



OKLAHOMA STATE REPORT 2020

Academic Year 2018-2019

Oklahoma Wesleyan University

Please submit CAEP 2020 EPP Annual Report with this document. (Due April 30, 2020)

- **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?*

Oklahoma Wesleyan University (OKWU) requires candidates admitted to the EPP demonstrate proficiency in a foreign language at the novice high level. The following policy language is from the OKWU Education Handbook:

There are two ways to meet the foreign language proficiency requirement:

1. Take a class during the freshman year.

- a. The OKWU course, Conversational Spanish has been designed to meet these requirements. When you enroll for the course, you will also enroll in “ACTFL EXAM—Oral Prof-Novice- High Level” which is treated as a 0 credit, pass/fail course connected to Conversational Spanish. The Conversational Spanish instructor will indicate either “pass” or “fail” based on if you passed the oral proficiency test, given as part of the Conversational Spanish course, at the novice-high level. OR
- b. If you have taken a foreign language class at another institution and the course instructor will confirm you have attained oral proficiency at the novice-high level as described above, ask the instructor to submit a letter on school letterhead stating that you have attained this level as documented by the American Council on the Teaching of Foreign Languages (www.actfl.org). Submit this letter to the Registrar’s Office and request that the 0 credit course, “ACTFL EXAM—Oral Prof-Novice-High Level,” be added to your transcript with a grade of P (pass).

Note: Please be aware that not taking the Conversational Spanish course may mean you need an additional 3 credit hours for your program of study and that the course doubles as a humanities class for some education majors.

2. Take an oral proficiency test.

Note: Please be aware that testing out of the Conversational Spanish course may mean you need an additional 3 credit hours for your program of study and that the course doubles as a humanities class for some education majors.

- a. Make arrangements to take the oral proficiency test by contacting the instructor of Conversational Spanish to administer the test. Your oral conversation may be recorded for grading purposes. You will need to enroll in the pass/fail, 0 credit course “ACTFL EXAM—Oral Prof-Novice-High Level.” After the exam is completed the instructor will score it and notify you, indicating either “pass” or “fail” based on if you pass the oral proficiency test at the novice-high level. A form stating the outcome will be processed and the outcome stated on your transcript.
 - b. If you have oral proficiency at the novice-high level (described above) *in a language other than Spanish*, you may arrange to have it verified by an instructor who will submit a letter on school letterhead stating that you have attained this level as documented by the American Council on the Teaching of Foreign Languages (www.actfl.org). Submit this letter to the Registrar’s Office and request that the 0 credit course, “ACTFL EXAM—Oral Prof-Novice-High Level,” be added to your transcript with a grade of P (pass).
- **Graduate Students: Include the number of graduate students admitted conditionally and their success rates.**

Per the OKWU Graduate Catalog (2018-2019), “Students possessing a baccalaureate degree may admitted on probation with prescribed deficiencies when undergraduate GPA falls between 2.50 and 2.99 on a 4.0 scale, assuming all other admission criteria is met. Students possessing previous graduate work may be admitted on probation with prescribed deficiencies when the graduate GPA falls between 2.50 and 2.99 on a 4.0 scale, assuming all other admission criteria is met. Students on probationary status will not be allowed to proceed beyond the first term unless the student achieves a term GPA of 3.0. For more information about Academic Probation or Suspension, please see the Student Academic Progress section of this catalog” (p. 16).

During the 2018-2019 academic year, five graduate students were admitted conditionally. One student admitted conditionally in the fall of 2018 did not return in the spring of 2019 for a success rate of **80%**. EPP attributes their success rate to the academic interventions the university utilizes and the clarity of the expectations and assignments within the M.Ed. program.

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

The OKWU EPP introduces students to the concept of supply and demand in their first education course, EDUC 1302, Called to Teach. The nature of the course allows them to solidify their calling into education. Part of that conversation allows them to reflect on their strengths and weaknesses and analyze results from a strengths assessment. In

that course, students examine specific data related to job openings in the state of Oklahoma and in the nation. As candidates matriculate through the program, the concept of supply and demand is addressed in subsequent courses.

OKWU EPP candidates again examine the data during EDU 4812, Professional Learning and Leadership. This course is taken concurrently with their final clinical practice, Student Teaching. In this course, candidates examine the most recent supply and demand data for the state of Oklahoma and the nation.

OKWU candidates also attended a local educational forum with area superintendents that focused on issues related to public education in Oklahoma. During this discussion, supply and demand was again addressed by the superintendents. EPP candidates are required to attend an educational forum focused on advocacy and action once per year.

Additionally, the OKWU EPP collaborates with its school partners on creative solutions to the supply and demand issue in their schools. In 2018-2019, the EPP created an MOU with Tri-County Technology Center regarding their high school program in education (See Appendix I) to help address the teacher shortage in Oklahoma.

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

In the Fall of 2019, the Oklahoma Wesleyan University (OKWU) EPP introduced new courses that were the product of a curriculum audit conducted in 2017-2019. The process for the audit, while time-consuming, allowed the faculty members the opportunity to unpack each sub-standard of InTASC, examine the data aligned to it, and determine what changes needed to be made. The department determined that new courses aligned

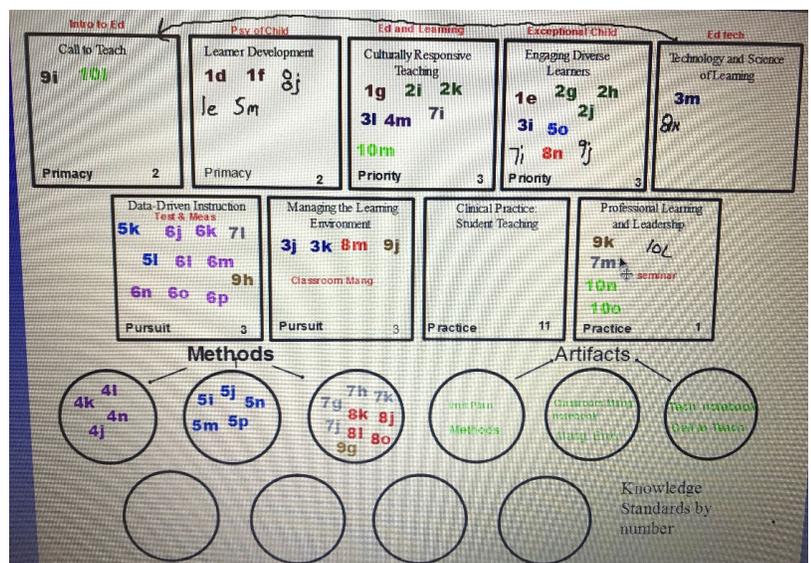


Figure 1: InTASC Standards and Classes Alignment

to InTASC needed to be introduced. All EPP courses are now aligned to InTASC sub standards, and every knowledge substandard is covered in the EPP courses (See Figure 1).

The department also collaborated and created the following new courses and descriptions:

Course Title	Course Code	Course Description
Called to Teach	EDUC1302	This course will prepare students for the view from the other side of the desk: as a teacher. While this is the introductory education course, the student will spend 15 hours in P-12 classrooms observing/assisting great teachers. Students will understand what it means to be called to teach and begin the journey to becoming a teacher.
P-12 Learner Development	EDUC2303	Students in this course explore human growth and development from conception through adolescence, focusing on developmental theories, milestones, and assets; cultural influences on development, and development in four domains: spiritual/moral, cognitive (language, mental), biosocial (physical), and psychosocial (social, emotional).
Engaging Diverse Learners	EDUC3113	This course will take an in-depth look at P-12 students to include English Language Learners (ELL), exceptionalities, socioeconomic differences, learning styles, and others. Students will understand the diversity in the classroom and its challenges.
Managing the Learning Environment	EDUC4822	This course covers all of the essential elements of effective classroom management. From the first day to the last day, from discipline to consistency, students will learn strategies for creating a safe, healthy, fun learning environment.
Data-Driven Instruction	EDUC4423	Students in this course investigate how to improve learning through data-driven instruction and decisions. Students will examine assessment concepts, principles, strategies, statistical procedures, and technology; grades and grading; the construction and analysis of valid and reliable tests, including standardized tests.
Culturally Responsive Teaching	EDUC3462	This course will help students understand the culture of classrooms today and how complex issues relate to effective teaching. Students will learn how to respond to current cultural issues and how to be a Christian influence in the classroom.
Professional Learning and Leadership	EDUC4812	This course is designed to prepare teacher candidates for the teaching profession at every level – in the classroom, school, and community. Special attention will be paid to the certification process, the teacher resume, and interview skills.
Clinical Practice: Student Teaching	EDUC4800 and 4800L	This course is a culmination of all education courses. Teacher candidates will partner with local school districts for a minimum of 16 weeks in order to demonstrate mastery of the knowledge, skills, and dispositions (INTASC, TCC 11) needed to be an effective teacher.

Each program maintained their specific methods courses, and they address InTASC Standards.

As a part of this audit, program faculty presented changes as well. The following data sets were considered and analyzed for curricular impact: OGET, OSAT, and OPTE scores, mentor feedback, course evaluations, student interviews, and student learning outcomes data. Additionally, directors updated their program curriculum to align to their SPA Standards. The following changes occurred within the programs:

Elementary – The program worked on updating their curriculum from the ACEI Standards to the CAEP Elementary Standards. The program director created new rubrics aligned to the new standards. To assist candidates with the constructed response portion of the certification exams, more scholarly writing was implemented in the program.

Secondary Social Studies – The program continued to update their curriculum to reflect the updated NCSS Standards. Based on student feedback, the secondary programs moved to a more succinct clinical practice practicum placement. To assist candidates with the constructed response portion of the certification exams, additional scholarly writing was implemented in the program.

Secondary Math – The program continued to update their curriculum to reflect the updated NCTM Standards. Based on student feedback, the secondary programs moved to a more succinct clinical practice practicum placement. To assist candidates with the constructed response portion of the certification exams, additional scholarly writing was implemented in the program.

Secondary English – The program continued to update their curriculum to reflect the updated NCTE Standards. Based on student feedback, the secondary programs moved to a more succinct clinical practice practicum placement. To assist candidates with the constructed response portion of the certification exams, additional scholarly writing was implemented in the program.

P.E. Health – The program continued to update their curriculum to reflect the SHAPE Standards. To assist candidates with the constructed response portion of the certification exams, additional scholarly writing was implemented in the program.

M.Ed. – The program began to transition its curriculum to the NELP Standards and worked on strengthening the processes utilized for the M.Ed. Internship. To assist candidates with the constructed response portion of the certification exams, more scholarly writing and case study analysis were implemented in the program.

The EPP voted to eliminate the Music Education program and the Secondary Science program due to limited enrollment over the last several years (Spring 2019).

- **Clinical Partnerships: List any professional education courses that are held in the P12 school setting.**

One session per week of EDUC 1302, Called to Teach, takes place in a private, accredited P-12 school, Wesleyan Christian School, as a field experience. No other education courses are currently held in the P-12 school setting.

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

Teacher candidates are placed in P-12 school sites specific to their needs and experiences. All teacher candidates submit a diversity tracking document with their field experiences reflections. This tracking document allows EPP faculty to ensure teacher candidates have experience with diverse students. When teacher candidates apply for student teaching, this diversity tracking sheet is shared with P-12 partner administrators. EPP faculty and P-12 administrators collaborate on the best placement sites for teacher candidates.

Every Fall semester, teacher candidates scheduled to teach that academic year participate in training in early August. The EPP offers three days/evenings of training to all teacher candidates. The training, entitled “Dive into Student Teaching” begins with a swim party at the OKWU President’s house. Teacher candidates participate in training for the next three days. The training culminates with mentor training/work at sites.

All candidates who teach in that academic year are required to begin their on-site clinical practice at the same time P-12 faculty return to school. Teacher candidates participate in district and site training and assist their mentors in the classroom to prepare for the first day of school. All candidates who student teach during that academic year work with their mentors until classes begin at OKWU. This allows them to learn how to start the school year and helps them begin building relationships with P-12 mentors and leaders.

Teacher candidates who student teach in the fall remain with their mentors until Thanksgiving Break. Teacher candidates who student teach in the Spring work with their mentors as much as is allowed by their schedule during the Fall semester. This arrangement allows all teacher candidates to student teach for approximately 15-16 weeks, depending on the P-12 calendars.

During student teaching, teacher candidates receive formative feedback from mentors, subject area specialists, and EPP faculty. Teacher candidates participate in P-12 district and site training and attend all meetings with their mentors. Once a week, teacher candidates return to the OKWU campus for training and feedback from EPP faculty.

Additionally, teacher candidates participate in weekly discussion boards through Brightspace.

At the culmination of the student teaching experience, candidates participate in a one day seminar entitled, "Final Swim: Student Teacher Wrap Up Day" with EPP faculty. This training includes but is not limited to the following: supply and demand, writing a resume, personal financial responsibility, lifelong learning skills, applying for certification, and mock interviews with P-12 partner principals. During this session, teacher candidates provide feedback on the processes, policies, and practices of the EPP with the dean. This data is collected and analyzed for changes to the 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.**

OKWU EPP faculty are evaluated annually on their professional development involvement. OKWU has a specific budget dedicated to faculty development, and all EPP faculty have access to funds annually. In the 2018-2019 academic year, EPP faculty focused on group discussion and collaborative learning through specific online training. EPP faculty were trained on the OKWU LMS system, Brightspace, for facilitating effective online discussions. Additionally, EPP faculty participated in training focused on project-based learning, a pedagogical method of collaborative learning.

- **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 and Sciences Faculty collaborate on the advising of EPP candidates. The departments have collaboratively developed graduation or 4-year degree plans. These plans are available to both entities, and both entities participate in the advising process for EPP candidates.

Additionally, Arts and Sciences faculty collaborate on curriculum development. During the 2018-2019 academic year, the EPP engaged in a curriculum audit and focused on the efficacy of the curriculum to meet the InTASC Standards. This information was shared with the Arts and Sciences faculty for feedback. The eventual changes to the EPP curriculum were made with buy-in from faculty stakeholders.

EPP faculty and Arts and Sciences faculty have a collaborative, collegial relationship. They collaborate on program data analysis. They work with EPP faculty to ensure teacher candidates have the necessary knowledge to succeed on certification exams.

They assist with remediation and enrichment in their areas. Additionally, they work together to write reports for the university.

- 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 P-12 students of all full-time teacher education faculty members.**

Professor	Site	Task/Work	Hours
Secondary Director	Kane Elementary School; Central Middle School; Bartlesville High School; substitute teaching	PTO, Yearbook; Advisory Committee Member (BHS)	25+
Elementary Director	Copan Public Schools; Bartlesville Public Schools	Sub; taught lessons; administered assessments; classroom volunteer	25+
P-12, P.E. Director	Connections Academy Online	Adjunct Teacher	25+
Education Professor	Wesleyan Christian School; Hoover Elementary School	Teacher's Aide	25+
Dean	<i>Unknown – He is no longer with the university. He worked accreditation visits with ASCI and with Hope Academy in Skiatook.</i>		

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

The OKWU EPP has a line item in their budget for their e-portfolio purchases and has authority to purchase other instructional technology. The EPP currently has 7 iPads, an iPad charging cart, 6 computers with Promethean technology, and 10 Chromebooks. All of this technology is housed within the EPP. No restrictions are on the EPP regarding instructional technology other than to stay within budget parameters.

Additionally, the university has an IT budget designated for instructional technology. The three classrooms used by EPP faculty are equipped with instructional technology (projectors, a SmartBoard, laptop, WiFi capabilities, etc. EPP faculty also have distance learning technology (ZOOM, Brightspace) to assist with instruction. EPP faculty participate in a minimum of one technology training each academic year.

With the leadership change in the EPP, access to the previous year's specific funding is limited. The EPP spends approximately \$10,000 annually on the electronic portfolio assessment system, Chalk and Wire.

- **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.

OKWU does not have an alternative placement program, but the EPP does offer assistance to those interested in pursuing an alternative certificate in Oklahoma. The EPP encourages interested parties to follow the application process from the OKSDE.

Additionally, the EPP offers two advanced courses in classroom management and instructional strategies to aid students who are pursuing an alternative certificate: EDU 5523, Advanced Organizational Behavior and Classroom Management and EDU 5513, Leadership for Curriculum Development. Both courses are offered online.

EPP faculty work with our largest partner school district, Bartlesville Public Schools, to train teachers who are currently teaching with an emergency placement. Training includes classroom management and pedagogical strategies. EPP faculty also work with P-12 teachers on a one-on-one basis. EPP faculty have worked with P-12 teachers in their classrooms and outside of school hours.

- **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.

As an accredited member of the Higher Learning Commission (HLC), OKWU adheres to their requirements for transparency and student outcomes. Currently, the EPP utilizes the www.okwu.edu web page to inform the public. Feedback from the public is solicited through the web page and the accessibility of the EPP administration and faculty.

In 2018-2019, public feedback was also solicited with the Dean's Advisory Council. Stakeholders were invited to a public forum hosted by the EPP. After a brief overview of the EPP by faculty, the dean opened the floor for feedback. With the recent change in leadership, the information for this session cannot be located.

The EPP posts their 8 Annual Measures on the OKWU Disclosures website and is working to develop a more user-friendly version of the data and analysis.

- **Content Preparation:** Please provide information on where in your program that candidates study dyslexia and trauma-informed responsive instruction.

Candidates are introduced to dyslexic and trauma-informed responsive instruction in their first course, EDUC 1302, Called to Teach. Additional information is presented in EDUC 2303, P-12 Learner Development and EDUC 3313, Engaging Diverse Learners.

Additional instruction comes from attendance at local events and can include events sponsored by St. John’s Catholic School, Bartlesville Public Schools, or education advocacy groups. Further instruction comes in subsequent methods classes focused on instruction. Candidates also complete a field experience at Paths to Independence, a local school for students with special needs.

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.

Progress in Areas for Improvement

AFI	AFI Statement	Progress
1	<p>Advanced program (M.Ed.) candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards.</p> <p>Rationale: <i>Onsite interviews did not provide evidence that M.Ed. candidates were familiar with professional dispositions and exhibits provided limited dispositional data for M.Ed. candidates.</i></p>	<p>The M.Ed. program now uses the phrase “professional dispositions” when referencing ethical standards and specific dispositions.</p> <p>The M.Ed. program also collects and analyzes dispositional data systematically throughout the program.</p> <p>M.Ed. candidates continue to fill out self-</p>

		assessments in their professional dispositions three times throughout the program (EDU 5033, EDU 5633, and EDU 5083). During their internship, their on-site mentor also completes a professional dispositions assessment based on their interactions with the M.Ed. candidates. Candidates are able to analyze their dispositions data with a longitudinal approach.
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AFI	AFI Statement	Progress
2	<p>The EPP has not implemented procedures to eliminate bias and ensure fairness, accuracy, and consistency in the assessment of candidate performance.</p> <p><i>Rationale: Documentation, data, and onsite interviews do not verify the unity has a process in place to eliminate bias and ensure fairness, accuracy, and consistency in the assessment of candidate performance.</i></p>	<p>In the 2017-2018 year, faculty participated in interrater reliability training on the TLE and on the clinical experience assessments the EPP utilizes.</p> <p>During the 2018-2019 academic year, faculty discussed fairness, accuracy, and consistency in the assessment of candidate performance.</p> <p>EPP faculty also presented new rubrics and approaches to mentor teachers for feedback on the fairness, accuracy, and consistency of the new rubrics.</p>

AFI	AFI Statement	Progress
3	<p>The unit does not systematically ensure diverse field experiences at the initial and advanced levels for all candidates.</p> <p><i>Rationale: Documentation and onsite interviews do not confirm the unit systematically ensures that all initial and advanced candidates have experience working with diverse P-12 students</i></p>	<p>OKWU candidates in the initial program complete a diversity tracking sheet based on their interactions with P-12 students. This form is utilized in making subsequent clinical placements for all candidates to ensure a diverse experience.</p> <p>Additionally, when placing initial candidates for their final clinical experience, the form is shared with district leaders (principals and directors) to ensure OKWU candidates engage with as many diverse populations as possible.</p> <p>In the advanced program, candidates choose two diverse sites for their clinical internship. They do this in conjunction with their mentor and the M.Ed. Director.</p>

AFI	AFI Statement	Progress
4	<p>The unit and its school partners do not jointly determine the specific placement of advanced programs (M.Ed.) candidates.</p>	<p>Advanced candidates complete an Internship Plan in EDU 5633, Curriculum Strategies and Assessments. During this course, the M.Ed. Director works with school partners to place M.Ed. candidates in specific sites to afford them a diverse field experience.</p>

AFI	AFI Statement	Progress
5	Candidates have limited opportunity to interact with faculty (practitioners) from diverse populations.	EPP faculty utilize diverse guest speakers and mentors in their classes and field experiences. Additionally, when collaborating on clinical placements with P-12 administrators, the EPP discusses the need for diverse mentors and uses them when available.

AFI	AFI Statement	Progress
6	<p>Not all Professional Education faculty are actively engaged in scholarly work that is appropriate for professionals preparing teachers to work in schools.</p> <p><i>Rationale: Documentation and onsite interviews do not affirm that professional education faculty demonstrate scholarly work in their fields of specialization.</i></p>	<p>All OKWU faculty are evaluated in the area of professional development. OKWU relies on the Boyer Model (1990) for scholarship.</p> <p>With one of the areas focused on the scholarship of teaching, the work the EPP faculty did on the curriculum audit is a scholarly endeavor.</p> <p>Using the Boyer Model (1990), one area is the scholarship of teaching. With the curriculum audit and creation of assessments, the EPP faculty engaged in scholarly work by researching and designing new courses and a unit-wide assessment system.</p> <p>The number of faculty members with a terminal degree is also improving for the EPP: one faculty member finished a doctoral degree. Another faculty member is ABD. A third faculty member is progressing in a doctoral program.</p>

AFI	AFI Statement <i>Rationale</i>	Progress
7	A.F.I. #7 – Not all School of Education faculty meet the 10 hours of P-12 direct contact.	<p>All OKWU EPP full-time faculty members are required to spend a minimum of ten hours per year in direct contact with P-12 students.</p> <p>In sum, the three faculty members and dean accounted for approximately 150 hours of P-12 direct contact.</p> <p>The OKWU Director of Elementary Education works closely with area schools and trains new faculty for our largest partner school, Bartlesville Public Schools. She also serves as a substitute for elementary schools in the district.</p> <p>The OKWU Director of Secondary Education served as the PTO President for an elementary school and works with area schools to help them create a yearbook. She also served on the Bartlesville High</p>

		<p>School Advisory Board. She also serves as a mentor to alternatively or emergency certified teachers in the district.</p> <p>The third and final full-time faculty member for the EPP volunteers once a week at Wesleyan Christian School, a P-12 partner school for the EPP. She works in various classrooms throughout the school.</p> <p>The Dean of the School of Education worked with several Christian schools in the region to help them maintain or achieve accreditation. He also presented various lessons at Hope Christian Academy in Skiatook, Oklahoma.</p>
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Additional Reporting Areas

OKLAHOMA STATE REQUIREMENTS

1. **Foreign Language Requirement** – addressed above
2. **Input from Stakeholders** – addressed above
3. **Content and Pedagogical Preparation:** Secondary teacher candidates who matriculate through the OKWU EPP have undergraduate majors in their subject areas. The EPP faculty work collaboratively with the Arts and Sciences faculty and the teacher candidates to develop a graduation plan (a four-year plan). This plan includes general education courses, professional education courses, and specialized courses in their discipline(s).

Elementary teacher candidates have subject area concentrations that qualify them as generalists and adhere to the 4 by 12 as established by the OK State Regents. Candidates earn 12 semester hours in math, science, language arts, and social studies.

Topic	Course(s)	Training Seminar(s)
substance abuse symptoms identification and prevention	EDUC 1302, EDUC 4822, EDUC 4812, EDUC 4800	Student Teacher Seminar; local P-12 professional development seminars
mental illness symptoms identification and mental health issues	EDUC 1302, EDUC 4822, EDUC 4812, EDUC 4800	Student Teacher Seminar; local P-12 training sessions; P-12 professional development

		seminars
classroom management skills	EDUC 4822, EDUC 4812, EDUC 4800	Student Teacher Seminar; local P-12 training sessions; P-12 professional development seminars
classroom safety and discipline techniques	EDUC 4822, EDUC 4812, EDUC 4800	Student Teacher Seminar; local P-12 training sessions; P-12 professional development seminars
the use of digital and other instructional technology	Program-specific methods courses	Student Teacher Seminar; local P-12 training sessions; P-12 professional development seminars
research based instructional strategies for instruction, assessment and intervention for literacy development for all students (including students with dyslexia)	Program-specific methods courses, EDUC 4423	Student Teacher Seminar; local P-12 training sessions; P-12 professional development seminars
trauma-informed responsive instruction	EDUC 3113, EDUC 4822, EDUC 2303, EDUC 4812	Student Teacher Seminar; local P-12 training sessions; P-12 professional development seminars

4. **Advisement:** OKWU teacher candidates are advised by full-time faculty members at OKWU. Elementary teacher candidates are advised by the elementary specialist in the EPP. Secondary teacher candidates have two advisors: the secondary expert from the EPP and a content-area expert from the School of Arts and Sciences. P-12 teacher candidates are advised by the P-12 expert in the EPP. All EPP teacher candidates develop a graduation plan (4 year plan) with their advisor(s). This plan ensures their learning experiences maximize their opportunities for certification and employment. During advising sessions, EPP advisors often discuss and emphasize teacher employment, teacher salaries, and teacher shortage areas.

5. **Field Experiences (Student teaching minimums):**

Initial Programs:

OKWU teacher candidates participate in approximately 90-100 hours of field experiences before student teaching.

Initially, OKWU teacher candidates participate in 30 hours of field experience/observation prior to their methods/clinical practice: practicum. While these field experiences are primarily observational in nature, they also allow teacher candidates site-based learning opportunities. The first ten hours takes place at a local, accredited private school. The second ten hours takes place at a local, accredited public school, and the final ten hours takes place at a local, accredited P-12 private school structured to meet the needs of students with autism spectrum disorders.

OKWU teacher candidates participate in a second block of field experiences during the methods/clinical experience: practicums. Elementary teacher candidates participate in specialized methods, which are immediately followed by a 30-hour practicum at a regional accredited school. There are five elementary methods courses: Primary Literacy, Primary Math, Integration of Science and Social Studies, Intermediate Literacy, and Intermediate Math. Teacher candidates practice their instructional skills in an authentic classroom with a qualified mentor. Secondary teacher candidates participate in two methods courses, each followed by a 30-hour practicum in a regional, accredited school. The methods courses include Middle School Methods and High School Methods. Secondary teacher candidates also take a content-specific methods course during this semester.

P-12 teacher candidates participate in two methods courses, each followed by a 30-hour practicum in a regional, accredited school. The methods courses include Elementary Methods and Secondary Methods.

All OKWU teacher candidates participate in approximately 15 full weeks of Clinical Practice: Student Teaching. Teacher candidates report to campus for training before the semester begins. All teacher candidates begin working with their mentors at that time and remain with them for the duration of their student teaching experience.

Advanced Program:

OKWU M.Ed. students participate in a 240 hour, six-month internship at two diverse sites (ELCC Standard 7). M.Ed. candidates work with a qualified mentor to guide them on their internship.

6. **Admission Requirements & Exit Requirements:** To be admitted into OKWU Teacher Education, candidates must meet the following requirements:

- Passed the OGET (Oklahoma General Education Test)
 - submit your application with the date you are registered to take the OGET
 - **OR** have a ACT sub score to replace the OGET(must include writing)
- Completed at least 45 semester hours of college credit
- Completed at least one professional education course with a C- or better
- Completed no more than 9 credit hours of upper division professional and/or specialized education courses
- Met all other requirements specified in the current Education Major Handbook

Candidates must adhere to all rules and regulations established by the EPP.

7. **Faculty Professional Development:** see above

8. **Alternative Placement Program:** see above

9. **Faculty Workload:** OKWU faculty contracts require all faculty to teach a 12-hour work load per semester. Supervision of clinical practice does not exceed 18 candidates per semester.

10. **Mentor Teachers:** OKWU mentor teachers must have a minimum of three years of teaching experience in the area in which they are certified.

Summary

The OKWU EPP is proud of the progress it is making to ensure it aligns to CAEP and InTASC Standards. Additionally, the EPP is working to become more effective, more efficient, and more mission-driven. Systematic process are being researched and introduced to assist the EPP with the training of teacher candidates at the initial and advanced levels. During the 2019-2020 academic year, the EPP hired a new dean and a new faculty member. Two faculty members are leaving at the end of the 2019-2020 school year, so new faculty will be hired. With systematic processes in place, the instruction and assessment of EPP candidate should continue seamlessly.