2007

Annual Report

Oklahoma
Commission
for Teacher
Preparation

Student Success Through Quality Teaching

The Oklahoma Commission for Teacher Preparation (OCTP) serves as Oklahoma's independent standards board for teacher education. The enabling legislation of the Commission (HB 1549 passed in 1995) charged the OCTP with creating a competency-based teacher preparation system that would ensure competent and qualified teachers in every classroom, thereby creating a more highly educated workforce in Oklahoma. In order to carry out its legislative charge, the agency assumes three primary responsibilities: the accreditation of teacher preparation programs, the assessment of teacher candidates, and the ongoing growth and development of classroom teachers across the State. Realizing that the greatest determinant of student success is the quality of the classroom teacher, the emphasis of the Commission is to prepare teachers from entry into teacher preparation programs and continuing throughout their career.

The vision of the commission is student success through quality teaching. Developing and sustaining a well-prepared professional teacher workforce ensures that all Oklahoma students have the opportunity to be academically successful.

Commission Members, 2007-2008

Ms. Linda Sholar, Stillwater, Chair

Dr. Debbie Blue, Shawnee, Vice Chair

Mr. Barry Beauchamp, Lawton	Dr. Sandy Johnson, Oklahoma City	Mr. Sonny Richards, Stringtown
Ms. Julia Carpenter, Oklahoma City	Mr. John Kennedy, Oklahoma City	Dr. Peter Sherwood, Stillwater
Ms. Judith Chalmers, Edmond	Mr. John Massey, Durant	Ms. T. J. Sonne, Norman
Ms. Tracy Dakil, Chickasha	Ms. Gayle Miles-Scott, Oklahoma City	Ms. Anna-Mary Suggs, Norman
Mr. Weldon Davis, Bethany	Dr. Chris Ormsbee, Stillwater	Dr. Barbara Ware, Ponca City
Ms. Carrie DeMuth, Stillwater	Mr. William Stuart Price, Tulsa	Ms. Leahna West, Ada

Ex-Officio Members

Dr. Phil Berkenbile, State Director, Department of Career & Technology Education

(Ms. Kimberly Sadler, Designee)

Ms. Sandy Garrett, State Superintendent of Public Instruction

(Dr. Ramona Paul, Designee)

Dr. Glen Johnson, Chancellor, State Regents for Higher Education

(Ms. Kyle Dahlem, Designee)

Agency Mission

To develop, implement, and facilitate competency-based teacher preparation, candidate assessment, and professional development systems

Agency Vision

Student success through quality teaching

Agency Values and Behaviors

- **OCTP values student success.**
  The work of OCTP's three program areas will be benchmarked against PK-16 student achievement.

- **OCTP values the cultivation of learning and critical analysis.**
  A priority is placed on pertinent and current knowledge of national standards and teacher quality issues.

- **OCTP values the importance of networking.**
  Working with the Governor's office, the Legislature, and national and state organizations ensures the implementation of critical education reform in Oklahoma.

- **OCTP values the critical nature of working partnerships.**
  By working with other state agencies that are responsible for PK-16 student learning, there is the potential to have a greater impact on student achievement. A concerted effort is made to advise and to include these agencies in the ongoing planning and work of OCTP.

- **OCTP values service.**
  Interaction with customers is prompt, courteous, and factual.

- **OCTP values team building.**
  Each commissioner and staff member is considered a valuable member and contributor to organizational decisions.

- **OCTP Pledge**
  To ensure every student in Oklahoma access to competent, caring and qualified teachers
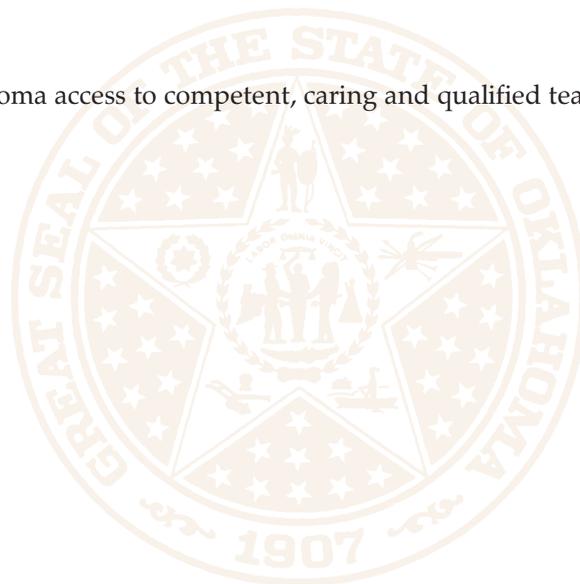
Program Accreditation

The program accreditation area of OCTP oversees all teacher education program accreditation activities. In this capacity, OCTP is responsible for: (a) conducting assessments of teacher education programs, (b) providing training and assistance on accreditation and program standards, and (c) monitoring changes in program quality.

Unit Accreditation

Every seven years, each teacher preparation program is evaluated for accreditation purposes based on state requirements and the standards of the National Council for Accreditation of Teacher Education (NCATE). At institutions that are affiliated with NCATE, the accreditation process includes both national and state evaluation teams, while trained state educators evaluate those institutions seeking only state accreditation. Because both the state and national teams use NCATE standards for evaluation purposes, even schools that are not affiliated with NCATE are measured against national standards.

The accreditation process ensures that teacher preparation programs are providing teacher candidates with a knowledge-based education that includes multiple performance measures. It also provides a means of assessing the quality of faculty members serving in the teacher education unit, the diverse learning opportunities available to our teacher candidates, and the caliber of students being admitted for teacher candidacy.

Accreditation Decisions
2006-2007

Oklahoma State University
Continuing State/NCATE Accreditation

Oral Roberts University
Continuing State/NCATE Accreditation

Southwestern Oklahoma State University
Continuing State (with conditions)/NCATE Accreditation

Board of Examiners Training

According to OCTP rules, an accreditation team must review all teacher preparation programs every seven years. These accreditation teams are composed of education professionals who have received Board of Examiner training in the National Council for Accreditation of Teacher Education (NCATE) standards. The Commission plans a formal training in the standards every other year. The next training will be held February 2008 and will be conducted by Dr. Antoinette Mitchell, NCATE Associate Vice President for Accreditation. The training will include representatives from all 22 institutions offering teacher education programs as well as representatives from the State Board of Regents, the Oklahoma Education Association, and the Association of Professional Oklahoma Educators. The group will also include several OCTP Commissioners and members of the Program Accreditation Committee.

Oklahoma State University

Oklahoma State University (OSU) is a public, land grant institution located in Stillwater, a north central Oklahoma community of more than 38,000 located approximately 60 miles from Oklahoma City and Tulsa.

OSU was founded on December 25, 1890, as the Oklahoma Agricultural and Mechanical (A & M) College, just 20 months after the Land Run of 1889. When the first students assembled for class in December 1891, no buildings, books, or curriculum existed. After two and one-half years of classes held in local churches, 144 students moved into the first academic building, known as Old Central, on the southeast corner of campus.

On July 1, 1957, Oklahoma A & M became Oklahoma State University. OSU-Tulsa was later formed from a consortium of universities originally established in 1982. In the 105 years since its inception, OSU has grown into a comprehensive research institution offering degrees at the bachelor's, master's, and doctoral levels.

The Professional Education Unit (PEU) is responsible for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other professional school personnel and involves programs and faculty that span four colleges at OSU: Agricultural Sciences and Natural Resources, Arts and Sciences, Education, and Human Environmental Sciences. Programs leading to certification are offered at the initial and advanced levels.

The site visit was conducted by a joint NCATE/state Board of Examiners (BOE) team.

Observations made by the BOE team:

■ The Professional Education Unit has strong relationships with over 100 partner schools and has established numerous advisory committees to help design, deliver, and evaluate field and clinical experiences. All 24 programs and 31 certification areas meet or exceed requirements for field experiences.

■ Multiple sources of data underscored by information from evaluations and interviews indicate that candidates possess the necessary knowledge, skills, and dispositions to meet national, state, and institutional standards.

■ The unit has developed an effective and systematic assessment plan that provides for evaluation of initial and advanced candidate outcomes and proficiencies and also addresses unit operations.

■ All faculty in the PEU have documented expertise and experience in the field that they teach and/or supervise and are required to have appropriate terminal or advanced degrees directly related to their area of expertise.

The BOE Team indicated these areas for improvement:

■ Candidates at the initial level have limited opportunities to interact with other candidates from diverse racial and ethnic groups.

■ Candidates have limited opportunities to interact with university faculty from diverse backgrounds.

Oklahoma State University was granted continuing accreditation by OCTP and NCATE.

Oral Roberts University

Oral Roberts University is a comprehensive private sectarian Christian institution. The University was chartered under a Certificate of Incorporation issued by the Secretary of State of the State of Oklahoma on November 9, 1963, and accepted its first students in 1965. Based on the premise that a genuine spiritual, mental, and physical commitment is necessary for happiness and development, Oral Roberts University is dedicated to the whole person concept – seeking a balanced development of the spirit, mind, and body.

The University is located in a suburban section of Tulsa, Oklahoma, on a 263-acre campus. Over 5,300 students are enrolled in 80 undergraduate majors and 28 graduate programs. The university has developed a diversified academic program, offered through its six schools: Arts and Sciences, Business, Education, LifeLong Education, Nursing, and Theology and Missions.

The School of Education is organized into two major divisions, the Undergraduate School of Education and the Graduate School of Education, with appropriate departments within each division. The unit offers 11 initial degree programs and eight advanced degree programs. The unit utilizes distance learning as a formal educational process at both the initial and advanced levels.

The site visit was conducted by a joint NCATE/state Board of Examiners (BOE) team.

Observations made by the BOE Team:

■ Candidate dispositions are embedded throughout programs and are systematically assessed. The unit expects students to focus on student learning and document the impact of their teaching on student learning.

■ The unit collaborates with its school partners in the design, implementation, and evaluation of field experience and clinical practice to enable candidates to demonstrate their knowledge, skills, and dispositions.

■ The unit has an assessment system that generates multiple data on candidate qualifications and performance as well as unit operations.

■ The unit has designed programs of study rich in diversity coursework and assessments in order to build candidate proficiencies. The unit has also taken successful steps to increase faculty diversity.

■ *The BOE team indicated these areas for improvement:*

■ There is lack of sufficient data collection to support benchmarks at the advanced level.
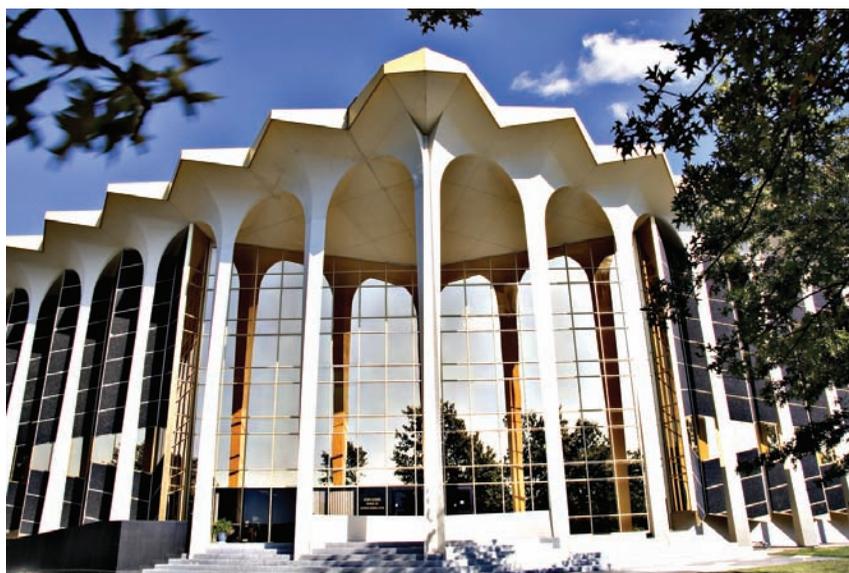
Oral Roberts University was granted continuing accreditation by OCTP and NCATE.

Southwestern Oklahoma State University

Southwestern Oklahoma State University (SWOSU) was founded in 1901 by the Oklahoma Territorial Legislature to serve the western and southwestern regions of Oklahoma. The first classes met in 1903. Originally established as Southwestern Normal School, the institution underwent numerous name changes over the years. The institution has evolved into a comprehensive university offering both undergraduate and graduate degrees.

SWOSU is located in Weatherford, Oklahoma, a city of approximately 10,000 located in Custer County approximately 75 miles west of Oklahoma City on Interstate 40. In 1987, Sayre Junior College merged with Southwestern Oklahoma State University, adding a two-year branch campus in western Oklahoma. Sayre is located 54 miles west of Weatherford on Interstate 40.

The Professional Education Unit (PEU) provides teacher candidates with appropriate experiences in teaching, human growth and development, educational psychology, content, methods and materials, and directed observation and field practicum. The Education Administration program is delivered through a distance learning mode. All courses are taught in a traditional classroom, but are broadcast through an I-TV feed to eight other locations in the state. This program is taught predominantly by full-time faculty members.

The site visit was conducted by a joint NCATE/state Board of Examiners (BOE) team.

Observations made by the BOE Team:

- Candidates and graduates were able to articulate the content, pedagogical, and professional skills they have learned, and evidence gathered onsite indicated that candidates believe they are well prepared.

- Field experience and clinical practice are central to the unit's conceptual framework and are abundantly evident throughout the coursework descriptions.

- At both the initial and advanced levels, the clinical practice experience provided to candidates is a collaborative effort between the candidates, the director of field experiences, the cooperating teachers, and the clinical faculty.

- Candidates are provided with experiences designed to celebrate diversity, interact with diverse candidates and PK-12 students, and accommodate differences in learners.

Areas for improvement noted by the BOE Team included the following:

- Candidates at the initial and advanced levels have limited opportunities to interact with faculty from ethnically diverse backgrounds.

- Several programs have not yet been granted national recognition; other programs have been submitted but have not as yet achieved state recognition.

- Data are not systematically collected, summarized, or analyzed by the unit or shared to improve program quality of unit operations.

Southwestern Oklahoma State University was granted continuing accreditation with conditions by OCTP and continuing accreditation by NCATE.

Accreditation Status Report

Institution	Status	Next Site Visit
Bacone College (BC)*	State Continuing	Spring 2009
Cameron University (CU)	NCATE/State Continuing	Spring 2008
East Central University (ECU)	NCATE/State Continuing	Fall 2012
Langston University (LU)	Continuing Pending	Pending
Mid-America Christian University (MACU)*	State Continuing	Fall 2012
Northeastern State University (NSU)	NCATE/State Continuing	Fall 2010
Northwestern Oklahoma State University (NWOSU)	NCATE/State Continuing	Fall 2011
Oklahoma Baptist University (OBU)	NCATE/State Continuing	Fall 2008
Oklahoma Christian University (OC)	NCATE/State Continuing	Spring 2012
Oklahoma City University (OCU)	State Continuing	Spring 2011
Oklahoma Panhandle State University (OPSU)	NCATE/State Continuing	Fall 2008
Oklahoma State University (OSU)	NCATE/State Continuing	Spring 2012
Oklahoma Wesleyan University (OWU)	NCATE/State Continuing	Spring 2008
Oral Roberts University (ORU)	NCATE/State Continuing	Spring 2013
Southeastern Oklahoma State University (SOSU)	NCATE/State Continuing	Spring 2009
Southern Nazarene University (SNU)	NCATE/State Continuing	Spring 2009
Southwestern Oklahoma State University (SWOSU)	NCATE Continuing State Continuing with conditions	Spring 2013 Spring 2009
St. Gregory's University (SGU)*	State Continuing	Pending
University of Central Oklahoma (UCO)	NCATE/State Continuing	Spring 2008
University of Oklahoma (OU)	NCATE/State Continuing	Spring 2011
University of Science & Arts of Oklahoma (USAO)	NCATE/State Continuing	Fall 2008
University of Tulsa (TU)*	State Continuing with conditions	Spring 2008

* State Accreditation only

Portfolio Assessment

As part of each teacher candidate's educational experience, a portfolio is developed that emphasizes Oklahoma's 15 General Competencies for Licensure and Certification. Candidate portfolios provide an opportunity for teacher candidates to critically evaluate what teachers need to know to be successful and to consider different types of learners and school environments. The activities and field experiences, which are described and reflected on in a candidate's portfolio, demonstrate the knowledge, skills and dispositions teacher candidates acquire during their teacher preparation.

A team of trained evaluators assesses each institution's portfolios on a rotating basis. The evidence of the 15 General Competencies of this assessment is to determine if the philosophy of the teacher education program is being realized in the students' educational experiences and to ensure that institutions are providing candidates with the necessary knowledge base to be successful teachers.

The following institutions participated in Portfolio assessments in 2006 - 2007:

Langston University

University of Central Oklahoma

Bacone College
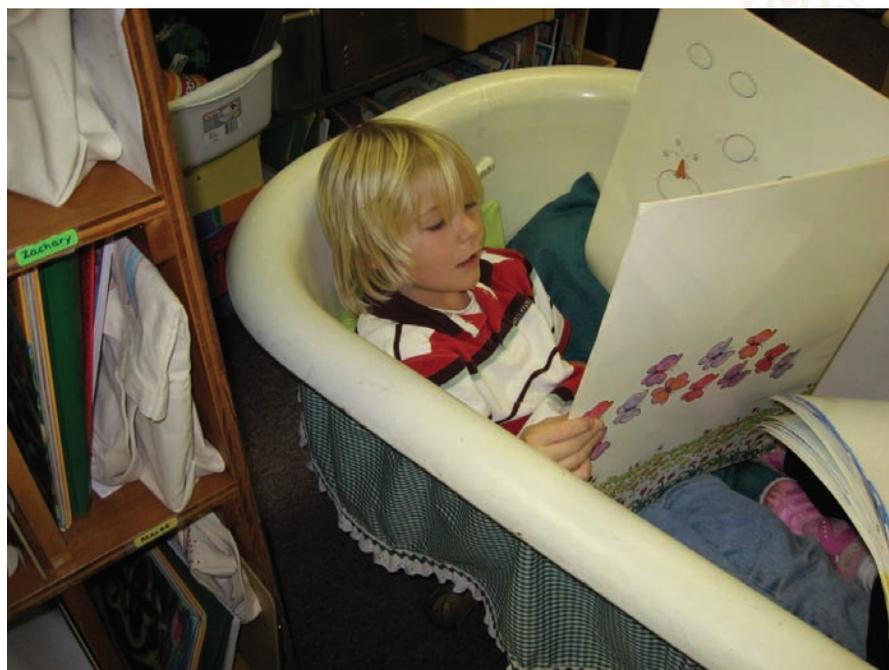
Program Review

Each program area (e.g., math, reading, etc.) within a teacher education unit is required to submit a review as part of the assessment process. Individual programs are evaluated based on the standards of national learned societies and/or state approved standards. For example, the International Reading Association (IRA) has created a set of competencies that should guide all reading programs in Oklahoma. The standards of the IRA were then integrated with the Oklahoma State Competencies and an assessment measure for reading programs was created. For each learned society that is affiliated with NCATE this process has occurred. When a program is not directly affiliated through NCATE (e.g., driver's education), state standards were utilized as the foundation for program review.

Prior to the initiation of this assessment process, only five programs in the State of Oklahoma were nationally recognized. As the assessment process continues, it is our goal for all NCATE-affiliated schools to have multiple programs receive national recognition. Currently, there are well over 300 teacher preparation programs at universities in the state of Oklahoma.
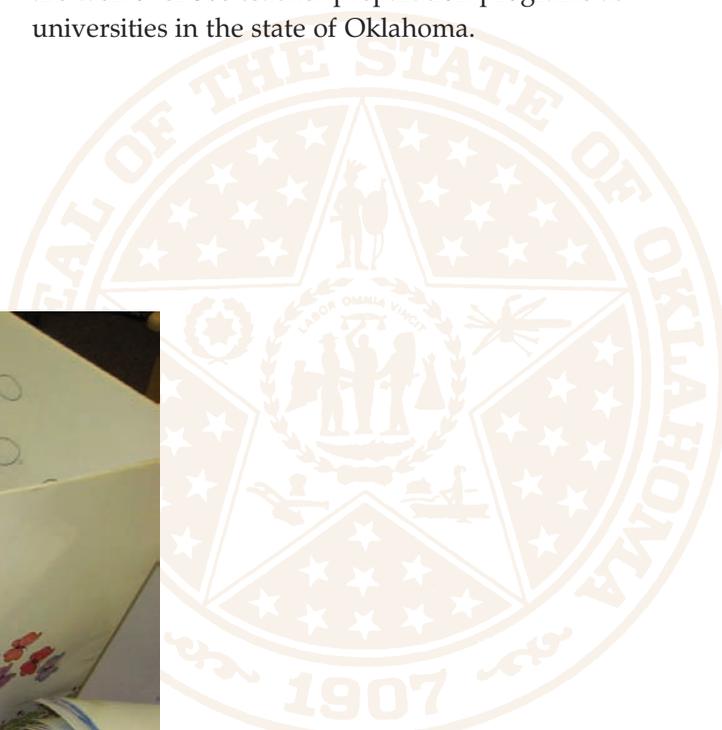
Program Areas Offered by Institution

Bacone College
Early Childhood
Elementary Education
Physical Education/Health/Safety

Cameron University
Art
Early Childhood
Education Administration
Elementary Education
English
Foreign Language
Mathematics
Music
Physical Education/Health/Safety
Reading Specialist
Science
Social Studies
Special Education
Speech/Drama/Debate

East Central University
Art
Business
Early Childhood
Education Administration
Elementary Education
English
Family and Consumer Science
Library Media Specialist
Mathematics
Music
Physical Education/Health/Safety
Reading Specialist
School Counselor
School Psychology
School Psychometry
Science
Social Studies
Special Education
Speech/Drama/Debate

Langston University
Early Childhood
Elementary Education
English
Family and Consumer Science
Mathematics
Music
Physical Education/Health/Safety
Science
Special Education
Technology Education

Mid-America Christian University
Elementary Education
English
Mathematics
Music
Social Studies

Northeastern Oklahoma State University
Art
Business
Early Childhood
Early Childhood (Advanced)
Education Administration
Elementary Education
English
Foreign Language
Library Media Specialist
Mathematics
Music
Physical Education/Health/Safety
Reading Specialist
School Counselor
Science
Social Studies
Special Education
Special Education (Advanced)
Speech/Drama/Debate
Speech-Language Pathology

Northwestern Oklahoma State University
Business
Early Childhood
Elementary Education
English
Mathematics
Music
Physical Education/Health/Safety
Reading Specialist
School Counseling
Science
Social Studies
Special Education
Speech/Drama/Debate

Oklahoma Baptist University
Art
Early Childhood
Elementary Education
English
Foreign Language
Mathematics
Music
Physical Education/Health/Safety
Science
Social Studies
Special Education

Oklahoma Christian University
Art
Early Childhood
Elementary Education
English
Mathematics
Music
Physical Education
Science
Social Studies

Oklahoma City University
Art
Early Childhood
Elementary Education
English
Foreign Language
Mathematics
Music
Science
Social Studies
Speech/Drama/Debate

Oklahoma Panhandle State University
Agriculture
Business
Elementary Education
English
Mathematics
Music
Physical Education/Health/Safety
Science
Social Studies

Oklahoma State University
Agriculture
Art
Early Childhood
Education Administration
Elementary Education
English
Foreign Language
Gifted and Talented
Library Media Specialist
Mathematics
Music
Physical Education/Health/Safety
Reading Specialist
School Counselor
School Psychology
School Psychometry
Science
Social Studies
Special Education
Speech & Language Pathology

Oklahoma Wesleyan College
Business Education
Elementary Education
English
Mathematics
Music
Physical Education/Health/Safety
Science
Social Studies
Oral Roberts University
Art
Early Childhood
Education Administration
Elementary Education
English As A Second Language
Foreign Language
Mathematics
Music
Physical Education/Health/Safety
Science
Social Studies
Special Education
Speech/Drama/Debate

Saint Gregory's University
English
Mathematics
Science
Social Studies

Southeastern Oklahoma State University
Art
Educational Administration
Elementary Education
Foreign Language
Mathematics
Music
Physical Education/Health/Safety
Reading Specialist
School Counselor
Science
Social Studies
Special Education

Southern Nazarene University
Early Childhood
Educational Administration
Elementary Education
English
Foreign Language
Mathematics
Music
Physical Education/Health/Safety
Science
Social Studies
Speech/Drama/Debate

Southwestern Oklahoma State University
Art
Early Childhood
Education Administration
Elementary Education
English
Mathematics
Music
Physical Education/Health/Safety
School Counselor
School Psychology
School Psychometry
Science
Social Studies
Special Education
Technology Education

University of Central Oklahoma
Art
Business
Early Childhood
Early Childhood (Advanced)
Education Administration
Elementary Education
English
English as a Second Language
Family and Consumer Sciences
Foreign Language
Library Media Specialist
Mathematics
Music
Physical Education/Health/Safety
Reading Specialist
School Counselor
School Psychology
School Psychometry
Science
Social Studies
Special Education
Speech/Drama/Debate
Speech & Language Pathology

University of Oklahoma
Early Childhood
Educational Administration
Elementary Education
English
English As A Second Language
Foreign Language
Library Media Specialist
Mathematics
Music
Reading Specialist
School Counselor
Science
Social Studies
Special Education
Speech & Language Pathology

University of Science and Arts of Oklahoma
Art
Business
Early Childhood
Elementary Education
English
Mathematics
Music
Physical Education/Health/Safety
Science
Social Studies
Special Education
Speech & Language Pathology

University of Tulsa
Art
Early Childhood
Elementary Education
English
Math
Music
Physical Education/Health/Safety
Science
Social Studies
Special Education
Speech & Language Pathology

Program Accreditation

Professional Development in Accreditation

One of the Commission's key roles is providing professional development in the area of program accreditation for the state's twenty-two teacher preparation programs and other constituent groups. Due to the adoption of a new process for program approval in 2004, the Oklahoma Commission for Teacher Preparation sponsors training on a regular basis to stakeholders from colleges and universities, K-12 teachers and administrators, and education policy-makers. Using legislatively appropriated funds, the Commission provides training from the following national education organizations that set the national standards for teacher preparation:

National Council for Accreditation of Teacher Education

American Alliance for Health, Physical Education, Recreation, and Dance

American Council on the Teaching of Foreign Languages

Association for Childhood Education International

Council for Exceptional Children

Educational Leadership Constituent Council

International Reading Association

National Association for the Education of Young Children

National Council for the Social Studies

National Council of Teachers of English

National Council of Teachers of Mathematics

National Science Teachers Association

Teachers of English to Speakers of Other Languages

Oklahoma was recognized by The National Council for Accreditation of Teacher Education
as one of a few states in the country that provides professional development in program approval.

Candidate Assessment

Certification for Oklahoma Educators

In 1995, the Oklahoma Commission for Teacher Preparation (OCTP) was given the responsibility for the development of a competency-based testing program for teacher candidates. The assessment was designed to examine competency in the following areas: general education, subject area, and professional teaching knowledge. Candidates for initial teacher licensure/certification are required to successfully complete the competency examination composed of the Oklahoma General Education Test (OGET), the Oklahoma Subject Area Test (OSAT), and the Oklahoma Professional Teaching Examination (OPTE). Furthermore, candidates seeking administrator certification are required to pass a competency-based examination with multiple performance assessments.

The Oklahoma certification examination reflects standards and competencies developed and adopted by various state and national groups, organizations, and policy directives: Oklahoma State Board of Education (OSDE), Full Subject Matter Competencies, PASS, National Learned Societies, and the Interstate New Teacher Assessment & Support Consortium (INTASC).

■ The Oklahoma General Education Test (OGET) is designed to examine and assess competency in areas associated with general studies and education in liberal arts and sciences. The OGET is distinctive from many other examinations of this type in that critical thinking skills, as well as basic skills, are assessed.

■ The Oklahoma Subject Area Tests (OSAT) are designed to assess subject-matter knowledge and skills.

■ The Oklahoma Professional Teaching Exam (OPTE) is designed to assess professional knowledge and skills needed by entry-level educators. Candidates are assessed with respect to learners and the learning environment, instruction and assessment, and professional involvement.

OCTP has contracted with Evaluation Systems of Pearson and the Buros Center for Testing to assist in the development, validation, and administration of the assessments included in the Certification Examinations for Oklahoma Educators (CEOE) program.

> " The Oklahoma Commission for Teacher Preparation is a national leader in the development and administration of an effective educator certification assessment system. The Commission has encouraged the active participation of thousands of Oklahoma educators in the assessment development process to ensure that the certification assessments reflect the knowledge and skills needed by teachers to provide a high quality education to children in Oklahoma public schools. By aligning the educator certification assessment with the knowledge and skills necessary to teach the learning standards for Oklahoma public school students, the Commission has contributed a major component to an education system for Oklahoma that seeks the same goals at all levels. "
>
> *William Phillip Gorth, Ph.D.*
> *President, Evaluation Systems of Pearson*

Throughout the development and validation process of the three components of the CEOE program, over 7000 Oklahoma educators have contributed their knowledge and expertise. Committees included classroom teachers from each grade level, higher education faculty from teacher education programs, higher education faculty from arts & sciences, vocational education faculty, and school administrators.

As part of maintaining the assessment program, routine review and redevelopment assures that the tests will be kept current and accurate. The review and redevelopment process allows the assessment system to continually measure teacher knowledge and skill levels using the most current and widely accepted standards.

In 2006 the Oklahoma Commission for Teacher Preparation added Cherokee to its Oklahoma Subject Area Tests developed in collaboration with Evaluation Systems of Pearson and with the valuable assistance of educators from the Cherokee Nation. This new exam joins five other World Language certification exams in Oklahoma's teacher certification testing program. A seventh language exam, Mandarin Chinese, will be offered in 2008. Tests that underwent redevelopment for 2006-2007 were: English, US History/OK History/Government/ Economics and World History/Geography.

Certification Examinations for Oklahoma Educators

September 2006 – August 2007

Aggregate Pass Rates by Test

The Certification Examinations for Oklahoma Educators consist of fifty-five tests: fifty-two subject area tests, two professional teaching examinations, and one general education test.

Aggregated pass rates for each of the certification examinations are presented in the table below.

TEST	N	% PASS
Instrumental/General Music	92	83.7
Art	124	88.7
Vocal/General Music	68	89.7
Chemistry	78	41.0
Early Childhood Education	1,239	83.8
English	588	79.1
Earth Science	90	46.7
Family and Consumer Science	171	55.6
Biological Sciences	390	49.2
Advanced Mathematics	165	81.2
Physical Education/Health/Safety	512	77.0
Physical Science	119	69.7
Physics	49	59.2
Reading Specialist	110	79.1
Speech/Drama/Debate	110	61.8
US History/OK History/Econ/Govt	560	78.2
World History/Geography	346	70.8
Spanish	120	47.5
French	15	60.0
German	7	57.1
Russian	1	100.0
Latin	5	60.0
Middle Level English	324	78.4
Middle Level/Intermediate Math	962	55.8
Middle Level Science	326	70.2
Middle Level Social Studies	348	74.4
Blind/Visual Impairment	17	88.2
Mild-Moderate Disabilities	584	78.9
Deaf/Hard of Hearing	33	66.7
Severe-Profound Disabilities	103	93.2
Psychology/Sociology	203	65.5
School Psychologist	36	100.0
Psychometrist	31	93.5
Speech-Language Pathologist	2	50.0
Driver/Safety Education	147	80.3
Journalism	106	95.3

TEST	N	% PASS
Library-Media Specialist	123	91.9
School Counselor	249	94.8
Business Education	363	87.3
Marketing Education	41	39.0
Agricultural Education	73	100.0
Technology Education	52	46.2
Principal Common Core	507	87.2
Elementary Principal Specialty Test	320	78.4
Middle Level Principal Specialty Test	36	66.7
Secondary Principal Specialty	370	63.8
Superintendent	161	77.0
Elementary Education Subtest 1	2,172	85.1
Elementary Education Subtest 2	2,054	91.3
Dance	14	78.6
English as a Second Language	95	75.8
OPTE: PK-8	1,841	93.0
OPTE: 6-12	1,433	94.9
OGET	5,239	85.6

Aggregate Pass Rates by Teacher Preparation Institutions

Pass rates for each of the three component areas of the
Certification Examinations for Oklahoma Educators are presented in the table below.

INSTITUTION	OGET		OPTE		OSAT		TOTAL	
	N	% Pass	N	% Pass	N	%Pass	N	%Pass
Bacone College	9	55.6	79	71.4	10	70.0	26	65.4
Cameron University	28	96.4	67	95.5	77	93.5	172	94.8
East Central University	88	93.2	112	89.3	385	84.9	585	87.0
Langston University	28	46.4	23	73.9	38	73.7	89	65.2
Mid-America Christian University	6	50.0	5	100.0	9	100.0	20	85.0
Northeastern State University	203	83.7	436	97.0	778	87.7	1,417	90.0
Northwestern Oklahoma State Univ.	31	71.0	67	94.0	165	84.2	263	85.2
Oklahoma Baptist University	47	95.7	64	98.4	98	98.0	209	97.6
Oklahoma Christian University	60	96.7	22	100.0	49	93.9	131	96.2
Oklahoma City University	27	100.0	22	100.0	26	100.0	75	100.0
Oklahoma Panhandle State University	21	76.2	296	89.7	44	65.9	94	75.5
Oklahoma State University	366	91.3	351	97.4	568	93.3	1,285	93.9
Oklahoma Wesleyan University	10	100.0	17	94.1	26	76.9	53	86.8
Oral Roberts University	41	82.9	30	90.0	74	90.5	145	88.3
Southeastern Oklahoma State Univ.	96	86.5	128	94.5	353	86.1	577	88.0
Southern Nazarene University	27	92.6	21	100.0	77	79.2	125	85.6
Southwestern Oklahoma State Univ.	120	80.8	132	92.4	478	80.1	730	82.5
St. Gregory's University	4	50.0	4	100.0	8	75.0	16	75.0
Univ. of Science and Arts of Oklahoma	48	93.8	44	100.0	93	92.5	185	94.6
University of Central Oklahoma	194	91.2	201	99.0	452	92.3	847	93.6
University of Oklahoma	209	97.6	205	99.5	309	93.2	723	96.3
University of Tulsa	49	95.9	31	100.0	54	98.1	134	97.8

Aggregate OPTE Pass Rates by Verification Status

The table below compares the OPTE pass rates of examinees
participating in a teacher education program
with nonparticipants.

Test	TOTAL		PROGRAM		NON-PROGRAM	
	N	%Pass	N	% Pass	N	% Pass
OPTE: PK-8	1,841	93.0	1,304	95.9	537	86.0
OPTE: 6-12	1,433	94.9	722	96.5	711	93.2
OVERALL OPTE	3,274	93.9	2,026	96.2	1,248	90.1

Aggregate Pass Rates by OSAT Category and Verification Status

The table below compares the OSAT pass rates of examinees
participating in a teacher education program
with nonparticipants.

Category	TOTAL		PROGRAM		NON-PROGRAM	
	N	%Pass	N	% Pass	N	% Pass
General	12,166	78.2	3,348	89.2	8,818	74.0
Vocational	700	75.0	55	81.8	645	74.4
Advanced	551	91.1	277	93.1	274	89.1
Administrator - Principal	1,233	77.3	520	77.7	713	77.0
Administrator – Superintendent	161	77.0	17	76.5	144	77.1
TOTAL	14,811	78.4	4,217	87.9	10,594	74.7

Aggregate OSAT Pass Rates by Certification

The table below reports OSAT pass rates by certification category.*

Test	Total N	%Pass	Initial Certification N	%Pass	Alternative Certification N	%Pass	Additional Certification N	%Pass	Early Childhood/CDA N	% Pass	Out-of-State Candidate N	%Pass	Para-professional N	%Pass	Other/No response N	%Pass
Instrumental/General Music	92	83.7	60	91.7	12	100.0	13	30.8	•	•	5	80.0	•	•	2	100.0
Art	124	88.7	42	90.5	49	85.7	27	88.9	•	•	3	100.0	•	•	3	100.0
Vocal/General Music	68	89.7	30	96.7	20	95.0	14	64.3	•	•	2	100.0	•	•	2	100.0
Chemistry	78	41.0	27	37.0	24	66.7	23	21.7	•	•	2	50.0	•	•	2	0.0
Early Childhood Educ.	1,239	83.8	512	86.1	126	77.0	484	84.1	32	71.9	36	91.7	•	•	49	75.5
English	588	79.1	155	89.0	158	83.5	251	71.3	•	•	11	81.8	•	•	13	53.8
Earth Science	90	46.7	23	60.9	22	31.8	42	50.0	•	•	1	0.0	•	•	2	0.0
Family and Consumer Science	171	55.6	35	54.3	97	58.0	37	51.4	1	0.0	1	0.0	•	•	•	•
Biological Sciences	390	49.2	95	61.1	147	57.1	134	31.3	•	•	3	33.3	•	•	11	63.6
Advanced Mathematics	165	81.2	70	88.6	45	84.4	45	71.1	•	•	2	50.0	•	•	3	33.3
Physical Education/Health/Safety	512	77.0	209	84.2	186	72.0	96	74.0	•	•	6	83.3	1	0.0	14	57.1
Physical Science	119	69.7	27	81.5	24	79.2	58	63.8	•	•	4	50.0	1	0.0	5	60.0
Physics	49	59.2	12	83.3	6	83.3	31	45.2	•	•	•	•	•	•	•	•
Reading Specialist	110	79.1	12	58.3	2	100.0	91	80.2	•	•	4	100.0	•	•	1	100.0
Speech/Drama/Debate	110	61.8	21	57.1	58	56.9	26	76.9	•	•	•	•	•	•	5	60.0
US History/OK History/Econ/Govt	560	78.2	166	87.3	180	77.2	188	72.3	•	•	4	75.0	•	•	22	68.2
World History/Geography	346	70.8	119	79.0	89	69.7	126	65.9	•	•	2	50.0	•	•	10	50.0
Spanish	120	47.5	35	48.6	40	62.5	36	25.0	•	•	7	71.4	•	•	2	50.0
French	15	60.0	8	62.5	4	75.0	2	50.0	•	•	1	0.0	•	•	•	•
German	7	57.1	2	50.0	4	50.0	1	100.0	•	•	•	•	•	•	•	•
Russian	1	100.0	•	•	1	100.0	•	•	•	•	•	•	•	•	•	•
Latin	54	60.0	•	•	4	75.0	1	0.0	•	•	•	•	•	•	•	•
Middle Level English	324	78.4	43	86.0	35	68.6	231	79.2	•	•	5	80.0	•	•	10	60.0
Middle Level/Intermediate Math	962	55.8	162	61.7	120	57.5	651	54.5	•	•	15	53.3	•	•	14	35.7
Middle Level Science	326	70.2	76	71.1	78	73.1	152	67.1	•	•	10	80.0	•	•	10	80.0
Middle Level Social Studies	348	74.4	58	77.6	148	68.9	134	79.1	1	100.03	3	66.7	•	•	4	75.0

*Self -reported

NOTE: '•' = No examinees tested

The table below reports OSAT pass rates by certification category.*

Test	Total N	Total %Pass	Initial Certification N	Initial Certification %Pass	Alternative Certification N	Alternative Certification %Pass	Additional Certification N	Additional Certification %Pass	Early Childhood CDA N	Early Childhood CDA % Pass	Out-of-State Candidate N	Out-of-State Candidate %Pass	Para-professional N	Para-professional %Pass	Other/No response N	Other/No response %Pass
Blind/Visual Impairment	17	88.2	•	•	1	0.0	16	93.8	•	•	•	•	•	•	•	•
Mild-Moderate Disabilities	584	78.9	124	85.5	102	68.6	309	81.2	•	•	21	81.0	•	•	28	60.6
Deaf/Hard of Hearing	33	66.7	21	81.0	2	50.0	10	40.0	•	•	•	•	•	•	•	•
Severe-Profound Disabilities	103	93.2	23	82.6	7	100.0	67	95.5	•	•	2	100.0	•	•	4	100.0
Psychology/ Sociology	203	65.5	22	68.2	152	63.2	22	86.4	•	•	•	•	•	•	7	42.9
School Psychologist	36	100.0	4	100.0	1	100.0	30	100.0	•	•	•	•	•	•	1	100.0
Psychometrist	31	93.5	8	100.0	1	100.0	22	90.9	•	•	•	•	•	•	•	•
Speech-Language Pathologist	2	50.0	•	•	1	0.0	1	100.0	•	•	•	•	•	•	•	•
Driver/Safety Education	147	80.3	27	63.0	11	72.7	107	86.0	•	•	1	100.0	•	•	1	0.0
Journalism	106	95.3	12	100.0	86	94.2	4	100.0	1	100.0	1	100.0	•	•	2	100.0
Library-Media Specialist	123	91.9	19	84.2	12	100.0	89	93.3	•	•	2	50.0	•	•	1	100.0
School Counselor	249	94.8	37	91.9	83	89.2	119	99.2	•	•	8	100.0	•	•	2	100.0
Business Education	363	87.3	24	87.5	303	87.1	26	96.2	•	•	1	0.0	•	•	9	77.8
Marketing Education	41	39.0	4	25.0	23	30.4	14	57.1	•	•	•	•	•	•	•	•
Agricultural Education	73	100.0	22	100.0	34	100.0	9	100.0	•	•	2	100.0	•	•	6	100.0
Technology Education	52	46.2	5	60.0	21	47.6	24	41.7	•	•	1	100.0	•	•	1	0.0
Principal Common Core	507	87.2	53	83.0	16	100.0	402	86.6	•	•	20	100.0	•	•	16	87.5
Elementary Principal Specialty Test	320	78.4	31	80.6	7	100.0	258	76.7	•	•	14	100.0	•	•	10	70.0
Middle Level Principal Specialty Test	36	66.7	5	100.0	1	100.0	25	56.0	•	•	4	75.0	•	•	1	100.0
Secondary Principal Specialty Test	370	63.8	29	55.2	7	71.4	324	63.6	•	•	4	100.0	•	•	6	83.3
Superintendent	161	77.0	6	66.7	2	50.0	147	77.6	•	•	2	100.0	•	•	4	75.0
Elementary Ed Subtest 1	2172	85.1	1172	86.5	213	78.9	616	84.4	2	5.0	95	93.7	•	•	74	77.0
Elementary Ed Subtest 2	2054	91.3	1098	93.3	202	87.1	599	90.2	1	0.0	92	93.5	•	•	62	80.6
English as a Second Language	95	75.8	23	65.2	15	66.7	51	86.3	•	•	3	66.7	•	•	3	33.3
Dance	14	78.6	•	•	10	100.0	3	33.3	•	•	1	0.0	•	•	•	•
OVERALL OSAT	14811	78.4	4768	84.5	2992	75.0	6188	75.5	38	68.4	401	87.0	2	0.0	422	70.6

*Self Reported

NOTE: ´•´ = No examinees tested

Professional Development

Higher Expectations/Greater Needs

Teacher professional development is essential for improving student learning. Quality teachers are the single greatest determinant of student success. Teacher education, ability, and experience account for more variation in student achievement than all other factors. Knowing the subject matter, understanding how students learn, and practicing effective teaching methods translate into greater student achievement. Therefore, it is extremely important that teachers be well prepared when they begin teaching and that they continue to improve their knowledge and skills throughout their careers.

Accountability measures are requiring more of teachers. Teachers, therefore, need more support to meet the demands of the new system, and they need tools to meet the higher expectations. Standards and accountability systems help identify needed changes. These systems will fail to improve education outcomes for students if teachers, along with their principals and school administrators, do not have the knowledge and skills they need to implement strategies to effect change.

The following tables and graphs summarize the most critical part of the program evaluation: the effect of the program on the learning of K-6 students. For multi-year participants, the student outcome data are summarized on a longitudinal basis, permitting an analysis of the effects of the program over time. As is evident in the following tables and graphs, each PDI demonstrated important effects in student achievement.

Reading

The Reading Sufficiency Act, funded by the Legislature, provides professional development for elementary teachers and administrators using a scientifically research-based reading professional develpment model. Student reading achievement is dependent on the knowledge and skills of both the teacher and principal. The scientifically based reading elements of phonemic awareness, phonics, vocabulary, fluency and comprehension are the frameworks for the skills and strategies taught. A key to the Literacy First Process is assessment driven, systematic explicit instruction in each student's developmental level. Literacy First has made a difference for many teachers and schools across Oklahoma and other states.

Literacy First Oklahoma
Summary of Phonological Awareness & Phonics Assessment For the 2006-07 Academic Year

These charts display the percentage of students on grade level in Phonological Awareness and Phonics. These graphs display the aggregated results for schools that have participated in Literacy First for three years. Substantial increases are noted in both areas of reading.

Literacy First Phase IV Schools for the 2006-07 Academic Year

TABLE 1. Phonics Assessment

	On Grade Level		
	Received Instruction	Year Begin	End Year
Grade K	1461	0%	85%
Grade 1	1475	68%	73%
Grade 2	1230	60%	77%
Grade 3	651	59%	78%

TABLE 2. Phonological Awareness

	On Grade Level		
	Received Instruction	Year Begin	End Year
Grade K	1460	20%	89%
Grade 1	1367	65%	89%
Grade 2	636	76%	91%
Grade 3	215	82%	92%

According to the National Reading Panel (2000), phonological awareness and systematic phonics instruction work together to produce student achievement in reading. Phonological awareness is one of the best predictors of reading success, and systematic phonics instruction contri-butes significantly to children's growth in reading. Students who read on grade level have mastered the majority of the phonological awareness and phonics skills by the end of 2nd grade.

Note: Phase IV schools are schools in Oklahoma who are involved in a comprehensive 3-year reading reform process.

Literacy First Phase IV Schools for the
2006-07 Academic Year, *continued*

TABLE 3. Phase IV Schools: Reading Academic Performance Indicator (API)

Reading API Scores Over 3 Years	FY '05	FY '06	Fy '07
State Average Reading API	1172	1263	1282
Phase IV Average Reading API	1171	1270	1336

Over the course of three years, the Literacy First Phase IV schools have steadily increased their Reading API scores at a yearly average of 85 points, making a total three year gain of 165 points. State scores have increased an average of 55 points each year with a total 110 point gain over the three year period. In 2005 Phase IV schools began with an average API below the State average; however, in two years these schools surpassed the State average by 54 points.

FIGURE 1.

TABLE 4. Phase IV Schools: 3rd Grade Reading OCCT Scores

3rd Grade OCCT Reading Scores Over 3 Years	FY '04	FY '05	FY '06	Fy '07
State Average 3rd Grade Reading Scores	*62%	86%	90%	90%
Literacy First Average 3rd Grade Reading Scores	*63%	82%	86%	90%

*Note: from 2004 to 2005 the state test changed from a National Norm Reference test to Criteria Reference Test (OCCT)

On 2005, Literacy First Phase IV schools 3rd grade Oklahoma Core Curriculum Test (OCCT) reading scores fell 4 percentage points below the state average. Each year thereafter, the Phase IV schools demonstrated a positive trend, raising their reading scores by 4 percentage points to meet the 2007 state average of 90%. Even though the state scores increased by 4% from 2005 to 2006, there was no increase from 2006 to 2007. *It is important to note that free and reduced lunch rate for all state 3rd graders was 55% while the rate for Literacy First schools was 66%.*

FIGURE 2.

3rd Grade OCCT Reading Scores Over 4 Years
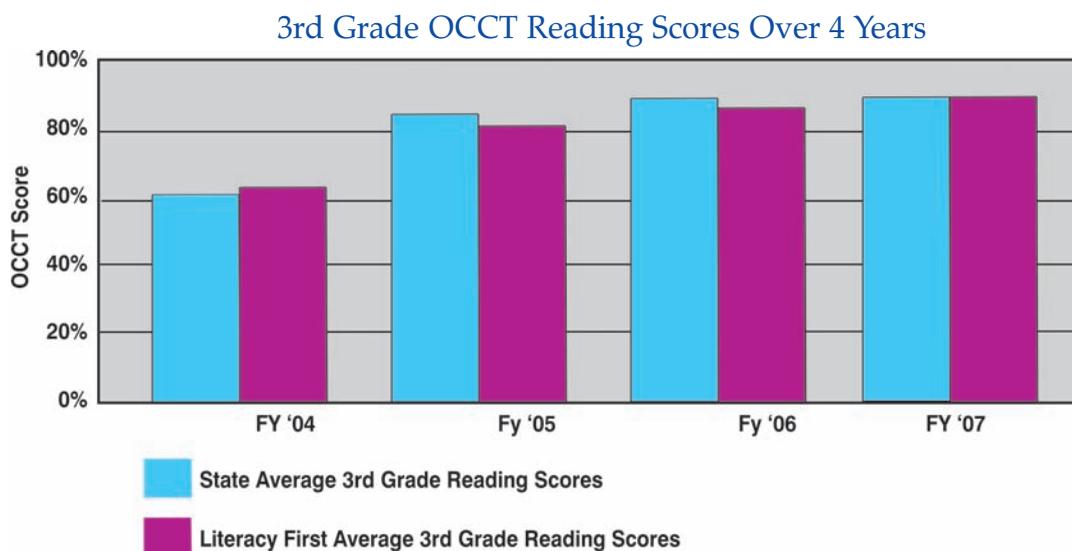
Middle Level Math

The Middle Level Math Professional Development Institute (PDI) is designed as a three-year project which provides teachers the opportunity to learn and implement the major mathematical concepts as designated by the National Council of Teachers of Mathematics (NCTM) Standards. *Connected Mathematics* is a curriculum built around mathematical problems that help students and teachers develop an understanding of important concepts and skills. It focuses on the improvement of teaching which includes the methods that teachers use in the classroom as well as content knowledge through the eight units of study. **(A 2004 United States Department of Education report indicated that *Connected Math* is one of five curricula that meet USDE standards.)**

TABLE 5. Comparison Gains of 8th Grade Mathematics OCCT Scores

8th Grade OCCT Math Scores Over 4 Years	FY '04	FY '05	FY '06	Fy '07
State Average 8th Grade Math Scores	77%	76%	71%	83%
Connected Math Schools' Avverage 8th Grade Math Scores	74%	79%	89%	84%

Over a four year period, schools participating in their third year of the Connected Mathematics professional development increased their 8th grade student OCCT scores an average of 10 percentage points; the State increased their average by 6 percentage points. Although participating schools showed a decrease from 2006 to 2007, the overall average math score still remained higher than the State average score. This decrease may be the result of a large high performing school district completing the 3 year cycle in 2006.

FIGURE 3.

8th Grade OCCT Math Scores Over 4 Years
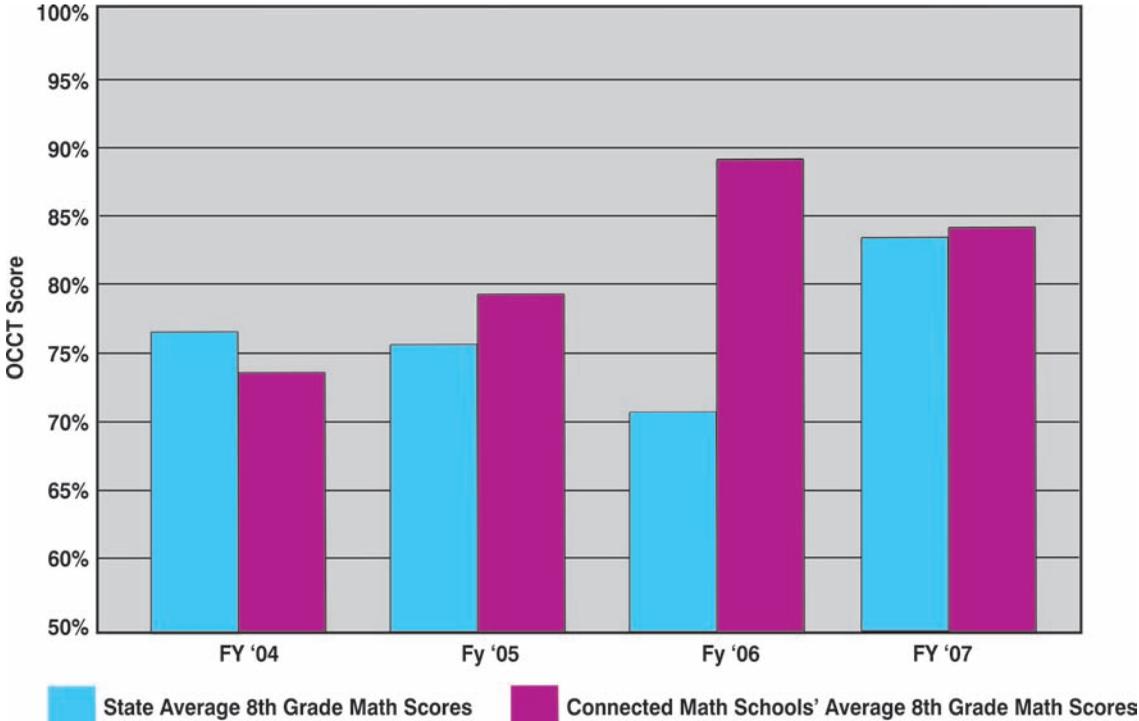
Inquiry Science

K20 Improving Science Across Oklahoma assists teachers in improving science instruction by providing intensive training in science content and inquiry processes with follow-up coaching and lesson study. Additionally, this program helps teachers improve science learning, as shown by increased student science scores. Approximately six elementary and two middle schools across Oklahoma are annually selected to participate in 10 days of professional development for teachers with training for the administrators. Integration of technology into the teaching of science and inquiry creates new ways for student engagement.

Elementary and middle schools receive Full Option Science System (FOSS) science kits and technology, such as a Smart Board and AlphaSmart Danas. Professional development includes how children learn, qualities of good science education, inquiry, kit use, technology integration, and lesson study. Learning teams are established at each participating school. Because the state science tests are administered at only two grade levels, the K20 Center and its participating schools administer standard assessments to students in grades 2-7. Teachers in the K20 project administered student pre-tests associated with the FOSS Science kits. Also included in this report is an analysis of OCCT results from 2005 to 2007.

TABLE 6. Comparison Gains of 5th Grade Science OCCT Scores

5th Grade Average OCCT Science Scores Over 3 Years	FY '05	FY '06	FY '07
State Average 5th Grade Science Scores	83%	87%	86%
K20 Science PDI Average 5th Grade Science Scores	75%	84%	89%

In 2005, schools participating in the K20 Science PDI scored an average 8% points below the State OCCT. *However, by 2007 the K20 Science schools had raised their average OCCT science scores by 14 percentage points, 3 percentage points above the State average.*

FIGURE 4.

State Average 5th Grade Science Scores / K20 Science PDI Average 5th Grade Science Scores
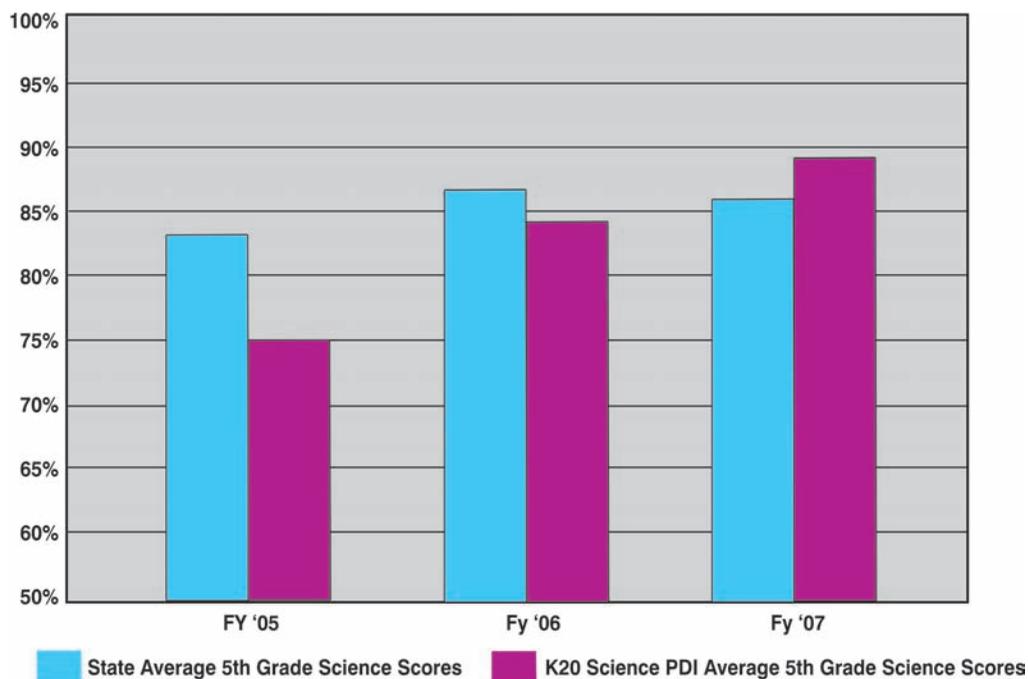
Summary of Analysis of Pre and Post Student Assessments
for Students Participating in Science PDI

TABLE 7. FOSS Student Pre/Post Assessment Scores

Grade Level	FOSS Pre-score %	FOSS Post-score %	% Gain
2nd	59.09	89.18	30.09
3rd	39.87	72.25	32.38
4th	34.50	68.40	33.90
5th	32.00	53.00	21.00
6th	50.00	61.68	11.68
7th	63.00	80.69	17.69

Overall, students whose teachers participated in the K20 Science professional development program increased their FOSS assessment scores an average of 25 percentage points. The greatest gains were made in the 4th, 3rd, and 2nd grades, all achieving 30 percent or more growth in student learning.

FIGURE 5.
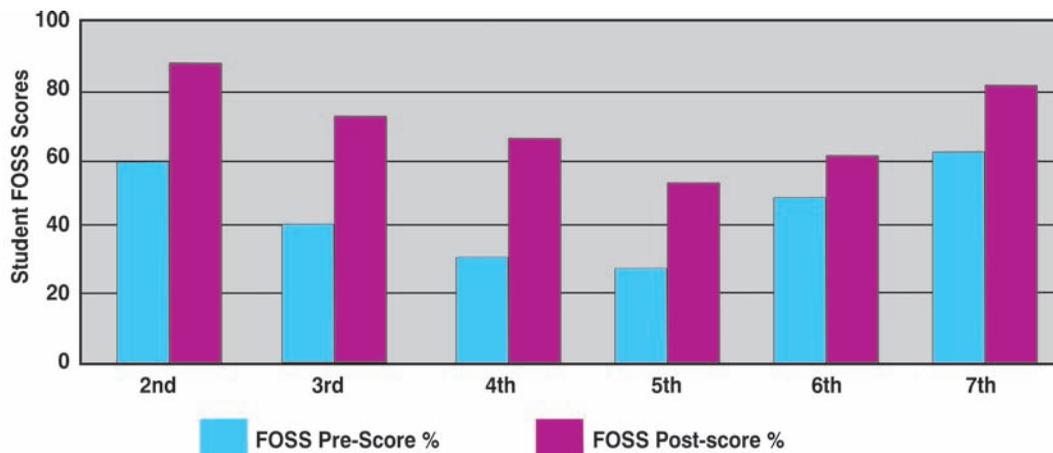
Professional Development

2006-2007 OCTP Mentoring Program Development

The Oklahoma Education Consortium (OEC) received 2006-2007 funding to develop and pilot an OEC Mentoring program model (OEC-M) to be used statewide with the Oklahoma Residency Teacher program. The OEC has been a collaborative effort involving many educational entities including the Oklahoma Education Association Teaching and Learning Section and Oklahoma State University, who in previous years had provided mentor/coaching training; the Oklahoma University K20 Center who has provided leadership training for public school administrators; the Cooperative Council for Oklahoma School Administrators (CCOSA), the Oklahoma State Department of Education (OSDE), and the Oklahoma Association for Colleges of Teacher Education (OACTE), representing the deans and directors of teacher education.

The OEC-M utilized knowledge, experiences, research, and methods from many educational experts, especially the California BEST mentoring model from the Center for Teacher Quality, Charlotte Danielson, Robert Marzano, Larry Lezotte, and the Performance Learning systems group. The goal of the planning year was to develop a two-year, research-based mentor training program; the group achieved this goal.

The OEC-M program is to be piloted during the 2007-2008 school year with 11 school districts attending training at three different sites. **This mentoring and induction program is endorsed by the National Commission on Teaching and America's Future.**
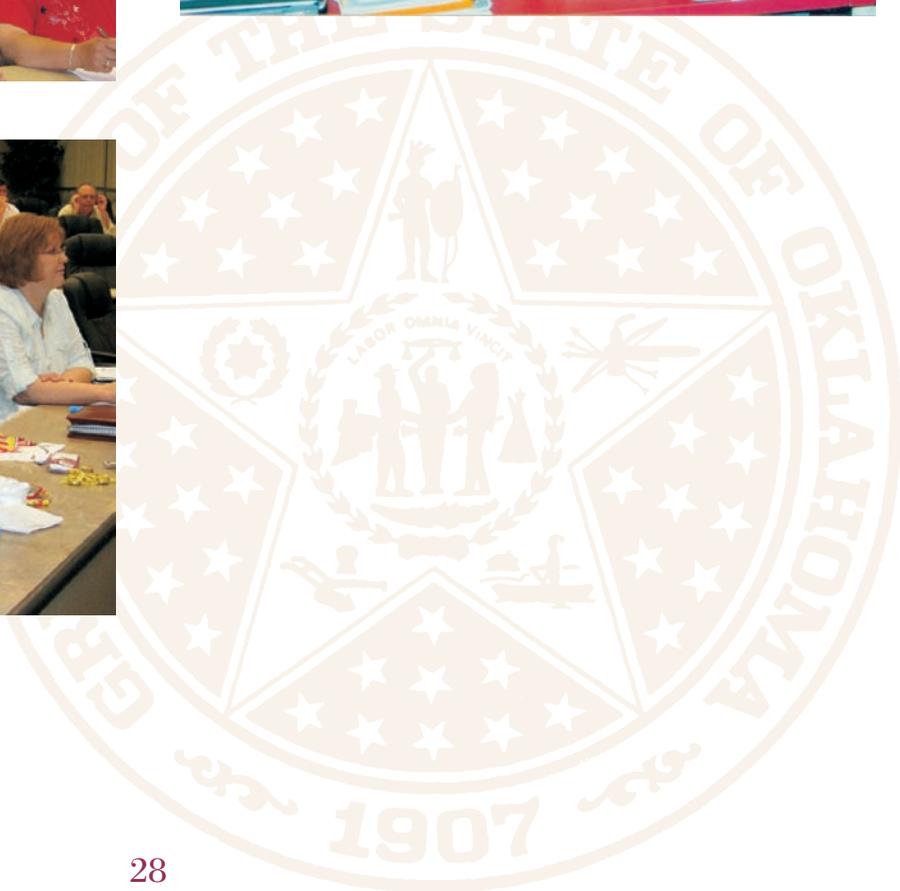
Education Leadership Oklahoma

The Oklahoma Commission for Teacher Preparation's Education Leadership Oklahoma (ELO) was created by the Oklahoma Legislature in 1997 for the express purpose of providing support for teachers who are participating in the National Board Certification process.

National Board Certification is the highest credential in the teaching profession. A teacher-driven, voluntary process established by NBPTS, certification is achieved through a rigorous, performance-based assessment that typically takes one to three years to complete and measures what accomplished teachers should know and be able to do. As part of the process, teachers build a portfolio that includes student work samples, assignments, videotapes and a thorough analysis of their classroom teaching. Additionally, teachers are assessed on their knowledge of the subjects they teach.

Oklahoma ranked sixth nationwide in the number of new National Board Certified Teachers. The state ranked ninth in the total number of teachers who achieved certification over time (1,996). Specifically,

- Oklahoma shows a 56 percent increase in the number of teachers who achieved National Board Certification in 2007 over last year.
- NBCTs make up nearly 5 percent of the state's teaching force
- Fifty-eight percent of the state's NBCTs teach in Title I schools
- The state's top five school districts in terms of the cumulative total of NBCTs are: Tulsa (109), Norman (95), Edmond (93), Moore (79), and Putnam City (73).

Education Leadership Goals

- Recruit and attract teachers in under-represented regions and low-performing schools
- Promote benefits of using NBCTs to ensure high quality teaching such as: leaders in schools, districts, or state improvement committees
- Have a National Board Certified Teacher in every school district in Oklahoma
- Secure funding for 500 annual scholarships for National Board Candidates
- Expand the mentoring program for National Board Certified Teachers
- Provide the guidance and support needed by Candidates with specific feedback and in-depth study on standards and how they are incorporated
- Provide leadership training for NBCTs

National Impact

Independent studies show students of NBCTs do better on standardized tests than students of non-NBCTs.

- Students of NBCTs score 7 to 15 percentage points higher on year-end tests than students of non-NBCTs. NBCTs were particularly effective with minority students.
- In 48 comparisions (4 grades, 4years of data, 3 measures of academic performance), students of NBCTs surpassed students of non-NBCTs in almost three-quarters of the comparisons. The learning gains were equivalent to spending about an extra month in school.
- More math NBCTs helped their students achieve larger testing gains in 9th and 10th grades than their non-certified colleagues-demonstrating particular benefits among special needs students and African-American and Hispanic students.
- Students of NBCTs exhibit deeper learning outcomes more frequently than students of non-NBCTs.

NOTE: All NBPTS data are derived from information reported to the National Board by National Board Certified candidates as part of the certification process. Oklahoma National Board Certified Teachers join the ranks of nearly 8,500 teachers nationwide who achieved National Board Certification in 2007, an 8.6 percent increase over the number of teachers who earned certification in 2006. The cumulative total of National Board Certified Teachers stands at 63,821.

State Impact

1,996 - Total Number of Oklahoma National Board Certified Teachers

- 400 Candidates were funded by the Oklahoma Legislature
- 370 First Time Scholarship Candidates completed the process
- 532 First Time Candidates completed the process
- 78 Advanced Scholarship Candidates participated in the retake process
- 183 Advanced Candidates participated in the retake process
- 440 New National Board Certified Teachers
- 12 Recertified National Board Certified Teachers
- 75 of Oklahoma's 77 Counties have either a National Board Certified Teacher (NBCT) or a candidate
- 269 of the School Districts in Oklahoma currently have a NBCT
- The Legislature continues to award a $5,000 annual stipend to NBCTs who are fulltime classroom teachers in Oklahoma public schools.

ELO Candidate Support/Technology

The following are examples of ways the Commission supports NBCT candidates:

- "Trainer of Trainers" for National Board Candidate Professional Development
- Two day summer orientation programs for new candidates (in conjunction with Southeastern Oklahoma State University)
- Additional professional development on portfolio and assessment in fall and spring, where the candidates are reunited with their trainers
- Eleven regional coordinators who coordinate and facilitate support, mentoring and provide professional development
- Renewal professional development for NBCTs seeking recertification
- Advanced Candidates Workshop for advanced candidates
- Partnerships with Career Technology Centers and Oklahoma Universities

Oklahoma National Board Certified Teachers and Education Leadership Oklahoma Candidates

OCTP · GREAT SEAL OF THE STATE OF OKLAHOMA · 1907

Legend
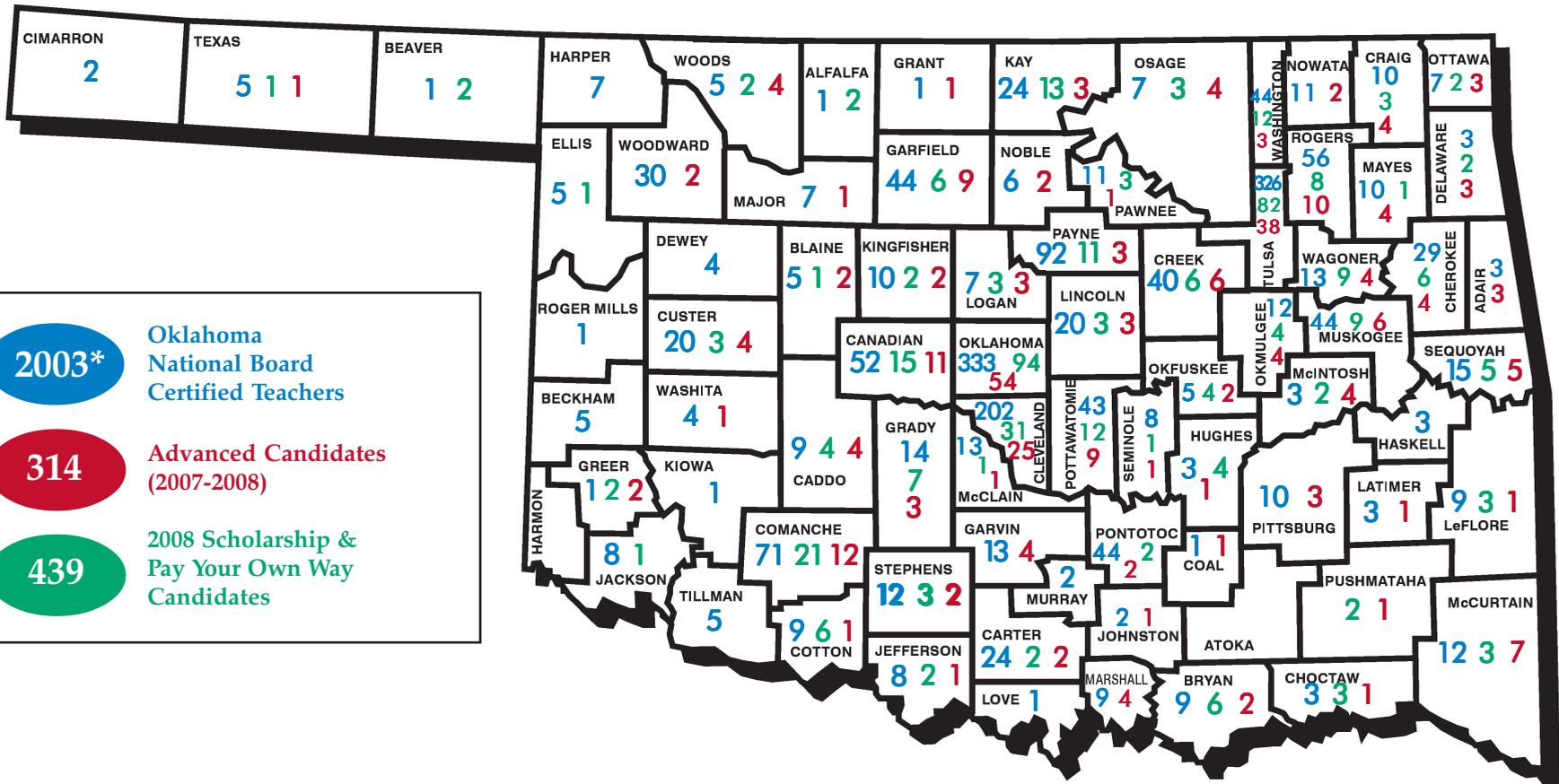
- **2003*** — Oklahoma National Board Certified Teachers
- **314** — Advanced Candidates (2007-2008)
- **439** — 2008 Scholarship & Pay Your Own Way Candidates

County Data

County	National Board Certified (blue)	2008 Scholarship/Pay Your Own Way (green)	Advanced Candidates (red)
CIMARRON	2		
TEXAS	5	1	1
BEAVER	1	2	
HARPER	7		
WOODS	5	2	4
ALFALFA	1	2	
GRANT	1		1
KAY	24	13	3
OSAGE	7	3	4
NOWATA	11		2
CRAIG	10 3 4		
OTTAWA	7	2	3
ELLIS	5	1	
WOODWARD	30		2
MAJOR	7		1
GARFIELD	44	6	9
NOBLE	6		2
WASHINGTON	44 12 3		
ROGERS	56	8	
MAYES	10	1	4
DELAWARE	3 2 3		
PAWNEE	11	3	1
TULSA	326 82 38		
DEWEY	4		
BLAINE	5	1	2
KINGFISHER	10	2	2
LOGAN	7	3	3
PAYNE	92	11	3
CREEK	40	6	6
WAGONER	13	9	4
CHEROKEE	29	6	4
ADAIR	3		3
ROGER MILLS	1		
CUSTER	20	3	4
CANADIAN	52	15	11
OKLAHOMA	333 94 54		
LINCOLN	20		3 3
OKMULGEE	12 4 4		
MUSKOGEE	44	9	6
SEQUOYAH	15	5	5
BECKHAM	5		
WASHITA	4	1	
CADDO	9	4	4
GRADY	14 7 3		
McCLAIN	13 1		
CLEVELAND	202 31 25		
POTTAWATOMIE	43 12 9		
SEMINOLE	8 1 1		
OKFUSKEE	5	4	2
HUGHES	3 1	4	
McINTOSH	3	2	4
HASKELL	3		
GREER	1	2	2
KIOWA	1		
COMANCHE	71	21	12
GARVIN	13		4
PONTOTOC	44		2
PITTSBURG	10	3	
LATIMER	3		1
LeFLORE	9	3	1
HARMON			
JACKSON	8	1	
TILLMAN	5		
STEPHENS	12	3	2
MURRAY	2		
COAL	1 1		
PUSHMATAHA	2	1	
McCURTAIN	12	3	7
COTTON	9	6	1
JEFFERSON	8	2	1
CARTER	24	2	2
JOHNSTON	2		1
ATOKA			
LOVE	1		
MARSHALL	9		4
BRYAN	9	6	2
CHOCTAW	3	3	1