



**OKLAHOMA STATE REPORT 2016**  
(Northwestern Oklahoma State University)

Please submit CAEP 2016 EPP Annual Report with this document. (Due April 15, 2016)

- **Foreign Language Requirement:** Include a self-evaluation of the assessment process and candidates' abilities to meet the foreign language competency. At the present time, does the unit have adequate methods for assessing competency in various languages requested by candidates?

*To demonstrate proficiency in a foreign language, the candidate must achieve a grade of "C" or better, including speaking at a minimum of Mid-Intermediate level. At this time the unit has adequate methods for assessing Spanish and Sign Language. We have access to test proficiency of any World Language if a student requests it.*

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

*One candidate was admitted conditionally to the graduate program because they did not meet the minimum cumulative undergraduate grade-point average of 2.75 or the minimum grade-point average of 3.0 in the last sixty semester hours of undergraduate work. Since admission, this candidate has met the minimum GPA requirement to meet unconditional admission.*

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

*Career Fairs and Job Fairs were conducted on campus which allowed candidates to interview with school administrators. From the list of job vacancies, candidates could see which teaching positions were in high demand. Efforts are continuously made in the introductory courses to demonstrate the demand for teachers in high needs areas such as math, science, and special education. School administrators are utilized as guest speakers to share their particular needs in their school districts.*

*Efforts to raise awareness of science educators include: Presenting the issue of supply and demand for high school physics teachers at national and regional conference (American Association of Physics Teachers); raising awareness of poor passing rate for all science OSAT exams at national and regional conference (American Association of Physics Teachers); encouraging all natural science faculty to present the Natural Science Education degree as an option for advisees; and hosting the 2015 Teachers of Physics and Physical Science summer institute for in-service teachers (professional development for K-12 teachers in the physical sciences).*

*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. The students majoring in math or science are encouraged to complete the TSEIP application.*

- **Elementary Education:** Please describe any changes which have been made to strengthen the elementary education program. If no changes have occurred, indicate “no activity.”

*Modifications to performance assessments for the elementary education program were made in alignment with meeting ACEI standards. Tutoring sessions have been offered for all required testing. Class syllabi have been aligned to the standards of ACEI and the OSAT competencies. An OSAT study seminar is provided each semester presenting study strategies for taking the OSAT.*

*Elementary Education majors were noted having difficulty passing the OSAT subtest 1. It was recommended the OSAT competencies be reviewed in each class and a study guide developed as the competencies are reviewed in the class. This will assist students in preparing to take both subtests 1 and 2 of the OSAT. Study sessions were also developed to review testing and studying strategies. Students are also advised not to take the test until they have taken Emergent Literacy and Diagnosis of Reading Problems. Additionally, due to the weakness in the reading and constructed response areas, more constructed response questions have been incorporated into the curriculum. The timing of courses have also been reevaluated, and a change in the course rotation was implemented. For example, Diagnosis of Reading is now offered in only the Fall and Spring semesters to provide access to students recommended by the school systems needing reading tutoring. This will enable the students to see growth over time with students and enable them to apply the reading strategies learned in the course work with P-12 students. This is continually monitored to see how improvements can be made.*

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

*The Teacher Education Assessment Management System (TEAMS) meets annually and creates an annual report. Data are shared with the Teacher Education Faculty. Education programs are data driven. Syllabi have undergone revisions to improve test results and overall candidate performance. Course content has become more extensive in some program areas as the data reveal a necessity for expansion of content. Examples of changes to improve candidate success include: (1) Early Childhood Education added an Apprenticeship course in order to enable Early Childhood candidates a more extensive experience with P-12 students before the student teaching semester. (2) English education has realigned the English standards with the assessments to ensure the candidates have a better understanding of the expectations. (3) Mathematics Education - The Mathematics Department has reviewed the new NCTM Standards and added a program modification to add Multivariate Calculus as a requirement to the Mathematics Education Program which will bring us into alignment with the new NCTM Standards. (4)*

*Social Science - In order to meet the needs of students, the Social Sciences Department is now offering HIST 4441 Global Transformations in History and HIST 4442 Secondary Social Studies Methods during both the fall and spring semesters. A re-evaluation of standards and course offerings is in process to ensure that curriculum content is being offered to prepare students for the OSAT tests.*

- **Candidate Portfolios:** Include changes or revisions in written policies, technology, assessment rubrics, or development of philosophy. If no changes have occurred, indicate “no activity.”

*Continual revisions have been made to provide a new portfolio handbook with the InTASC standards and instructions so the students have a clear understanding of the expectations of the portfolio. Assignments and rubrics for “Signature Assessments” were reviewed and redeveloped by the Teacher Education Faculty to ensure the assessments were aligned with the InTASC standards. Revisions of the portfolio rubrics include more precise criteria as well as a new format to show knowledge and application of the InTASC standards.*

- **Cooperative Efforts:** Discuss the P-12 cooperative efforts that have occurred in the past year.

*NWOSU strives to work with all educational entities in northwest Oklahoma. Service learning projects are incorporated into classes throughout university programs. For example, a teacher education faculty member serves as sponsor of Conserving Our Ranger Environment (CORE), holds an annual service learning project with Alva Public Schools, “The Big Event”, while other faculty members serve as reading mentors. Cooperative projects with P-12 schools in which Northwestern Oklahoma State University participates include: Teacher/Professor Exchange programs; in-service trainings; substitute teaching; joint projects such as BEST; music competitions; speech competitions; FFA judging; methods classes presentations to P-12 Schools; research projects/presentations; tutoring; Special Olympics participation.*

*NWOSU also continues to host programs such as Heartland BEST, Math & Science academy, Regional Science fair and FFA Interscholastic Speech contest. The Science Education program coordinator is working with teachers and school administrators to plan for the Teachers of Physics and Physical Science summer institute.*

*Instructors of EDUC 2103 Foundations of Education have an ongoing cooperative relationship with Wichita Public Schools and Santa Fe South Charter schools of OKC. Every term these two professors take their classes to either Wichita or OKC on an all-day field trip to experience urban education. The professors and teacher education candidates have been traveling to these two cities for several years and have developed a deep relationship with the administration and many of the teachers in these two urban districts.*

*Many teachers have established partnerships with local schools that allow practical experience for the teacher candidates working in a K-12 setting. The most recent is a*

*before school art program at Washington Elementary School. Early childhood candidates provide lessons to an average of 30 students before school. Another program is the Diagnosis of Reading course which has built a partnership at Longfellow Elementary to promote reading. The teacher candidates are each assigned one student to tutor in reading, completing a pre and posttest and documenting progress along the way. This allows our candidates to get a hands-on experience while allowing students to take an art class during the day. Attendance has increased because of this program.*

- **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.

*The OACTE Fall Conferences and SPA training were attended by the Teacher Education Faculty. Northwestern Oklahoma State University usually has 10-15 faculty members who attend both days of this conference each year. Education faculty attended AACTE/NCATE Conferences in the fall. Other conferences attended were the Oklahoma Higher Education Reading Council Critical Literacy Seminar, OACTE/Oklahoma Education Forum, National Council on Teacher Quality (NCTQ) Conference, AACTE Conference, BOE training, and a variety of State and National Conferences related to particular content areas.*

*NWOSU professional development workshops on Assessment Day are offered to the faculty across campus, as well as several presentations to public schools and career tech, some of these trainings included Common Core, Agricultural Education, and ToPPS (Teachers of Physics and Physical Science). Some examples of other professional development offered on campus: Diversity training; Career Day; Common Core; SPA Training; Advisement Training and many more. Education faculty who were not presenting these workshops attended for their own professional development.*

- **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.

*Collaboration with arts & sciences faculty continued as all faculty assist candidates in preparing candidates to pass tests and increasing their content knowledge. The Teacher Education Faculty (TEF) consists of education faculty and education representatives from each program which represent the arts & sciences faculty. The TEF members met on a monthly basis and during a retreat to ensure all members were kept abreast of educational issues at the local, state and national levels. The TEF make recommendations to the governing unit, Teacher Education Committee, as needed.*

- **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 P-12 students. **Please provide a table reporting the number of hours of meaningful contact with P-12 students of all full-time teacher education faculty members.**

## Public School Service Record Form

Name	Date of service	Public School	Teacher/Administrator	# of hours served	Description of service	
Sneary	2-12-15	Enid PI	Alan Miller	2	Reviewed State FFA Degrees	
	2-24-15	State FFA	Kent Boggs	6	Judged State Proficiency Awards	
	3-5-15	NW District	Alan Miller	8	Worked Goat Show	
	3-7&8-15	NW District	Alan Miller	16	Worked Swine Show	
	2-27-15	Noble County	County Ag Teachers	4 hrs.	Judged Noble County Cattle Show	
	2-7-15	Guthrie	Clay Drake	5 hrs.	Judged Local Show	
	4-9-15	Garber	Joe McGovran	3 hrs.	Judged Speech Contest	
	1-7-15	Arnett	Jared Lindenfelser	2 hrs.	Record Books	
	11-1-15	Tonkawa	Bart Cardwell	6 hrs.	Judged Cattle Show	
	4-15-15	Enid PI	Wayne Simpson	2 hrs.	Judge PI Speech Contest	
	2-21-15	NW District	Alan Miller	3 hrs.	Judge District Speech Contest	
	Clark	9/9/14	Dover	Patrick Driskill	1	Assisted teacher with classroom and laboratory strategies.
		10/7-8/14	Burlington	Travis Bradshaw	4	Assisted students with SAE projects for the Tulsa State Fair
11/8/14		Dover	Patrick Driskill	1	Assisted teacher with students' SAE records.	
12/2/14		Clinton	Garrett Bensch	1	Assisted teacher and student with horticulture proficiency application.	
2/6/15		Alva	Jessica Chegwiddden	1	Assisted teacher with record keeping training for students.	
2/18/15		Burlington	Travis Bradshaw	1	Helped students with SAE project at the county show	
2/25/15		Statewide schools	Mike Robison NW District Program Specialist for OK Dept. of Careertech	8	Judged State FFA Proficiency Awards, providing direct feedback to students.	
3/6/15		NW district schools	Mike Robison NW District Program Specialist for OK Dept. of Careertech	8	Volunteered at the district goat show in Enid, working with students in the showing.	

	4/2-3/15	NW district schools	NWOSU Interscholastics	8	Hosted FFA members for contests held on campus to enrich student learning.
	4/7/15	Clinton	Garrett Bensch	1	Developed and compiled materials to help students train for Floriculture CDE
	4/9/15	Garber	Joe McGovran	3	Judged Extemporaneous speeches for students statewide, providing direct feedback to students.
	4/15/15	Alva P.I. Speech Contest	Travis Bradshaw	3	Judged the FFA Creed qualifying contest for districts, providing direct feedback to students.
	4/17/15	Shattuck	Chris Kelln	2	Assisted Shattuck horticulture students in the greenhouse, teaching horticultural concepts.
	4/22/15	NW district schools	Mike Robison NW District Program Specialist for OK Dept. of Careertech	3	Judged NW district speech contest in Enid, providing direct feedback to students.
	4/28/15	State FFA Convention	Kent Boggs State FFA Executive Secretary	2	Presented a workshop to high school students about agricultural education.
Riley	3/30/15	Alva	Dani Cushenbury	8	Worked on her classroom organization. Procedures.
	1/15/15	Alva	Traci Sheiver	2	Worked on collaboration for School Counseling Internship
	4/2/14	Oklahoma Public Schools	Mark Sneary	4	Judged FFA Academic Contest
Jacobs	3/31/15	Anthony ES	Mr. Henson, Principal	2	IEP Meeting (7 <sup>th</sup> gr student)
	2/7/15	SBHS Kiowa, KS	Mr. Shaffer, Principal	5	Judging HS Forensics Contest
	3/26/15	Cheney HS	Mrs. Meagan Henry, Teacher	4	Judging HS Forensics Contest
Brown	7/14/15 to 7/16/15	Alva	Edith Weibener	12	Summer day camp for students ages 6 to 14 with various activities including archeological digs, rope making, and dutch oven cooking. Additionally there was a field trip to the Sod House Museum.
Nutter	10/15/2014	Waukomis	Alissia Hart	3	Advising in classroom
	4/15/2015	Monroe	Janet Lohmeyer	4	Testing Monitor
	4/16/2015	Monroe	Janet Lohmeyer	4	Testing Monitor
Young	12/08/14	Alva Longfellow Elementary	Steve Shiever	2 hours	Managed lunch room and recess duties for faculty of Washington

	1/23/15	Enid Public Schools	Peggy Kenaga	3 hours	Literacy First testing
	2/11/15	Enid Public Schools	Peggy Kenaga	5 hours	Literacy First testing
	3/31/15	Enid Public Schools	Darrell Floyd	8 hours	Strategic Planning Committee
	5/04/15	Alva Lincoln Elementary	Tim Argo	2 hours	Managed lunch room and recess duties for faculty of Lincoln
	05/14/15	Oklahoma	Joy Hoffmeister	8 hours	Oklahoma Special Olympics volunteer -- Service Learning
	06/22 – 06/24	Oklahoma Career Tech	Marci Mack	24 hours	Sponsored teacher candidates to help with STEAMmaker Camp
Oswald	Oct-Dec 2014	Lincoln Elementary	Madrid/Argo	100+	Implementing new full-day RTI reading program
	Feb 10,2015	WECC	Yarbrough/Tucker	6	Substitute
	Feb 2015	WECC	Tucker	10	Ran Early Bird Art Program
Brintnall	9/24/14	Oklahoma Public Schools	Dana Roark	4	Miss Cinderella Orientation – worked with 15 high school senior girls for upcoming Miss Cinderella Pageant
	10/16/14	Oklahoma Public Schools	Dana Roark	6	Miss Cinderella Judges Dinner – worked with 15 high school senior girls during judges interviews
	10/17/14	Oklahoma Public Schools	Dana Roark	10	Interviews, Pageant Prep, Pageant– worked with 15 high school senior girls
	10/18/14	Oklahoma Public Schools	Dana Roark	3	Homecoming Parade – worked with 15 high school senior girls during homecoming parade to place them in appropriate car and make sure found sponsor after parade
	3/12/15	Oklahoma Public Schools	Dr. Steven Maier	3	Regional Science Fair – judged secondary math projects
	4/2/15	Oklahoma Public Schools	Mark Sneary	4	Judged FFA Academic Contest
	March & April 2015	Waynoka Public School	Marjorie Bagley	4	Observed student teacher
	5/1-5/2/15	Hiawatha, KS Public School	Jean Brintnall	6	Observed / critiqued high school speech team as preparing for Speech Contest
Mead		Longfellow			Classroom preparation and

	8-11-14	Elementary Alva Ok	Karen Mead	2	design for movement activities elementary
	9-12-14	Muskogee High School	David Health	1	Curriculum development in Wellness Assessments for HPE
	5-20-15	Woodward High School	Coach Ford	3	Design practice schedule, drills and fundamental skills appropriate for the High School level in football
	5-26-15	Alva Middle School	Cody Hooper	2	Design practice schedule, drills and fundamental skills, defensive fronts and coverages appropriate for the Middle school level in football
Mackie	09.09.14	Enid High School, Waller Middle School, Emerson Middle School - Enid, OK	Brad Richter, Lead Guitar Founder	3	Lead Guitar
	09.11.14	Enid High School	Brad Richter, Lead Guitar Founder	2	Lead Guitar
	09.17.14	Santa Fe South Charter Schools, Educare, Cesar Chavez Elementary – OKC, OK	Chris Brewster, Kelly Ramsey, Laura Morris	6	Field trip to OKC, OK
	02.11.15	Capitol Hill HS, Educare, Santa Fe South ES, Cesar Chavez ES – OKC, OK	Mr. Souza, Mrs. Figueroa, Dr. Morris	6	Field trip to OKC, OK
	03.12.15	Carver Early Childhood Center – Enid, OK	Ms. Chris Smith	2	A+ School Evaluation
	03.30.15	Enid High School	Mrs. Van Rees, sophomore English	8	Volunteer Substitute
Maier	Sept. 20, Oct. 25, Nov. 1, 2015	Statewide OK students	Dr. Steven Maier	13	BEST Robotics training, practice and competition, grades 4 - 12



	Jan. 18, 2015	Shattuck HS	Mrs. Coleman	1.5	Judging at local science fair, grades 7 - 12
	Feb. 12, 2015	Aline-Cleo HS	Mrs. Bennett	1.5	Judging at local science fair, grades 7 - 12
	Feb. 12, 2015	Area OK students	Dr. Maier	8	Directing regional science fair, grades 6 - 12
	March 24, 2015	Lincoln Elementary (Alva, OK)	Mr. Argo	2	Judging at local science fair, grades 4 - 5
	March 31, 2015	Lincoln Elementary (Alva, OK)	Mr. Argo	1	Demonstration of science safety and science investigations, grade 5
	May 2, 2015	Regional	Dr. Maharry	8	Kiwanis Little Olympics, grades 1 - 6
	Fall 2014 & Spring 2015	Alva		10	Youth soccer coach, grades K-2
Golightly	3-22-15	G.U.E.S.	Mrs. McCoy	3 hours	Cleaning white board, copied papers, cleaned student desks, and organized books & book cases
	4-27-15	G.U.E.S.	Mrs. McCoy	8 hours	Substitute teacher-full day, 5 <sup>th</sup> grade Math and Science
Earnest	July 2015	Alva Middle School	<b>Karleen White</b>	<b>10</b>	Preparation of library for back-to-school/YA learners.
Clark	02/10 – 17/15	Washington Early Childhood Center	Jen Oswald	3	Assisted with overseeing volunteers with the Early Bird Art program

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

*In previous years many labs were created on campus. At this time just minor maintenance is being done to keep the labs in proper working order. A testing center has been created to allow NWOSU students' access to the OGET, OSAT and OPTE tests locally. This year \$300.00 was spent for an updated SmartBoard tray. Additionally, a technology course is being offered for the Teacher Education candidates which may require the purchase of other technology equipment in the future.*

- **Alternative Placement Program:** State the procedures in place for advising alternative placement candidates.

*Alternative certification is available for a person holding at least a baccalaureate degree in a field of study that corresponds to an area of Oklahoma certification for an elementary/secondary certificate, secondary certificate, or vocational-technical certificate.*

*Alternative certificates are not available for elementary education or early childhood education. Northwestern Oklahoma State University offers the following required coursework for graduates seeking alternative certification within the state of Oklahoma:*

- ✓ EDUC 3113      *Students with Exceptionalities*
- ✓ EDUC 2013      *Child and Adolescent Psychology*
- ✓ *Methods class in the area of teaching*

*Any additional course work required by the State Department of Education*

*Northwestern Oklahoma State University has also created a master's program which included the courses usually required by the State Department of Education in order to complete the alternative certification. It requires the student to have 32 hours in order to obtain a Master of Education: Curriculum and Instruction.*

- **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.

*NWOSU provides a wealth of information regarding the Teacher Education program on its website from the Conceptual Framework (Applied Professional Pedagogy Leads to Effective Schools) to details of completing an education degree and applying for certification. The unit gathers feedback on its performance utilizing a survey issued to school administrators in local P-12 schools. Public input is also received via personal communication, e-mail, etc. We value the thoughts of our stakeholders, and welcome their input.*

*The results of the 2015 survey indicate the respondents felt NWOSU candidates in the teacher education program were “outstanding” or “above average” in their preparation to teach in today’s P-12 school systems. Individual comments regarding the strengths mentioned such things as: knowledge of curriculum; prepared; impressed students know how to perform item analysis. Areas of improvement for candidates included comments such as: professional dress; confidentiality; observations; more hands on; take more tests-only PE is not helping. Additional comments were: We are NWOSU Alumni and we loved the Ed program and look forward to working with NWOSU students in the future; Thanks; resumes of candidates; student are well prepared and answered questions about meaningful areas of education.*

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

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If you were assessed an Area for Improvement (AFI) at your last Board of Examiners 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. Candidate Portfolios***
- 2. Foreign Language Requirement***
- 3. Input from Stakeholders***
- 4. Content and Pedagogical Preparation***
- 5. Advisement***
- 6. Field Experiences (Student teaching minimums)***
- 7. Admission Requirements***
- 8. Exit Requirements***
- 9. Faculty Professional Development***
- 10. Alternative Placement Program***