



**OKLAHOMA STATE REPORT 2018**  
**Academic Year 2016-2017**  
(Northwestern Oklahoma State University)

Please submit CAEP 2018 EPP Annual Report with this document. (Due April 30, 2018)

- **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. Candidates have access to test proficiency of any World Language upon candidate request.*

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

*In the 2016-2017 academic year, no advanced candidates were admitted conditionally.*

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

*Career Fairs and Job Fairs were conducted on campus each semester for candidates to meet with P-12 administrators. From listings of job vacancies and discussions with administrators, candidates were made aware of teaching positions that were in high demand. In the introductory professional education courses candidates are informed of the areas of high need for teachers, particularly math, science, and special education. School administrators are utilized as guest speakers in program courses to discuss the needs in individual school districts and state wide. Mathematics and science candidates are informed of the TSEIP program through the Oklahoma State Regents for Higher Education.*

*The physics and chemistry education programs were created, spearheaded by the OK PhysTEC Recruitment Grant (\$10,000 per year for 3 years, ending in fall of 2018). The physics minor was reinstated and revitalized to serve as a pathway for high school physics certification.*

*Efforts to increase enrollment in special education include having in 2016-2017 two full time faculty in the educator preparation program who have experience in special education. Both faculty teach various methods and professional education courses in which they advocate for candidates to choose special education as their area of emphasis*

*in the teacher preparation program or to “add on” coursework in special education to earn dual certification one of which is special education.*

*An option in the Master of Education degree with emphasis in Curriculum and Instruction was created to enable individuals seeking alternative certification in the special education “boot camp” process to apply the coursework required by the Oklahoma State Department of Education to a master’s degree.*

*A “Teach Oklahoma” grant was received and implemented. The goal of the “Why Teach?” grant was to encourage high school students in the Teach Oklahoma program at Enid High School and Woodward High School to choose a career in teaching through immersive educational activities. The objectives of the grant were:*

- 1. Participants will gain insight into the teaching profession from the perspectives of experienced educators and teacher candidates.*
- 2. Participants will gain knowledge of a teacher preparation program.*
- 3. Participants will collaborate on a project regarding the question, “Why teach?”*
- 4. Participants will gain insight into the teacher shortage, subject area shortages, and teacher diversity.*

*The participants conducted a research study on the topic “Why teach?” by interviewing current P-12 teachers. The qualitative research was compiled and presented at Oklahoma Research Day by the participants and three educator preparation faculty.*

- **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) committee meets annually and creates a report after a review of program data. Data and recommendations from this committee 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 change for the purpose of improving candidate success include:*

- (1) English Education has realigned the English standards with the assessments to ensure the candidates have a better understanding of the expectations.*
- (2) Agriculture Education and Natural Science- In order to meet the needs of accreditation and to be consistent in data collection the programs were reevaluated to ensure that all secondary majors are required to take the same professional education courses.*
- (3) Elementary methods courses made changes in Science and Social Studies courses to ensure content as well as methods were being reinforced. A re-evaluation of*

*standards and course offerings is in process to determine if the curriculum content offered well prepares candidates for the OSAT tests.*

- **Clinical Partnerships:** List any professional education courses that are held in the P-12 school setting?

*Instructors of EDUC 2103 Foundations of Education have an ongoing cooperative relationship with schools in Oklahoma City. Every term the professors take their classes to Oklahoma City on an all-day field trip to experience an urban education setting. The professors and teacher education candidates have been traveling to Oklahoma City for a number of years for this purpose and have developed a deep relationship with the administration and teachers in the schools in which they visit.*

*Faculty have built partnerships with local schools that allow practical experience for the teacher candidates working in a P-12 setting. As part of the Creative Activities class (required for early childhood and elementary majors) the Early Bird Art program at Washington Elementary School (PreK-1<sup>st</sup> grades) in Alva Public Schools is a program that places teacher candidates in the school to run a before school art program. Another program is in the Diagnosis of Reading course that has built a partnership with Longfellow Elementary in Alva and various elementary schools in Enid. The teacher candidates are each assigned one student in the school to tutor in reading, completing a pre and posttest and documenting progress along the way. This allows candidates to have hands-on experience in teaching reading under the supervision of reading faculty and provides a service to students who are having difficulty in the area of reading. This service is now being extended through the NWOSU Literacy Center. The center provides tutoring for area P-12 students who are struggling readers. The tutoring is provided by elementary and early childhood teacher candidates under the supervision of reading faculty.*

*The academic year 2015-16 marked the first year of a collaboration with Enid Public Schools and NWOSU Enid as the campus was home to a full day PreK class. Now in its second year, the class provides an excellent opportunity for NWOSU teacher candidates, particularly those majoring in early childhood, to have in-class experiences with public school students. Numerous instructional activities involving the students and the candidates were conducted throughout the academic year. These included activities with the Teach Oklahoma high school students referenced earlier in this report. Plans are underway to further this partnership through the passage of a bond resolution by the citizens of Enid that included building an early childhood center on the NWOSU campus. The ground-breaking for the center will occur in 2018. The center will be an opportunity for immersive clinical experiences for NWOSU candidates.*

*There are four courses in which students are directly involved in lesson planning and presentations in the P-12 schools prior to student teaching. Each*

course requires thirty or more hours in a P-12 classroom where they work closely with a mentor teacher to prepare lessons for the classroom. The courses and hours in the classroom are listed below:

**EDUC 3913 Principles & Methods of Teaching (secondary majors) 30 hours**

*The role of the teacher as a learning facilitator; development of skills in planning and in the use of various styles or methods of educational activity including connecting concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Also consideration of the problems of communication and the application of communication technology to these problems. Includes classroom field experience of thirty (30) hours*

**EDUC 4582 EC Apprenticeship (EC majors) 30 hours**

*This course is designed to immerse early childhood teacher candidates in an in-depth understanding of curriculum in regard to: development, implementation, modifications, student assessment, data analysis, teaching implications, and reflection. This course provides teacher candidates with an opportunity to work with students under the direction of a mentor teacher in a Pre-K-3rd grade school setting for 30 hours of clinical experience. This course is taken the semester prior to student teaching*

**EDUC 4353 Integrated Literature (ELEM majors) 64 hours, 24 in middle school, 40 in elementary**

*This course is designed to immerse teacher candidates in an in-depth understanding of an integrated literacy curriculum in regards to: development, implementation, modifications, student assessment, data analysis, teaching implications, and reflection. This course provides teacher candidates with an opportunity to work with students under the direction of a mentor teacher in a classroom setting for 64 hours of clinical experience. This course is taken the semester prior to student teaching.*

**EDUC 4480 Practicum in Special Education (SPED majors) 30 hours**

*The practicum in special education will provide a supervised experience in designing and implementing individualized instructional sessions for a small group of learners with mild/moderate disabilities in the areas of learning disabilities, emotional and behavioral disabilities, and mental retardation/intellectual disabilities. Students will use and develop acquired knowledge and skills as they experience opportunities in the remediation of learning problems, teaming and conferencing with parents and professionals, and the preparation of summary reports and confidential folders. Students may enroll in 1 to 3 credit hours; a total of 3 credit hours required. Each credit hour includes 30 clock hours of classroom observation. Practicum students will observe and experience a variety of settings at different levels (PK-12).*

*Candidates are also required to take **EDUC 4320 Classroom Organization in the Fall semester before they student teach.** This course requires a minimum of ten hours during the first two weeks of the school year working with a mentor teacher to learn the basics of classroom set up, school policies, year-long curriculum mapping with standards, setting up a grade book, etc. for preparation of the beginning of the school year.*

**4960 Student Teaching/Internship** (Service Learning Component) Observation, participation, and supervised teaching in P-12 schools. There are 480 contact hours required. Student teachers will volunteer ten (10) hours of service learning projects during this semester. Pre: Admission to professional semester.

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

The student teaching model at NWOSU consists of 5 phases listed below.

### **PHASES OF STUDENT TEACHING (Internship)**

The student teaching (internship) experience provides an opportunity to be part of a student teaching team. As a team member, the Intern's role, responsibilities, and tasks will vary from time to time as determined by the Cooperating Teacher and University Supervisor. Intern assignments are highly individualistic. Involvement in the classroom activities will depend upon the individual's readiness to perform the tasks assigned. **In no case will the Intern be asked to step in immediately and assume total responsibility for the class.** Due to the individualistic nature of the assignment and the readiness factor, no set time period can be attached to the various phases of student teaching.

All Interns should move through five phases during their experiences.

#### **Phase I Orientation and Observation**

Much of the first week of student teaching will be spent in observation of the classroom environment and related areas, instructional techniques, and interpersonal communication and relationships. As you observe, it will be helpful to take reflective notes for the purpose of asking questions of your Cooperating Teacher regarding reasons for his/her interactions and instructional methods. Frequently asking questions of "why" and "how" will provide you with a knowledge base for choosing your own methods for instruction and management.

#### **Phase II Assisting**

After a short period of observation, the Intern will be ready to become involved with the students in order to become better acquainted and to alleviate anxieties. The Cooperating Teacher may give suggestions for activities that will help the Intern 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 Intern will begin by sharing with the Cooperating 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:

- a. The Intern presents the lesson "warm-up" and motivation while the Cooperating Teacher teaches the new skill.

- b. *The class is divided into two groups with both the Intern and the Cooperating Teacher taking a group for instruction.*
- c. *The instructional time is divided – one person does the introduction and presentation of skills, while the other person carries out the independent practice and evaluation segments of the lesson.*
- d. *One person presents the lesson content while the other one supervises the cooperative group work.*

*In the **limited teaching** phase, the Intern will be involved in planning, preparing instructional materials, and teaching a complete lesson that has been cooperatively developed. In this phase, the Cooperating 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 B & C).*

#### Phase IV Extensive Teaching Experience

*After having observed the Cooperating Teacher model the preparation, implementation, and evaluation of lesson plans in the subject area(s) within the classroom, the Intern 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 Cooperating 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 Cooperating Teacher. This gives the Cooperating Teacher adequate time to evaluate it and give the Intern constructive feedback for revisions and ultimate success. The Intern 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 Cooperating Teacher once again assumes the major responsibility for classes. This phase, which is the last week of the student teaching experience, provides the opportunity for the Intern to observe the Cooperating Teacher making the transition back to full-time teacher and observe other classes in the building or in other buildings.*

- **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.

*Teacher Education Faculty participated in numerous national, state, regional, and local professional development activities (see completed NWOSU Professional Development Forms). The annual OACTE Fall Conference provides opportunity for faculty to present and attend sessions including SPA sessions on Friday. Other state conferences were attended by faculty. Three faculty attended the spring CAPE CON, and numerous faculty participated in professional development activities offered by the university. A key professional development activity for the Teacher Education Faculty is the annual faculty retreat. This retreat is held on the NWOSU Alva campus, the purpose of which is to review*

*data from key assessments in the initial and advanced programs and to collaborate on program initiatives. The retreat in 2016-2017 also featured a presentation by Dr. Kim Boyd, Dean of the College of Education, Oral Roberts University. Dr. Boyd provided an overview of the CAEP standards and answered questions about the process.*

## NWOSU Professional Development Form (Minimum of 15 hours)

Name	Date (s)	Activity	State/Local/ National	# of hours	Description of service
Christee Jenlink	8/19/2016	Training in use of Alca system	Local	1 hr.	Training in use of Alca system to assess submissions
	10/7/2016	Faculty portfolio	Local	1 hr.	Training in developing/submitting faculty portfolio
	10/24/2016	Advanced programs	National	1 hr.	Webinar regarding accreditation for advanced programs
	10/27/2016 & 10/28/2016	OACTE Annual Conference	State	15 hrs.	Attending variety of workshops
	2/1/2017	Training in TLE	Local	1 hr.	Training in use of TLE and use in teacher preparation courses
	3/3/2017	Oklahoma Research Day	State	3 hr.	Presentation, "Why Teach?"
	3/22/2017-3/24/2017	Conference regarding CAEP accreditation	National	11 hrs.	Updates/training for CAEP accreditation requirements
	4/13/2017	Annual TEF Retreat	Local	8 hrs.	In-service with Dr. Kim Boyd regarding CAEP accreditation; standards teams meetings
				38 hrs.	
Martie Young	Date (s)	Activity	State/Local/ National	# of hours	Description of service
	7/20-7/21/16	SOEA Retreat	Local	16	Sponsored education majors and SOEA
	8/31/16	Mike McIllwee True Colors	Local	3	Seminar with student teachers
	9/16/16	Regents Literacy Conference	State	12	6 hours planning/6 hours attending literacy conference
	9/27/16	Course Equivalency Project	State	4	Worked with universities across the state to align coursework and equivalency measures

	10/10/16	ALCA Training	Local	2	Training in the use of our new electronic portfolio program
	10/27-10/28/16-	OACTE Conference	State	12	State conference of Colleges of Teacher Ed
	11/05/16	SOEA State Fall Conference	State	6	Sponsored teacher candidates to state conference
	1/18/17	Lori Howell Expectations of ST	Local	2	Spoke to student teachers; luncheon for University Supervisors
	1/25/17	Mike McIllwee True Colors	Local	3	OEA presented professional development
	2/01/17	TLE	Local	2	Jason Perez from the SDE presented
	3/03/17	Oklahoma Research Day	State	3	Presented and attended research day activities
	3/03 – 3/04/17	SOEA State Convention	State	12	Sponsored students to state convention
	5/20/17	Oklahoma School for the Blind presentation	State	3	Information presented by outreach director for the School for the Blind
	06/03/17	Presentation by Special Ed Teacher of EPS	Local	2	Information presented on the state of Special Education and RTI
<b>Total</b>					
<b>Christie Riley</b>	<b>Date (s)</b>	<b>Activity</b>	<b>State/Local/ National</b>	<b># of hours</b>	<b>Description of service</b>
	9/8/16	ALCA training	Local	1	Learning the new faculty portfolio
	9/27/16	TLE Meetings	State	6 hours	Learn about TLE requirements
	10/10/16	ALCA Training	Local	2	Training in the use of our new electronic portfolio program
	10/27-10/28/16-	OACTE Conference	State	12	State conference of Colleges of Teacher Ed
	1/19/17	TLE Meeting	State	6 hours	Learn about TLE Requirements
	4/13/17	NWOSU Retreat workshop/retreat	local	7	Application of CAEP standards
	5/1/17	TLE Meeting	State	6 hours	Learn about TLE requirements
<b>Total</b>				<b>40</b>	



Jen Oswald	Date (s)	Activity	State/Local/ National	# of hours	Description of service
	8/19/17	ALCA - Learning new computer system	Local	1	ALCA training attendance
	10/4-10/5/16	Oklahoma Technology Association and Encyclomedia Conference Attendee	State	12	Technology and Literacy
	10/27-10/28/16	OACTE - Conference attendance and presenter	State	10	Presenter and attending state conference
	12/10/17	RICK Wormeli Conference Conference – sponsor and attendee	State	5	Rick Wormeli – differentiating instruction
	3/22/17-3/24/17	CAEPCON Accreditation Conference	National	12	St. Louis, MO – Spring CAEP Conference – attendance
	3/3/17-3/4/17	SOEA Sprig Convention SOEA Sponsor and Presenter	State	6	Tulsa, OK – Spring SOEA Convention – sponsor and presenter
	4/8/17	OKCTE Spring Conference Board of Directors	State	5	Norman, OK – Board of Directors - conference
	6/7/17-6/9/17	NWOSU Officers Retreat Sponsor and Presenter	Local SOEA	5	OKC, OK
<b>TOTAL</b>				56	
Name	Date (s)	Activity	State/Local/ National	# of hours	Description of service
R. Clark	09/01/16 – 10/30/16	OSDE Teacher Professional Development Video Series	State	40	Created, wrote, and delivered four classroom management videos for new teachers.
	3/22/17-3/24/17	CAEPCON Accreditation Conference	National	12	St. Louis, MO—Spring CAEP Conference attendance
<b>TOTAL</b>				40	
Name	Date (s)	Activity	State/Local/ National	# of hours	Description of service

Steven Mackie	08.25-27.16	The Asking Academy	State	16	The Asking Academy is a 2.5 day retreat on how to effectively fundraise.
Steven Mackie	01.19.17	OK CAEP Site Visitor Training	State	8	The CAEP Training was a one day conference on becoming a site visit evaluator.
<b>TOTAL</b>				24	
	<b>Date (s)</b>	<b>Activity</b>	<b>State/Local/ National</b>	<b># of hours</b>	<b>Description</b>
Josh Hawkins	Spring 2017	Graduate Coursework	State	80	Doctoral Hours
	Fall 2016	Graduate Coursework	State	96	Doctoral Hours
	10/27/16	OACTE	State	6.5	Presentation and Attendance
	3/3/17	Oklahoma Research Day	State	3	Presentation "Why Teach?"
			<b>TOTAL</b>	182.5	
<b>Name</b>	<b>Date (s)</b>	<b>Activity</b>	<b>State/Local/ National</b>	<b># of hours</b>	<b>Description of service</b>
Mariann Braten-Hall	Fall 2016	Lunch and Learn	In House	1	Description of new features in Blackboard
	Spring 2017	Lunch and Learn	In House	1	Descriptions of changes to NWOSU entry level undergraduate classes.
	9-8-16	ALCA training	In House	1	
	September 2016-August 2017	Doctoral classes	Oral Roberts University	180 hours	Have taken 18 credit hours (7 classes) towards a doctoral degree
<b>TOTAL</b>				183 hours	
<b>Name</b>	<b>Date (s)</b>	<b>Activity</b>	<b>State/Local/ National</b>	<b># of hours</b>	<b>Description of service</b>
DaLana Hawkins	9/27/16, 1/19/17, and 5/1/17	Northwest region OSDE TLE conference TLE stake holder committee meeting for NW region	OSDE	21 hours	Worked with OSDE Director of TLE and regional stake holder group in learning and collaborating feedback on teacher and leader evaluation models, data, and practices.
	2/1/17	NWOSU meeting with OSDE Director of TLE	OSDE/NWOSU	2	Instructors of graduate educational leadership courses met with the Director and

		NWOSU graduate course instructors and OSDE TLE Directors meeting/discussion			Assistant Director of OSDE TLE to discuss curriculum of program to prepare future educational leaders as instructional leaders in public schools.
<b>TOTAL</b>				23 hours	
<b>Name</b>	<b>Date (s)</b>	<b>Activity</b>	<b>State/Local/ National</b>	<b># of hours</b>	<b>Description of service</b>
Sheila Brintnall	8/15/16	Title III Developmental math course development	Local	4	Meeting to streamline remedial math sequence and develop new developmental math courses.
	9/23/16	Regents Mtg Teleconference	State	1	Statewide meeting to discuss transition of high school students into collegiate level math courses.
	10/25/16	ALCA Training	Local	1	Instruction on how to create and evaluate portfolios in ALCA (electronic database used to collect education student data)
	3/24/17	NCTM Spa Training SPA Training	National	4	Teleconference on how to complete SPA Reports and how to write rejoinder reports.
	4/7/17	MAA Regional Meeting Regional Meeting	State	6	MAA Regional meeting attended meetings on how to teach Modern Algebra, statistics in real life, introduction to higher level mathematics
	5/5/17	Title III Alternate math pathway	Local	3	Developed alternative math course for general education credit. Pathways, etc.
<b>TOTAL</b>				19	
<b>Name</b>	<b>Date (s)</b>	<b>Activity</b>	<b>State/Local/ National</b>	<b># of hours</b>	<b>Description of service</b>
Steven J. Maier	Oct. 11, 2016	Attended conference	State: EPSCOR; Women in Science Conference	5	Maintained a booth for interacting with and recruiting students in to science education
	March 3, 2017	Attended conference	State: Oklahoma Research Day	5	Poster sessions of student and faculty research
	Mar. 16 – 18, 2017	Attended conference	National: Physics Teacher Education Coalition	10	Attended sessions and presented on NWOSU science education program
	Jul. 21 – 23, 2017	Attended conference	National: Faculty Online Learning Community for physics curriculum	13	One 8 hr. full-day workshop; One 5 hr. half-day workshops

TOTAL				33	
Name	Date (s)	Activity	State/Local/ National	# of hours	Description of service
Kathy Earnest	10.25.16	OK Arts Conf	state	6	Knowledge of arts and education
	2.15-18.17	SW PopCulture Conf	national	16	Application of pop culture in pedagogy
	4.3.17	Inst. Quality Communities	state	8	Application of place-making theory
	4.13.17	NWOSU Retreat workshop/retreat	local	7.5	Application of CAEP standards
TOTAL				37.5	
Name	Date (s)	Activity	State/Local/ National	# of hours	Description of service
Jana Brown	9/17/16	Lecture at the Sod House Museum	State	3	Public lecture at the Museum about local history topic Cherokee Outlet ranch cowboys.
	9/24/16	Volunteer at Sod House Museum	State	8	Volunteered to open the site and greet visitors. This helps me with Public History Awareness.
	August-November	PhD classes at OSU	State	6 credit hrs	Doctoral classes toward PhD in History major and Public History minor.
	10/27/16-10/28/16	OACTE Fall Conference	State	16	OACTE annual conference for SPA
TOTAL				33	
Name	Date (s)	Activity	State/Local/ National	# of hours	Description of service
M. Sneary	Aug. 1-3	Career Tech Summer Conference	State	10 hrs	Present NWOSU AgEd Program, Recognize cooperating teachers, Talk about updates for AgEd programs.
	April 13	Ed Retreat	Local	5 hrs.	SPA Reports
	May 2-3	State FFA Convention	State	10 hrs	Recruitment Activity and STAR committee Board Rep.
	Feb.9	Enid PI Group	District	3 hrs.	Did a work shop on AET record keeping for AgEd intructors.
TOTAL				28	
Name	Date (s)	Activity	State/Local/ National	# of hours	Description of service

Mindi Clark	8/1-8/2/2016	Oklahoma Department of CareerTech Summer Conference for Ag Ed	State	10	Attended meetings related to Ag Ed in Oklahoma as well as presented to secondary teachers about Northwestern's Ag Ed program.
	11/11-11/13/2016	Oklahoma Farm Bureau Convention	State	12	Attended keynotes and workshops regarding best practices in agriculture and agricultural policy.
	10/20-10/22/2016	National FFA Convention	National	5	Received training to judge national proficiency awards and attended general sessions with agricultural speakers and the director of rural education from the USDE.
	12/10/2016	Faculty Advisory meeting at State Regent's office	State	2	Chancellor Glen Johnson presented about Complete College America and the state of higher education in Oklahoma. FAC members presented results on faculty satisfaction surveys.
	1/6-1/10/2017	American Farm Bureau Convention	National	20	Attended agricultural literacy and advocacy workshops. Spoke with curriculum specialists regarding agriculture in the classroom. Listened to keynote speakers regarding the state of American agriculture.
	Monthly meeting Jan., Feb., March, April	Faculty Advisory Council for the State Regents for Higher Education	State	4	Each month, the council meets for one hour with speakers to update the group on various topics, including working with veterans in our universities, diversity, legislative affairs at the capitol, and sustainability.
	4/10/2017	Oklahoma Farm Bureau Ag Policy Meeting	State	2	Farm Bureau staff held a meeting to inform participants of agricultural issues and policy shaping agriculture in Oklahoma.
<b>TOTAL</b>				55	
Chandler Mead	Date (s)	Activity	State/Local/ National	# of hours	Description of service

	4-14-17	The Power of Positive Leadership Summit Webinar Videos by Jon Gordon	National	3	<a href="#">Craig Groeschel</a> (New York Times Bestselling Author, Leader, Pastor) <a href="#">Coach Dabo Swinney</a> (Head Football Coach of Clemson University) <a href="#">Niki Spears</a> (Co-Founder and Chief Energy Officer of The Energy Bus for Schools Leadership Journey) <a href="#">Justin Su'a</a> (Mental Skills Coordinator for the Boston Red Sox)
	4-13-17	Education Retreat	Local	6	Discussion SPA Reports and CAEP Standards
	11-16-16	CAEP Webinar	<a href="https://www.youtube.com">https://www.youtube.com</a>	1	Presentation over CAEP Standards for Standard One
	10-10-16	OAHPERD	State Convention	7	Professional Development covering current trends, research, and techniques used in the field of Health and Physical Education
	9-9-16	ALCA Training	Local Gary Sacket	1	Portfolio Training with new ALCA System
	9-7-16	CAEP Standard One Webinar	National Deborah Eldridge, CAEP Advisor	1	Standard One, Its language suggested evidence, and questions to address
	8-17-16	Blackboard training	Local Dr. Jennifer Page	2	Training in the use of Blackboard
<b>TOTAL</b>				21	
<b>Name</b>	<b>Date (s)</b>	<b>Activity</b>	<b>State/Local/ National</b>	<b># of hours</b>	<b>Description of service</b>
Shane Hansen	08/16/2016 – 08/17/2016	New Faculty Orientation	Local	14	Learned more about Blackboard, RangerNet, faculty portfolios, and numerous resources

					available to employees and students at NWOSU.
	02/09/2017	Achieving Life Balance as a Professional In Higher Education	Local	1.5	Panel of experts who give advice about balancing your career and your personal life, followed by round table discussion with your colleagues.
	10/10/16	OAHPERD	State	4	Discuss and observe pedagogy in Physical Education, as delivered by experts and colleagues within Oklahoma.
TOTAL				19.5	
Name	Date (s)	Activity	State/Local/ National	# of hours	Description of service
Marc Decker	7/19-20/2016	Oklahoma Bandmasters Conference	State	16	Professional Conference
	11/19-21/2016	National Association for Schools of Music Conference	National	20	Professional Conference
	1/18-20/2017	Oklahoma Music Educators Association Conference	State	24	Professional Conference
	7/18-19/2017	Oklahoma Bandmasters Conference	State	16	Professional Conference
TOTAL				76	

- **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.

*The Teacher Education Faculty (TEF) consists of education faculty and education representatives from each program from the arts & sciences. 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. Members of the TEF serve on the Teacher Education Committee (TEC), the body through which policy is created and monitored. Arts and Sciences faculty are members of candidate admission and exit interview committees and assess candidate portfolios across all content areas.*

- **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.**

Public School Service Record Form (Minimum of 10 hours)

Name	Date of service	Public School	Teacher/Administrator	# of hours served	Description of service
Christee Jenlink	9/26/2017	Enid High School	Dusty Hugaboom	1 hr.	Working with TEACH Oklahoma students at Enid High School
	10/26/2016	Woodward High School & Enid High School	Michelle McDonald, Dusty Hugaboom	5 hrs.	Working with TEACH Oklahoma high school students
	11/1/2016	Woodward High School	Michelle McDonald	3 hrs.	Working with TEACH Oklahoma Woodward students
	2/7/2017	Woodward High School & Enid High School	Michelle McDonald, Dusty Hugaboom	5 hrs.	Working with TEACH Oklahoma high school students
	4/7/2017	Longfellow Middle School, Enid	Lori Palmer	2 hrs.	Assisted with middle school students in Title I class
<b>TOTAL</b>				<b>16 hrs.</b>	
Martie Young	Date of service	Public School	Teacher/Administrator	# of hours served	Description of service
	10/26/16	Woodward HS Enid HS	Michelle McDonald Dusty Hugaboom	6 hours	Helped with the tour of the Alva campus to high school students taking part in the research project.
	12/12/16	Longfellow	Steve Shiever	2 hours	Managed lunch



		Elementary School--Alva			room and recess duties for faculty at the middle school
	02/07/17	Woodward HS Enid HS	Michelle McDonald Dusty Hugaboom	6 hours	Helped with the tour of the Enid campus to high school students taking part in the research project.
	03/03/17	Woodward HS Enid HS	Michelle McDonald Dusty Hugaboom	3 hours	Presented findings at Oklahoma Research Day with high school students.
	03/23/17	Enid Coolidge Elementary	Jennifer Cruz	1 hour	Sponsored students during reading tutoring class.
	4/11/17	Enid Glenwood Elementary	James Rainey	3 hours	Test monitor for state testing
	5/01/17	Alva Lincoln Elementary	Madison Williams	2 hours	Managed lunch room and recess duties for faculty at the elementary
	05/12/17	Enid-NWOSU PreK	Dr. Darrel Floyd	2 hours	Took class to PreK class to present Showcase Day
<b>Total</b>				25 hours	
<b>Name</b>	<b>Date of service</b>	<b>Public School</b>	<b>Teacher/Administrator</b>	<b># of hours served</b>	<b>Description of service</b>
Christie Riley	3/28/2017	District-wide	Area FFA	4	Judged FFA contests on campus, interacting with students in Career Development Events and public speaking contests.
	4/20/17	Alva Public Schools	Mrs. Eckardt	7 hours	Substituted for school wide curriculum meetings
	4/21/17	Alva Public Schools	Mrs. Eckardt	4	Substituted for school wide curriculum meetings

<b>TOTAL</b>				<b>15 hours</b>	
<b>Name</b>	<b>Date of service</b>	<b>Public School</b>	<b>Teacher/Administrator</b>	<b># of hours served</b>	<b>Description of service</b>
Jen Oswald	4/21/17	Lincoln	<b>Wooten</b>	<b>4</b>	Substitute for district training
	5/3/17	Lincoln	<b>Wooten</b>	<b>7</b>	Substitute for district training
	Spring 2017	Longfellow	<b>Levetzow</b>	<b>10</b>	Tutoring 2nd grade student
<b>TOTAL</b>				<b>21</b>	
<b>Name</b>	<b>Date of service</b>	<b>Public School</b>	<b>Teacher/Administrator</b>	<b># of hours served</b>	<b>Description of service</b>
R. Clark	03/24/17	Woodward Middle School	Mrs. Donaldson	3.5	Assisted students in 7 <sup>th</sup> grade language arts class
	03/31/17	Woodward Middle School	Mrs. Donaldson	3.5	Assisted students in 7 <sup>th</sup> grade language arts class
	04/7/17	Woodward Middle School	Mrs. Donaldson	3.5	Assisted students in 7 <sup>th</sup> grade language arts class
<b>TOTAL</b>				<b>10.5</b>	
<b>Name</b>	<b>Date of service</b>	<b>Public School</b>	<b>Teacher/Administrator</b>	<b># of hours served</b>	<b>Description of service</b>
Steven Mackie	August 2016-May 2017	NWOSU/Enid Public School/Carver Early Childhood Laboratory School	Mary Starks	10	Ranger Recycler Program—working with Pre-K students
<b>TOTAL</b>				<b>10</b>	
<b>Name</b>	<b>Date of service</b>	<b>Public School</b>	<b>Teacher/Administrator</b>	<b># of hours served</b>	<b>Description of service</b>
Josh Hawkins	10/26/16	Enid/Woodward	Jenlink, Hugaboom	<b>6</b>	OK Teach: Alva
	2/7/17	Enid/Woodward	Jenlink, Hugaboom	<b>6</b>	OK Teach: Enid
	3/3/17	Enid/Woodward	Jenlink, Hugaboom	<b>3</b>	OK Teach: Research Day
			<b>TOTAL</b>	<b>15</b>	
<b>Name</b>	<b>Date of service</b>	<b>Public School</b>	<b>Teacher/Administrator</b>	<b># of hours served</b>	<b>Description of service</b>

DaLana Hawkins	1/20/17	Ponca City High School	<b>Teacher</b>	<b>7</b>	Substitute for world history teacher, grades 9-12
	2/3/17	Ponca City High School	<b>Teacher</b>	<b>7</b>	Substitute for math teacher, grades 9-12
	2/24/17	Ponca City Middle School	<b>Teacher</b>	<b>7</b>	Substitute for sixth grade reading teacher
<b>Total</b>				<b>21</b>	
<b>Name</b>	<b>Date of service</b>	<b>Public School</b>	<b>Teacher/Administrator</b>	<b># of hours served</b>	<b>Description of service</b>
Mariann Braten-Hall	4-10-17	Roosevelt Elementary, Ponca City	<b>Cheryl Snyder</b>	<b>6</b>	Test Monitoring
	4-17-17	Roosevelt Elementary, Ponca City	<b>Cheryl Snyder</b>	<b>4</b>	Test Monitoring
<b>TOTAL</b>				<b>10</b>	
<b>Name</b>	<b>Date of service</b>	<b>Public School</b>	<b>Teacher/Administrator</b>	<b># of hours served</b>	<b>Description of service</b>
Steven J. Maier	Sept. 17, Oct. 15, Oct. 29, 2016	Statewide OK students	<b>Dr. Steven Maier</b>	<b>13</b>	BEST Robotics training, practice and competition grades 5 - 12
	Feb. 7	Waynoka HS	<b>Mr. Nutter</b>	<b>1.5</b>	Judging at local science fair grades 6 - 12
	Feb. 9	Aline-Cleo HS	<b>Mrs. Bennett</b>	<b>1.5</b>	Judging at local science fair grades 6 - 12
	Feb. 14	Taloga HS	<b>Mrs. Oldham</b>	<b>1.5</b>	Judging at local science fair grades 6 - 12
	Feb. 14	Vici HS	<b>Mrs. Salisbury</b>	<b>2</b>	Judging at local science fair grades 6 - 12
	Feb. 20	Shattuck HS	<b>Mrs. Coleman</b>	<b>2.5</b>	Judging at local science fair grades 6 - 12
	Feb. 21	Alva MS	<b>Mrs. Adair</b>	<b>2</b>	Judging at local science fair grades 6 - 8
	Mar. 2	Area OK	<b>Dr. Maier</b>	<b>8</b>	Directing regional

		students			science fair, grades 6 - 12
	Mar. 22	Lincoln Elementary (Alva, OK)	<b>Mr. Argo</b>	<b>1</b>	Demonstration of science safety and science investigations for 5th graders
	Mar. 23	Cherokee HS	<b>Mrs. Jordan</b>	<b>2</b>	Science Labs with MS - HS students at NWOSU
	Apr. 6	Washington Elementary School	<b>Mrs. Vore</b>	<b>2</b>	Rocket launch for the letter "R" (Pre-K)
	Mar. 29	Lincoln Elementary (Alva, OK)	<b>Mr. Argo</b>	<b>2</b>	Science labs for 5th graders at NWOSU
	Mar. 31	Lincoln Elementary School	<b>Mr. Argo</b>	<b>2</b>	Judging at local science fair grades 4-5
<b>TOTAL</b>				<b>41</b>	
<b>Name</b>	<b>Date of service</b>	<b>Public School</b>	<b>Teacher/Administrator</b>	<b># of hours served</b>	<b>Description of service</b>
Sheila Brintnall	3/16-3/17, 2017 Classroom teaching / observation	Hiawatha Middle School & High School Hiawatha, KS	<b>contact person – Jean Brintnall</b>	<b>6 &amp; 4 total of 10</b>	Observed multiple mathematics classes both middle and high school. Answered questions, participated in discussions, helped administer competency tests. Was with high school students both in and out of class. Participated in discussions with teachers on current trends in mathematics teaching.
<b>Total</b>				<b>10</b>	
<b>Name</b>	<b>Date of service</b>	<b>Public School</b>	<b>Teacher/Administrator</b>	<b># of hours</b>	<b>Description of service</b>

				<b>served</b>	
Kathy Earnest	10.7.16	Alva Middle	<b>Middle school language arts teachers</b>	<b>6</b>	Planning for and day of writing with students
	10.4.16	Alva P-3	<b>Alysson Tucker, principal</b>	<b>4</b>	Planning for and attending storytelling event with university education students, elementary students and parents
<b>Total</b>				<b>10</b>	
<b>Name</b>	<b>Date of service</b>	<b>Public School</b>	<b>Teacher/Administrator</b>	<b># of hours served</b>	<b>Description of service</b>
Jana Brown	05/02/17	Aline-Cleo	<b>Mr. Burdine/Mr. Nault</b>	<b>5</b>	Helped in classroom with instruction
	05/08/17	Aline-Cleo	<b>Mr. Burdine/Mr. Nault</b>	<b>5</b>	Helped in classroom with instruction
<b>Total</b>				<b>10</b>	
<b>Name</b>	<b>Date of service</b>	<b>Public School</b>	<b>Teacher/Administrator</b>	<b># of hours served</b>	<b>Description of service</b>
M. Sneary	Jan. 28	NW Oklahoma	<b>NW Schools</b>	<b>8 hrs.</b>	AgEd students and I worked the show ring
	Feb. 18	Chisholm	<b>Wayne Simpson</b>	<b>6 hrs.</b>	Judged Local Show
	Feb. 22	Oklahoma FFA	<b>State FFA Jack Staats</b>	<b>8 hrs.</b>	Proficiency Award judge
	March 24	Drummond	<b>Keith Dillingham</b>	<b>2 hrs.</b>	AET Record Keeping
	April 5	Garber	<b>Cassie Graham</b>	<b>2 hrs.</b>	Worked the labor sale with the auctioneer
	April 13	Garber	<b>Cassie Graham</b>	<b>3 hrs.</b>	Judged speech contest
	April 19	Chisholm	<b>Wayne Simpson</b>	<b>3 hrs.</b>	Judged PI Speech Contest
	April 25	NW District	<b>Alan Miller</b>	<b>3 hrs.</b>	Judged District Speech Contest
<b>Total</b>				<b>35</b>	
<b>Name</b>	<b>Date of</b>	<b>Public School</b>	<b>Teacher/Administrator</b>	<b># of</b>	<b>Description of</b>

	service			<b>hours served</b>	service
Mindi Clark	10/11/2016	Fairview	<b>Vince McGolden</b>	<b>4</b>	Worked with students on Supervised Agricultural Experience presentations for the national proficiency award areas. Worked with students on a marketing plan and presentation skills for marketing ag products.
	10/21/2016	National FFA	<b>Jack Staats</b>	<b>2</b>	Judged national FFA proficiency awards, provided feedback and interacting with students in the award area.
	11/1/2016	Burlington	<b>Travis Bradshaw</b>	<b>1</b>	Worked with student on public speaking presentation of FFA Creed
	1/18/2017	Cherokee	<b>Rashele Blakely</b>	<b>2</b>	Worked with student on goat Supervised Agricultural Experience.
	3/2/2017	Cherokee	<b>Rashele Blakely</b>	<b>2</b>	Help student write a prepared speech over Animal Science wearable technology.
	3/28/2017	District-wide	<b>Allan Miller</b>	<b>12</b>	Planned and implemented FFA contests on campus, interacting with students in Career Development Events and public speaking contests.

	4/19/2017	9 schools	<b>Travis Bradshaw</b>	<b>3</b>	Judged FFA speech contest, interacting with students based on their performance.
<b>TOTAL</b>				<b>26</b>	
<b>Name</b>	<b>Date of service</b>	<b>Public School</b>	<b>Teacher/Administrator</b>	<b># of hours served</b>	<b>Description of service</b>
Chandler Mead					
	5-30-17	Area Public Schools	<b>Mash Camp NWOSU</b>	<b>2</b>	Health and Wellness Assessment
	5-19-17	Woodward	<b>Craig Hixon</b>	<b>3</b>	Teaching technique and fundamentals of defensive line
	7-1-16	Alva	<b>Cody Hooper</b>	<b>2</b>	Development of game and activity units in middle school HPE
	Aug. 5&6	Woodward	<b>Craig Hixon</b>	<b>4</b>	Practice schedule design, drills and fundamental skills appropriate for high school football
	8-4-16	Alva	<b>Karen Mead</b>	<b>2</b>	Classroom set up and design for Olympic game activities
	12-17-16	Alva	<b>Taylor Schwerdtfeger</b>	<b>2</b>	Speaker at Football Clinic sponsored by Alva High School
<b>TOTAL</b>				<b>15</b>	
<b>Name</b>	<b>Date of service</b>	<b>Public School</b>	<b>Teacher/Administrator</b>	<b># of hours served</b>	<b>Description of service</b>
Shane Hansen	05/16/2017	Alva MS	<b>Pete Phillips</b>	<b>5</b>	Assist in all aspects of Physical Education Courses at the Middle School
Shane Hansen	05/17/2017	Alva MS	<b>Pete Phillips</b>	<b>5</b>	Assist in all aspects of Physical Education Courses

					at the Middle School
<b>TOTAL</b>				<b>10</b>	
<b>Name</b>	<b>Date of service</b>	<b>Public School</b>	<b>Teacher/Administrator</b>	<b># of hours served</b>	<b>Description of service</b>
Marc Decker	4/21/2017	Kingman, KS	<b>Nicole Kerschen</b>	<b>1</b>	Band Clinic
	4/21/2017	Ponca City, OK	<b>David Christy</b>	<b>2</b>	Band Clinic
	4/7/2017	Medicine Lodge, KS	<b>Yvonne Burden</b>	<b>1</b>	Band Clinic
	3/31/2017	Medicine Lodge, KS	<b>Yvonne Burden</b>	<b>2</b>	Jazz Band Performance
	3/31/2017	Pratt, KS	<b>Peter Weinert</b>	<b>2</b>	Jazz Band Performance
	3/10/2017	Enid, OK	<b>Robert Anderson</b>	<b>2</b>	Band Clinic
	2/17/2017	Waynoka, OK	<b>Erin Place</b>	<b>2</b>	Band Clinic
	2/10/2017	Laverne, OK	<b>Hank Nichols</b>	<b>1</b>	Band Clinic
	2/3/2017	Woodward, OK	<b>Daci Crockett</b>	<b>2</b>	Band Clinic
	10/7/2016	Ringwood, OK	<b>Kyle Stewart</b>	<b>1</b>	Band Clinic
	9/23/2016	Alva, OK	<b>Cara Bradt</b>	<b>2</b>	Band Clinic
	9/16/2016	Enid, OK	<b>Sherri Lohmann</b>	<b>1</b>	Band Clinic
	9/12/2016	Helena, OK	<b>Marla Haycox-Lingo</b>	<b>2</b>	Band Clinic
	9/2/2016	Woodward, OK	<b>Daci Crockett</b>	<b>2</b>	Band Clinic
<b>TOTAL</b>				<b>23</b>	

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

Upgrades in the Education computer lab and ITV rooms were made in 2016-2017 at a cost of \$43,000.

- **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.

**Number of Candidates advised: 4** (Below is a Plan of Study by which those who are in the alternative certification program are advised to follow)



## **NWOSU Plan of Study for Individuals Seeking Alternative Teaching Certification**

Northwestern Oklahoma State University supports individuals seeking alternative certification and strives to prepare individuals for success as educators. The Division of Education provides classes through the Curriculum and Instruction graduate program, which has been designed to meet the needs of those who are alternatively, or emergency certified. Individuals can elect to take individual courses from the plan of study to meet additional coursework required by the Oklahoma State Department of Education **OR** they can complete a master's degree in Curriculum and Instruction which provides a deeper understanding of teaching through the study of curriculum and pedagogy. In addition to being better prepared to teach, the completion of the master's degree places an individual in a higher earning bracket. Either option will meet the state's alternative certification requirement.

### **NORTHWESTERN OKLAHOMA STATE UNIVERSITY GRADUATE PLAN OF STUDY**

#### **Master of Education~ Curriculum and Instruction Option**

*Name: Student ID#:* Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **PROGRAM Hours Semester**

##### **1. Required Core Subjects (10 hours)**

A. EDUC 5010 Graduate Study Seminar (during 1<sup>st</sup> semester 0 of graduate work)

##### **B. Research**

EDUC 5013 Introduction to Research (must be taken within the first 9 hours of coursework)

##### **C. Foundation**

EDUC 5203 Educational Practices

##### **D. Psychology**

EDUC 5212 Psychology of Teaching

##### **E. Diversity**

EDUC 5822 Multicultural Education

##### **2. Concentration Courses (16 hours)**

###### **A. Option 1 – Emphasis in Curriculum Leadership**

EDUC 5103 Curriculum in Schools

EDUC 5093 Curriculum and Instruction for Special Learners

EDUC 5222 Advanced Educational Psychology

PSYC 5183 Human Growth and Development

EDUC 5352 Behavior Intervention Strategies

EDUC 5423 Foundations of Literacy

###### **Area of Emphasis (select 6 credit hours)**

EDUC 5223 Methods and Techniques for Individualizing Instruction

EDUC 5553 Methods and Materials in the Education of the Gifted

EDUC 5782 Supervision of Teaching

EDUC 5772 School and Public Relations

EDUC 5231 Advanced Assessment Design  
EDUC 5221 Advanced Educational Technology

**B. Option 2 – Emphasis in National Board Certification Preparation (16 hours)**

EDUC 5103 Curriculum in Schools  
EDUC 5093 Curriculum and Instruction for Special Learners  
EDUC 5222 Advanced Educational Psychology  
PSYC 5183 Human Growth and Development  
EDUC 5352 Behavior Intervention Strategies  
EDUC 5403 Advanced Developmental Reading ~ Primary

**OR**

EDUC 5413 Advanced Developmental Reading~Inter./Sec.

**Area of Emphasis (9 credit hours required)**

EDUC 5023 Portfolio Development  
EDUC 5500 Practicum  
EDUC 5033 National Board Examination Preparation

**C. Option 3 – Emphasis in Special Education\* (16 hours)**

EDUC 5103 Curriculum in Schools  
EDUC 5093 Curriculum and Instruction for Special Learners  
EDUC 5222 Advanced Educational Psychology  
PSYC 5183 Human Growth and Development  
EDUC 5392 Clinical Procedures for Teaching Students w/Severe/Profound Disabilities  
EDUC 5423 Foundations of Literacy

**Area of Emphasis (Select 6 hours)**

EDUC 5373 Curriculum Development for Students with Mild/Moderate Disabilities  
EDUC 5263 Historical & Theoretical Perspectives of Special Education  
EDUC 5383 Leadership in Special Education  
EDUC 5583 Assessment & Diagnosis in Special Education

\*Currently, Option 3 is available pending approval from the Oklahoma State Regents for Higher Education

**TOTAL HOURS:** (*minimum 32-35 hours required*) 32-35

Approved: (original signatures required)

Advisory Committee:

Chair \_\_\_\_\_ Date: \_\_\_\_\_

Member \_\_\_\_\_ Date: \_\_\_\_\_

Member \_\_\_\_\_ Date: \_\_\_\_\_

Associate Dean of Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_

- **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, which reviews policy, policy changes and appeals, has two community members and two student representatives on the committee. The committee meets monthly.*

*The Teacher Education Assessment Management System (TEAMS) committee meets to review program data at the initial and advanced levels. The committee includes stakeholders (career tech, P-12 schools, business) as members. The committee completes a report that includes recommendations for program improvement based upon the data. The full report and the data from which the recommendations are made are available for public viewing on the NWOSU Division of Education web site.*

*The northwest Oklahoma superintendents meet monthly, and the chair of the Division of Education attends the meetings held in Woodward. The meeting allows for input from the superintendents as to the performance of NWOSU graduates whom they hire and their recommendations for improvement. NWOSU hosted the superintendents in February as an extension of the collaborative efforts between the P-12 partners and the university. This meeting was hosted by the President of NWOSU with one of the goals of the meeting to receive feedback from the superintendents about the initial and advanced programs' graduates.*

*The EPP is establishing an advisory board beginning in 2017-2018. The advisory board will be comprised of stakeholders from the four largest communities with which the EPP collaborates: Alva, Enid, Woodward, Ponca City. The purpose of the board will be to advise the EPP in all matters pertaining to initial and advanced candidate preparation.*

*The administrator/mentor teacher data from the first year teacher survey that is distributed by the Office of Educational Quality and Accountability reveal that, overall, eight (n=12) agree/strongly agree NWOSU teachers were prepared to teach. Three somewhat agreed and one somewhat disagreed. For the complete survey, there were fifty data points for "strongly agree"; one hundred twenty data points for "agree"; forty-six data points for "somewhat agree". There were twenty data points for "somewhat disagree" and four data points for "disagree". The stakeholder input from this survey is of special importance and is shared with teacher education faculty. It is also a part of the TEAMS report, thus it is available for public viewing. The EPP is determining strategies to implement so more administrators and mentors complete the survey each year.*

*One of the most important means by which the EPP receives input from stakeholders is the Teacher Fair. This event is held once each semester, and school districts throughout the region are invited to attend. It includes schools from Kansas, Oklahoma, and Texas. The event gives school districts the opportunity to provide feedback regarding the performance of graduates in the respective schools and the performance of those who meet with the representatives of the schools during the fair. Teacher candidates who are graduating and those who are matriculating through the program attend the fair.*

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

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

*EPP faculty were involved in scholarly work that is appropriate for the mission of the unit and the institution in 2016-2017 at the national, state, and local levels. Eight educator preparation faculty attended five national conferences, and sixteen faculty attended approximately fourteen state conferences.*

*Nine educator preparation faculty gave presentations at seven different scholarly conferences/meetings during the 2016-2017 academic year. A science education faculty member presented at the national Physics Teacher Education Coalition conference. Three faculty presented their research study, "Why Teach?", at Oklahoma Research Day in March, 2017, and two faculty presented at the Career Tech summer conference. Two faculty presented at the state Oklahoma Association of Colleges of Teacher Education conference. One presentation was on the use of instructional technology titled "Writing Instruction Using Multimodal Literacies" and the other was "Why Teach? Perennial Problems and Possible Solutions". "Integrating Technology Writing into Writing Instruction" and "Becoming a 21st Century Teacher" were presentations by an educator preparation faculty member at the statewide Student Oklahoma Education Association conference.*

*Further evidence of faculty engagement in scholarly work appropriate for the mission of the unit and the institution included the collaboration of an educator preparation faculty member and the Oklahoma State Department of Education to produce a series of four videos on classroom management specifically designed to assist individuals seeking certification through the alternative pathway. The writing, taping, and editing of the videos began in 2015-2016 but were completed and published on the Oklahoma State Department of Education web site in fall, 2016. Further demonstration of scholarly work by an educator preparation faculty member is by the selection of a faculty member to be a part of a statewide course equivalency project for alignment of coursework across the state at the request of the Oklahoma State Regents for Higher Education. Local presentations by educator preparation faculty included a lecture by a social sciences education faculty member at an area museum and a presentation of record keeping as it pertains to agriculture education candidates by an agriculture education faculty member.*

*Four educator preparation faculty are continuing in doctoral programs. Two of the four are in the research phase of their respective programs. Two faculty members served on mentoring committees for first year teachers who completed the NWOSU educator preparation program.*

*The faculty were invited to serve as mentors at the request of the respective P-12 schools in which the first year teachers work.*

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

### **OKLAHOMA STATE REQUIREMENTS**

- 1. Foreign Language Requirement**
- 2. Input from Stakeholders**
- 3. Content and Pedagogical Preparation**
- 4. Advisement**
- 5. Field Experiences (Student teaching minimums)**
- 6. Admission Requirements & Exit Requirements**
- 7. Faculty Professional Development**
- 8. Alternative Placement Program**
- 9. Faculty Workload**
- 10. Mentor Teachers**