/21	Strategic Planning	1.5	Local	N	Participated in institutional strategic planning session
TOTAL			22			

Mackie	Sept. 02, 2020	NWOSU PD	1.5	Local	No	CPAST Training
Mackie	Oct. 7-8, 2020	2020 Oklahoma Recycling Conference	7.5	State	No	Live Webinars and On Demand Resources
Mackie	Oct. 29-30, 2020	OACTE	5.5	State	No	Live Webinars and On Demand Resources
Mackie	Nov. 06, 2020	American Education Studies Association	3	National	No	Live Webinars and On Demand Resources
Mackie	Nov. 20, 2020	Ranger Research Day	3.5	Local	No	Participated in RRD
Mackie	April 22-23, 2021	OK History Conference	10.5	State	No	Live Webinars and On Demand Resources
Mackie	April 23	American Education Studies Association	1	National	No	Paper reviewer for AESA Conference
TOTAL			32.5			
Maier	8/2020 - 5/2021	Faculty Online Learning Community	10	Virtual Meetings (national)	Yes	Co-leader for regular video meetings (bi-weekly) among K-16 teaching and research faculty
Maier	8/4-8/5 2021	Physics Education Research Conference	9	Virtual Conference (international)	No	Attended sessions, talks, and conference events https://underline.io/events/166/reception
Maier	7/19 – 7/22, 2020	American Association of Physics Teachers	10	Virtual Summer Conference (international)	Yes	Attended talks, sessions, committee meetings and presented a paper on current research and teaching practices https://underline.io/events/162/reception
Maier	7/19 – 7/22, 2021	Oklahoma State Department of Education	16	Virtual PD	Yes	Trained Oklahoma and New Mexico physics teachers to implement new curriculum for HS science (curriculum based on NGSS and phenomena based learning & assessment)
Maier	6/21 – 6/25, 2021	Oklahoma State Department of Education	20	Virtual PD	No	Facilitator training for OpenSciEd in physics for Oklahoma and New Mexico physics teachers. This is the new curriculum for HS science that is being developed (based on NGSS and phenomena based learning & assessment)
Maier	6/1/2021	Hammer Museum	1.5	Virtual PD	No	Tulsa Race Massacre workshop

						https://hammer.ucla.edu/programs-events/2021/1921-tulsa-race-massacre-historical-context
Maier	4/11/2021	Texas AAPT	1	Virtual Conference (state)	Yes	ALPhA Advanced Lab Workshop
. Maier	4/11/2021	Texas AAPT	3	Virtual Conference (state)	Yes	Attended talks, sessions, and committee meetings on current research and teaching practices. Presented: Bringing High Powered Rocketry HPR to the physics lab https://meetings.aps.org/Meeting/TSS21/Session/D21.3
Maier	1/9 – 1/12, 2021	American Association of Physics Teachers	20	Winter Conference (national)	Yes	Attended talks, sessions, and committee meetings on current research and teaching practices. Presented: On creating your own course videos to emulate group work. https://underline.io/events/68/reception
Maier	11/7/2020	American Association of Physics Teachers (Arkansas – Oklahoma – Kansas section)	3	Annual Fall Conference (Virtual)	Yes	Attended presentations from physics teachers and students from the tri-state area. Presented: Recruitment & Retention: The renewed imperative https://docs.google.com/document/d/1IuDD9l8esF6RrcxTYP72xw_6-xMCs_G78yP2E2LZKQ8/edit?fbclid=IwAR2TAPpezBDeNVSrvGuMEIYB8rfW8iZNNaRICwZvlmVjmXFmuRdjAoKpqeU
TOTAL			93.5			
Oswald	4/15-16 2021	Service Learning	6	National	Yes	Story Walk – student engagement in service learning
Oswald	11/18/20	NW Reading Council	2	Local	Yes	Recent Literacy Research
Oswald	10/29-10/30 2020	OACTE	8	State	No	
Oswald	August 2020	OSDE RSA Webinars	2	State	No	
TOTAL			18			
Riley	11/18/20	NW Reading Council	2	Local	No	Recent Literacy Research

Riley	10/29-10/30 2020	OACTE	8	State	No	
Riley	4/13/21	TEF Retreat	5	Local	YES	Discussions of Matters That Affect How the EEP is Run at NWOSU
Total			15			
Staats	7/23/20	State Teach Ag Results (STAR) Teacher Q&A Panel for Future and New Teachers	2	State	No	Attended panel discussion with new and returning ag teachers via Zoom.
Staats	8/3/20	Virtual OAETA Summer Conference	4	State	No	Listened to state agricultural education updates via Zoom.
Staats	8/11-13/20	New Faculty Training	10	Local	No	Attended new faculty training in regard to instruction, facilities, online platforms, human resources, etc.
Staats	8/14/20	Faculty Meetings	3	Local	No	Attended departmental, divisional, and university-side meetings, learning about each.
Staats	9/15/20	CPAST Training	1.5	Local	No	Trained and passed CPAST
Staats	1/6/21	STAR/Team Ag Ed Workshop	1.5	State	No	Learned about recruitment and retention opportunities and strategies.
TOTAL			22			
Trabuc	10/30/20	OACTE Conference	6	Oklahoma zoom	No	Participated in annual OACTE conference; attended workshops virtually
Trabuc	10/29/20	OACTE conference	2	Oklahoma zoom	No	Participated in annual OACTE conference; attended workshops virtually
Trabuc	3/21/21	Teacher Education Faculty Retreat	6	NWOSU, Enid	No	Attended annual retreat of teacher education faculty; topics included PPAT, CPAST; SPA reports
Trabuc	2/25/21	Diversity Training, NWOSU	2	NWOSU Alva	No	Attended presentation by Dawn Shaw NWOSU institution diversity training
TOTAL			18			
Zadorozny	10-30-20	OACTE Conference	5	State		Attended online conference
Zadorozny	7-15-2020 thru 6-23-2021	Doctorate Educational Administration and Leadership	110	State		Classes Completed: (22 credit hours) Servant Leadership – 3 Credits, Foundations of Research – 3, Org.

						History and Development- 3, Dissertation – 2, Literature Review- 3, Research Traditions – 3, Org. Leadership/Theory - 3, Dissertation - 2
TOTAL			115			

- **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 & Sciences faculty participate in the Teacher Education Initial Level Admission and Exit Interviews. One of the Arts and Sciences faculty members teaches the Clinical Experience II course for all education 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 program 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 educator preparation program to ensure candidates are prepared for the PPAT.

- **Public School Direct Contact:** All full-time teacher education faculty members directly involved in the teacher education process, including all administrators of teacher education programs, are required to serve in a state accredited public school for at least ten (10) clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields.

Report the number of hours each faculty member spent in meaningful contact with P12 students. **Please provide a table reporting the number of hours of meaningful contact with P12 students of all full-time teacher education faculty members.**

Name (Your name)	Date(s)	Public School	Teacher/Administrator	# of hours served	Description of service
Braten-Hall	5/6/2021 5/12/2021 5/13/21	Carver EC , Enid	Chris Smith (principal)	10	Worked with students in four different classrooms. Activities included a read-aloud and a reading activity.
Total				10	
Brintnall	10/2/20	Newkirk High School	Pittser	1	Participated in secondary math classes
Brintnall	11/20/20	Newkirk High School	Pittser	1	Participated in secondary math classes
Brintnall	3/31/21	Alva Middle School	D Buckhaults	2	Participated in secondary math classes
Brintnall	4/14/21	Alva Middle School	D Buckhaults	2	Participated in secondary math classes
Brintnall	4/5/21	Alva High School	Y Buckhaults	2	Participated in secondary math classes

Brintnall	4/6/21	Alva High School	Y Buckhaults	2	Participated in secondary math classes
Brintnall	4/15/21	Alva High School	Y Buckhaults	2	Participated in secondary math classes
Total				12	
Brown, J.					The plan was to do this at the end of the spring semester. However, due to COVID, that was not possible. Assistance was given to a recent completer to assist him with lesson plan ideas.
TOTAL					
Cherry	2/19/20	Alva		1	Hosted workshop with high school students about found poetry.
Cherry	3/11/20	Giggles & Grace Preschool	Amelia Bushman	1	Read to preschool students.
Cherry	April 16 & 17, 2020	Alva	Shane Feely	4	Planned to work with Alva students in reading and writing; however, COVID closed schools.
Cherry	May 14 & 15, 2020	Alva	Shane Feely	4	Planned to work with Alva students in reading and writing; however, COVID closed schools.
TOTAL				10	
Clark, M	1/14/21 & 1/0/21	State	Mason Jones	10	Met with students at the three state Teach AG events and discussed teaching agriculture as a profession.
Clark, M	3/3/21 & 3/5/21	Area-wide	Allan Miller	18	Assisted with the Northwest District livestock show – worked with 3 rd -12 th graders showing cattle and goats.
Clark, M	4/20/21	Area-wide	Allan Miller	3	Judged FFA members as they presented speeches and provided direct feedback.
Clark, M	4/22/21	State	Clark Long	3	Interviewed FFA members as they presented their Agriscience research and provided direct feedback.
Clark, M	5/15/21 & 5/24/21	Waynoka	Chad Blocker	4	Helped a student with his AET record keeping system for his American FFA

					Degree
TOTAL				38	
Cudd	Sept. 29	Alva	Adam Stewart	2	Worked with Band
Cudd	Oct. 1	Alva	Adam Stewart	2	Worked with Band
Cudd	Oct. 12	Alva	Adam Stewart	2	Worked with Band
Cudd	Oct. 14	Alva	Adam Stewart	2	Worked with Band
Cudd	OBA	Oklahoma	OK Band Directors	2	Music Contest
TOTAL				10	
Hansen	April 20, 2021	Lincoln Elementary School	Pete Phillips	6	Assisted in Physical Education classes
Hansen	April 21, 2021	Lincoln Elementary School	Pete Phillips	4	Assisted in Physical Education classes
TOTAL				10	
Hawkins	9/14/20-12/14/20	Highlands Latin School Stillwater	Lance Barrick	19.5	Teach Pre-Algebra/Algebra 1 st semester
Hawkins	1/4/21-5/10/21	Highlands Latin School Stillwater	Lance Barrick	25.5	Teach Pre-Algebra/Algebra 2 nd semester
TOTAL				45	
Jenlink	9/17/20	Woodward	Jolynn Love	3.5	Worked with Woodward High School Teach Oklahoma students
Jenlink	2/27/21	Ringwood	Kyle Stewart	3.5	Adjudicated middle/high school music students at OSSAA sanctioned contest
Jenlink	4/14/21	Enid High School	Dusty Hugaboom	3.5	Worked with Enid High School Teach Oklahoma
Jenlink	4/16/21	Fowler Early Childhood Center (Enid Public Schools)	Chris Smith	1	Assisted with NWOSU class production for the Pre-K classes from Fowler Early Childhood Center
TOTAL				11.5	
Mackie	April 8-9, 2021	Enid High School	Caitlyn Shortnacy	6	Participated and helped with the Poetry Unit
Mackie	April 14	Enid High School	Dusty Hugaboom	4	Participated in hosting EHS students at NWOSU Alva
TOTAL				10	
Maier	3/2020	Northwest Technology Center, HS Science Students	Shawn Cusack	2	Judged science fair projects
Maier	3/2020	Assorted		4	Led regional science fair for Oklahoma schools

Maier	8/2020 - 5/2021	Alva	Cory Smith	135	High school physics teacher
TOTAL				141	
Oswald	June-July 2021	Longfellow Elementary	Dawn Hill	15	RTI K-5 grades
TOTAL				15	
Riley	May 19-20, 2021	Lomega	Tracy Sheiver	10	Assisted with career awareness classes
TOTAL				10	
Staats	10/6-9/20	State	Kurt Murray	32	Assisted with the Tulsa State Fair livestock show – worked with 3 rd -12 th graders showing livestock.
Staats	1/14/21 &1/0/21	State	Mason Jones	10	Met with students at the three state Teach AG events and discussed teaching agriculture as a profession.
Staats	3/3/21	Area-wide	Allan Miller	8	Assisted with the Northwest District livestock show in Woodward – worked with 3 rd -12 th graders showing goats.
Staats	3/5/21	Area-wide	Allan Miller	8	Assisted with the Northwest District livestock show in Enid – worked with 3 rd -12 th graders showing goats.
Staats	3/18-23/21	State	Kass Newell	40	Assisted with the Oklahoma Youth Expo in Oklahoma City – worked with 3 rd -12 th graders showing livestock.
Staats	4/13/21	State	Scott Nemecek	6	Judged FFA members' SAE for the State Star Farmer Award and provided direct feedback.
Staats	4/20/21	Area-wide	Allan Miller	3	Judged FFA members as they presented speeches and provided direct feedback.
Staats	4/22/21	State	Clark Long	3	Interviewed FFA members as they presented their Agriscience research and provided direct feedback.
Staats	4/23/21	State	Trevor Lucas	3	Judged FFA members as their presented speeches and provided direct feedback.
TOTAL				113	

Trabuc	5/10/21	USD 479	Austin Lee, History	8	Assisted teacher with History Classes
Trabuc	5/11/21	USD 479	Zack Mason	4	Assisted with all Health/PE Elementary classes
Trabuc	5/12/21	USD 479	Zack Mason	4	Assisted with Elementary School Play Day, Softball throw
TOTAL				16 hrs.	
Zadorozny	5-12-21 5-13-21	Woodward Middle School	Lisa. Steadman	10	Assisted 6 th grade students with their video commercials over marketing healthy food options using Final Cut Pro in the Technical Applications Program
Zadorozny	4-13-21 4-27-21	Alva High School	Marcus Mead and Dalton Beeler	2	Assisted Mr. Mead and Mr. Beeler instructing high school students with special needs perform physical activity in the indoor facility and weight room.
TOTAL				12	

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

NWOSU spent \$8,673.88 on new technology for the Division of Education.

*\$ 145.22 Two Webcams
\$4,031.66 DTEN 55" All-in-one Zoom Room Appliance with stand
\$4,497.00 Phone system upgrades*

This additional technology allowed for distant learning and hands on experience for teacher candidates in the classrooms.

- **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. 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 web site at: <https://www.nwosu.edu/school-of-education/education>

Thirty-seven individuals going through an alternative pathway to certification were officially advised. Informal inquiries by other individuals were addressed in the Division of Education office. Each of the thirty-seven candidates who received official advisement possessed a letter from the state department confirming they had been approved for certification through an alternative pathway.

- **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 two community members, two teacher candidates, and six 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.nwosu.edu/uploads/academics/faculty-handbook.pdf>). The community members are appointed after recommendations are received by other members of the TEC, faculty, and institutional administration.

The Teacher Education Assessment Management System (TEAMS) Committee reviews program data 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 for public viewing on the NWOSU Division of Education web site (<https://www.nwosu.edu/school-of-education/education>). The Teacher Education Committee (including stakeholders) approves the final report prior to its posting on the EPP's web site. 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 Center is an example of input from stakeholders. The Fowler Early Childhood 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 Pre-K class at the NWOSU Enid campus beginning in 2015. The center houses 3 Pre-K classes, a STEM lab, and serves as an on-campus opportunity for clinical experiences for early childhood and special education initial candidates.

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

The EPP Advisory Board is comprised of representatives from the 4 largest school districts in the service area: Alva, Enid, Woodward, Ponca City. The board meets once each semester. Its purpose is "...to guide the Division in matters related to its purpose as an educator preparation provider. The members of the Advisory Board will

be representative of the stakeholders with whom the Division collaborates in candidate preparation." Information regarding each board member and the meeting agendas and minutes are located on the EPP's web page.

Each semester the EPP hosts an Education Career Fair during which school districts have the opportunity to meet teacher candidates, EPP faculty, and university administrators. This event enables the school districts to provide feedback regarding completers whom they hire. The results of a survey given to attending school districts is provided to the EPP after the event for the purpose of reviewing the feedback regarding candidate quality.

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 committee also reviews TLE data of program completers as assessed by site administrators. The TEAMS review consists of looking for trends in areas in which completers have weaknesses as well as areas of strengths. The EPP views the TLE data as important feedback from stakeholders. Analysis of the first year survey and the TLE data is included in the final TEAMS report along with recommendations for program improvement based upon the data. The report is publicly available for stakeholder review.

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

- **Content Preparation:** Please provide information on where in your program that candidates study dyslexia, trauma-informed responsive instruction and multi-tiered systems of support (MTSS).

All teacher candidates must complete two courses in classroom management: EDUC 4122 Classroom Management & Behavior Intervention I and EDUC 4131 Classroom Management & Behavior Intervention II. Course objectives include candidates having a viable understanding of substance abuse, mental illness, trauma informed and multi-tiered systems of support (MTSS) and their impact in 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 in both classes. EDUC 4122 Classroom Management & Behavior Intervention I incorporates knowledge of MTSS in its curriculum. All candidates take EDUC 3113 Students with Exceptionalities. A course objective is knowledge about MTSS and its role in the success of learners. 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. 83). Candidates must earn a minimum grade of "C" in all these courses to complete the preparation program (Undergraduate Catalog, p. 46).

Three courses that directly address dyslexia are EDUC 3422 Literacy Skills in the Content Area (Previously Teaching Reading in the Content Area); EDUC 4413 Literacy Assessment and Intervention (Previously Diagnosing and Correcting Reading Problems); EDUC 3413 Emergent Literacy.

EDUC 3422 Literacy Skills in the Content Area is a required course for all secondary majors. Its purpose is, "This course will prepare secondary educators to consider how to embed literacy within their content area instruction. Focus is on strategies to meet the needs of all learners in the secondary classroom. Includes 10 (ten) field experience hours."

EDUC 3413 Emergent Literacy is a required course for all elementary, early childhood, and special education majors. The course examines phonemic awareness, phonics, vocabulary and text, comprehension, fluency. The students develop concepts and procedures to support the individual diverse needs of students, assess student learning, design parent communication and reflect upon instruction.

EDUC 4413 Literacy Assessment and Intervention is a required course for early childhood, elementary and special education candidates. This course is an in-depth study of literacy assessment and intervention with a focus on planning and implementing a developmentally appropriate learning experience by taking into account the learner's individual strengths and needs. These include: goals, benefits, and uses of assessment; use of formal and informal assessments to determine learning needs; use of on-going assessment to guide instruction and monitor learning; use of data to plan goals, learning activities, and formative assessments; use of strategies to motivate and engage individual learner; use a variety of instructional strategies and a cohesive sequence of lessons; organize and manage intense individual instruction; inform parent stakeholders of learner progress; participate in an in-class Professional Learning Community (PLC) to ensure best outcomes for each learner. Includes field experience of twenty (20) hours with an individual student in need of literacy intervention.

*Each of the three courses utilizes resources from the Council for Exceptional Children, International **Dyslexia Association**, International Literacy Association, Oklahoma Reading Association, National Council of Teachers of English, Oklahoma Council of Teachers of English, and National Association for the Education of Young Children.*

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

If you were assessed an Area for Improvement (AFI) at your last site visit on any of the following State Requirements please indicate what progress has been made toward correcting the AFI.

Per OEQA Rule 218:10-5-1: In its annual report the institution will be expected to address progress on the areas for improvement cited in the accreditation report. When the CEQA has determined that an education unit is not making progress toward the removal of the areas for improvements cited during their visit, the institution will be notified that the unit will be required to submit a plan and timeline for addressing the areas for improvement. If at the end of six (6) months the CEQA determines the education unit has not submitted sufficient data documenting adequate progress toward the removal of the areas for improvement, a state-level Focus Visit will be warranted within 18 months. After such Focus Visit the CEQA will have the option of granting continuing accreditation or revoking accreditation.

OKLAHOMA STATE REQUIREMENTS

- 1. Foreign Language or Emergent Bilingual/English Learning Proficiency**
- 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