

OCTP 2006 Annual Report

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 to retirement.

The school environment and closing the achievement gap are political priorities for the Commission. Developing and sustaining a well-prepared professional teacher workforce ensures that all Oklahoma students have the opportunity to be academically successful.



Commission Members

Ms. Linda Sholar, Stillwater, Chair

Dr. Debbie Blue, Shawnee, Vice Chair

Mr. Barry Beauchamp, Lawton

Ms. Judith Chalmers, Edmond

Ms. Deborah Cornelison, Ada

Mr. Weldon Davis, Bethany

Ms. Carrie DeMuth, Stillwater

Ms. Patrice Douglas, Edmond

Dr. Leah Engelhardt, Stillwater

Ms. Patricia Ferguson, Tulsa

Mr. John Kennedy, Oklahoma City

Mr. John Massey, Durant

Ms. Gayle Miles-Scott, Oklahoma City

Mr. William Stuart Price, Tulsa

Ms. Julia Carpenter, Oklahoma City

Dr. Peter Sherwood, Stillwater

Ms. Anna-Mary Suggs, Norman

Dr. Barbara Ware, Ponca City

Ms. Leahna West, Ada

Ex-Officio

Dr. Phil Berkenbile, State Director, Dept. 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)

OCTP 2006 Annual Report

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

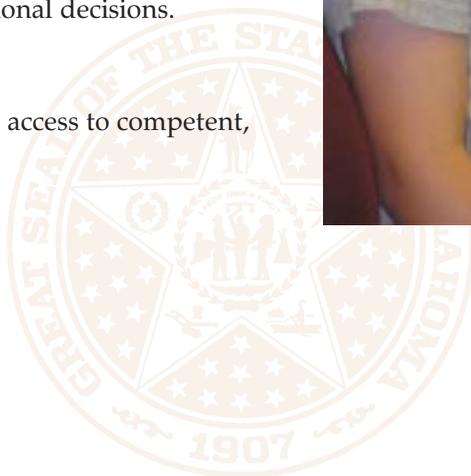
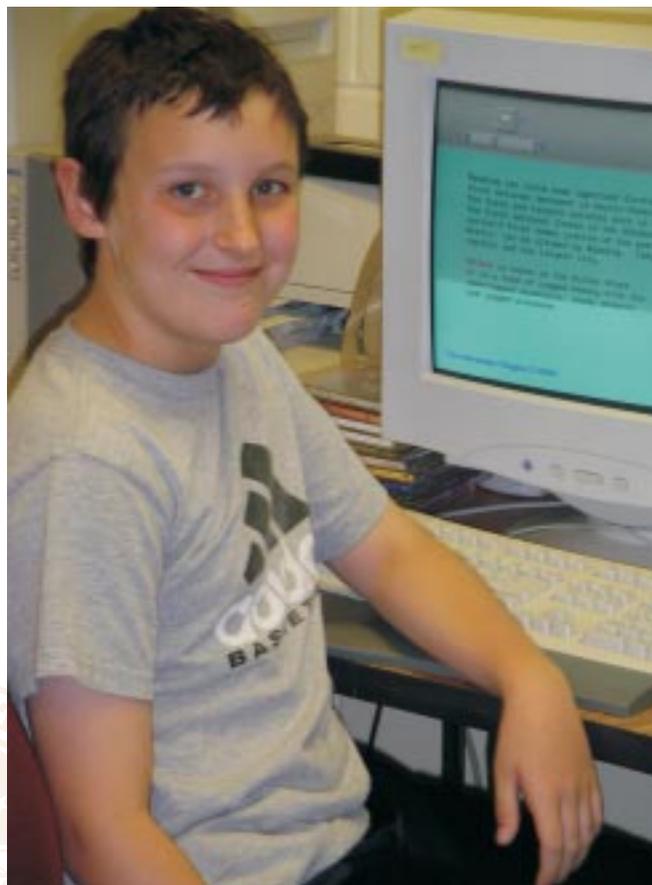
Interaction with customers is prompt, courteous, and factual.

■ 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 Approval

The program approval 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; trained state educators evaluate 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 2005-2006

Oklahoma Christian University
Continuing State/NCATE Accreditation

Mid-America Christian University
Continuing State Accreditation

University of Tulsa
Continuing State 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. In February 2006, the Commission sponsored training in the standards conducted by Dr. Antoinette Mitchell, NCATE Associate Vice President for Accreditation. Participants included representatives from the following: Oklahoma State University, Bacone College, University of Science and Arts, East Central University, Cameron University, Mid America Christian University, Southeastern Oklahoma State University, University of Central Oklahoma, Lawton Public Schools, Beaver Public Schools, Shawnee Public Schools and the Oklahoma Education Association. The group included two OCTP Commissioners and two members of the Program Accreditation Committee.

Oklahoma Christian University

Oklahoma Christian University is a private institution affiliated with the churches of Christ. The full-time faculty and the majority of the students are members of the churches of Christ. Students of all faiths are welcome. The main campus is located on a 200 acre campus on the north side of Oklahoma City, the state capital, which has a population of approximately one million people.

The university was founded as a junior college, Central Christian College, in 1950, with its first campus in Bartlesville, Oklahoma. In 1959 it was renamed Oklahoma Christian College. Two years later, the college became a candidate for membership as a junior college in the North Central Association. In 1962, operations were expanded to a senior college and were first accredited by the North Central Association in 1966 as a four-year institution. In 1994 the university was granted the authority to open a branch campus, Cascade College, in Portland, Oregon.

The university is organized into four colleges. The Oklahoma City campus includes the College of Arts and Sciences, the College of Biblical Studies, and the College of Professional Studies, in which the School of Education is located. The Portland campus is Cascade College.

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

Observations made by the BOE team:

- Interviews with candidates, graduates, cooperating teachers, and school administrators consistently indicated that graduates of the program are knowledgeable of the academic content in their teaching areas.

Multiple sources of data that is underscored by information from a variety of groups present clear evidence that candidates and graduates of the initial preparation program at Oklahoma Christian University are well prepared.

- The School of Education provides teacher candidates many opportunities to understand the role of diversity and equity in the teaching and learning process

The NCATE Unit Accreditation Board and the Commission identified the following area for improvement:

- Assessment of dispositions is not completely aligned with the conceptual framework.

Oklahoma Christian was awarded continuing accreditation by the OCTP and NCATE.



Mid-America Christian University

Mid-America Christian University (MACU), located in southwest Oklahoma City, began classes in September of 1985 as Mid-America Bible College. The institution branched out from the original South Texas Bible Institute in Houston, Texas.

The teacher education unit at MACU originally received state accreditation during the 1985-86 school year. The last accreditation visit was in the fall of 1999 at which time they received continuing accreditation. The unit offers bachelor's degrees in elementary education, secondary English education, secondary social studies education, secondary mathematics education, and elementary/secondary vocal music education.

During the 2004-2005 academic year, the unit had 46 candidates enrolled as follows: 23 in elementary education, 16 in secondary social studies, 3 in elementary/secondary vocal music education, 2 in secondary mathematics education, and 2 in secondary English education. The visit was conducted by a state BOE team appointed by the Oklahoma Commission for Teacher Preparation.

The BOE team noted:

- The unit has revised and developed a comprehensive unit assessment plan through thorough, concise collaboration.
- The unit has defined its candidate dispositions related to diversity, and these dispositions are assessed throughout required coursework in the initial and advanced programs.

The BOE team indicated these areas for improvement:

- There are no full-time faculty teaching professional education courses who have earned doctorates; nor was there evidence of hiring policies seeking faculty with earned doctorates and appropriate P-12 experience.
- Faculty workloads do not permit faculty to engage effectively in teaching, scholarship, assessment, advisement, P-12 collaboration, and service.



Mid-America was granted state continuing accreditation by the OCTP.

University of Tulsa

The **University of Tulsa** is located in the city of Tulsa, the second largest city in the state of Oklahoma with a metropolitan population of 840,000. Situated in the heart of Green Country in northeastern Oklahoma, the city economies are based in telecommunications, aerospace, manufacturing and energy. As a result, the city promotes a strong international presence.

The School of Education, the unit, offers majors in K-12 programs and elementary education, plus an advanced level program in Speech-Language Pathology. The unit's recognized programs include: elementary education (bachelor and masters), exercise and sports science, instrumental music, vocal music, and deaf education. A number of programs have recently been placed on hiatus by the unit. These include Art, English/Language Arts, Mathematics, Science, Social Studies, Foreign Languages, Theater, and Counseling. The enrollment averages 100+ candidates in the remaining recognized programs.

The visit was a state-only visit for continuing accreditation for initial and advanced programs. The review by a state-only team originated from the unit's decision to seek national accreditation through the Teacher Education Accreditation Council (TEAC). Since the rules of the Oklahoma Commission for Teacher Preparation recognizes the NCATE standards as state standards, the unit underwent a state team site visit using NCATE standards, followed by a national site visit from TEAC. All individual program reports were submitted according to OCTP rules for recognition in alignment with specialized professional association standards or state competencies as appropriate.

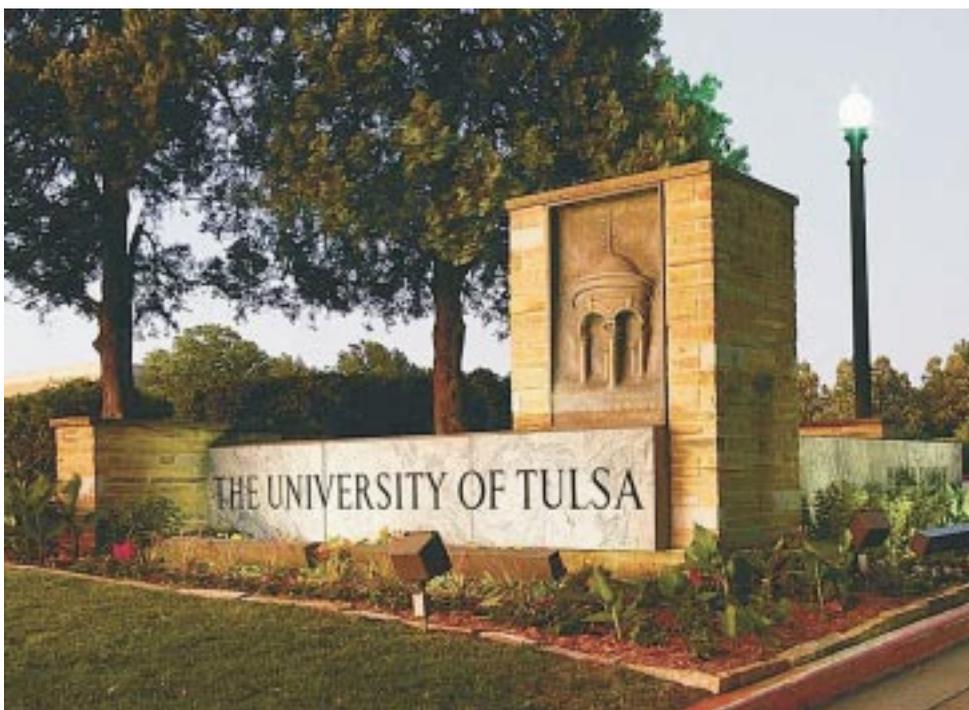
The BOE state team noted the following:

- The team found sufficient evidence to conclude that candidates both for teaching other school roles know and understand the field for which they are preparing.
- Unit faculty engage in collaborative relationships with colleagues in P-12 and settings to facilitate candidates' field experiences.
- School of Education faculty are knowledgeable and experienced in dealing with diversity-related issues and address those concerns throughout the program.

The Areas for Improvement cited by the team included:

- The unit lacks sufficient data to determine candidates' impact on student learning.
- The unit assessment system was developed without input from or collaboration School of Education faculty, the university faculty, or the professional community.
- The assessment system does not demonstrate a shared vision of the conceptual framework.

Tulsa was granted state continuing accreditation with conditions by the OCTP.



Accreditation Status Report

Institution	Status	Next Site Visit
Bacone College (BC)*	State Continuing	Spring 2009
Cameron University (CU)	NCATE/State Continuing	Fall 2007
East Central University (ECU)	NCATE/State Continuing	Fall 2011
Langston University (LU)	State Continuing With Probation	Fall 2007 Probation visit
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 First Revisit	Fall 2008
Oklahoma State University (OSU)	Continuing	Spring 2012
Oklahoma Wesleyan University (OWU)	NCATE/State Continuing	Spring 2008
Oral Roberts University (ORU)	Continuing Pending	Pending
Southeastern Oklahoma State University (SOSU)	NCATE/State Continuing	Spring 2009
Southern Nazarene University (SNU)	NCATE/State Continuing	Fall 2009
Southwestern Oklahoma State University (SWOSU)	Continuing Pending	Pending
St. Gregory's University (SGU)*	State Continuing	Fall 2007
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	Fall 2007 Focused visit

* State Accreditation only

** Institutions currently holding State Accreditation and seeking National Accreditation



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 and described 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 7-year 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 a successful teacher.

The following institutions participated in Portfolio assessments in 2005 - 2006:

Oklahoma Baptist University
University of Science and Arts of Oklahoma
Oklahoma Panhandle State University
Southeastern Oklahoma State University
St. Gregory's University
Southern Nazarene University
Oklahoma Wesleyan University



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. Currently, there are over 280 teacher preparation programs at universities in the state of Oklahoma that meet national standards. As the assessment process continues, it is our goal for all NCATE-affiliated schools to have multiple programs receive national recognition.

One complete five-year cycle of program review was finished in December of 2002. Institutions now complete program reviews on a seven-year cycle. Please note that many programs are still under review. Listings do not reflect the total number of programs that may be in compliance since some reviews are still in progress.



Program Areas Offered by Institution

Bacone College

(non-NCATE)
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
(Advanced)
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

(non-NCATE)
Elementary Education
English

Mathematics
Music
Social Studies

Northeastern Oklahoma State University

Art
Business
Early Childhood (Initial)
Early Childhood (Advanced)
Education Administration
Elementary Education
English
Foreign Language
Library Media Specialist
(Advanced)
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

Early Childhood
Elementary Education
English
Mathematics
Music

Physical Education/Health/
Safety
Science
Social Studies

Oklahoma City University

(non-NCATE)
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
(Advanced)
Mathematics

Music
Physical Education/Health/
Safety
Reading Specialist
School Counselor
School Psychology
School Psychometry
Science
Social Studies
Special Education
Speech & Language
Pathology

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Program Areas Offered by Institution, continued

Oklahoma Wesleyan College

Business Education	Physical Education/Health/ Safety
Elementary Education	Safety
English	Science
Mathematics	Social Studies
Music	

Oral Roberts University

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

Saint Gregory's University

(non-NCATE)	Science
English	Social Studies
Mathematics	

Southeastern Oklahoma State University

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

Southern Nazarene University

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

Southwestern Oklahoma State University

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

University of Central Oklahoma

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

University of Oklahoma

Early Childhood	Music
Educational Administration	Reading Specialist
Elementary Education	School Counselor
English	Science
Foreign Language	Social Studies
Library Media Specialist (Advanced)	Special Education
Mathematics	Speech & Language Pathology

University of Science and Arts of Oklahoma

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

University of Tulsa

(non-NCATE)	Music
Art	Physical Education/Health/ Safety
Business	Safety
Early Childhood	Science
Elementary Education	Social Studies
English	Special Education
Math	Speech & Language Pathology

Program Approval

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 each year 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 competency 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 National Evaluation Systems (NES) 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, National Evaluation Systems*

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. The certification examination developed by OCTP meets and exceeds the requirements in the federal legislation, “No Child Left Behind.”

In 2005-2006, exams that underwent redevelopment were: Advanced Mathematics, Middle Level/Intermediate Mathematics, School Psychologist, Family and Consumer Science and Spanish.

Certification Examinations for Oklahoma Educators

September 2005 – August 2006

Aggregate Pass Rates by Test

The Certification Examinations for Oklahoma Educators consist of fifty-three tests: Fifty 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	82	81.7
Art	133	81.2
Vocal/General Music	86	88.4
Chemistry	106	58.5
Early Childhood Education	1,077	84.9
English	427	83.1
Earth Science	77	48.1
Family and Consumer Science	152	91.4
Biological Sciences	284	46.1
Advanced Mathematics	147	66.0
Physical Education/Health/Safety	455	80.2
Physical Science	120	80.8
Physics	38	47.4
Reading Specialist	140	87.9
Speech/Drama/Debate	106	66.0
US History/OK History/Econ/Govt	480	79.8
World History/Geography	268	70.1
Spanish	114	83.3
French	13	61.5
German	4	75.0
Russian	1	100.0
Latin	4	50.0
Middle Level English	168	73.8
Middle Level/Intermediate Math	500	63.2
Middle Level Science	205	59.5
Middle Level Social Studies	263	70.0
Blind/Visual Impairment	10	100.0
Mild-Moderate Disabilities	684	80.4
Deaf/Hard of Hearing	17	35.3
Severe-Profound Disabilities	137	90.5
Psychology/Sociology	174	70.7
School Psychologist	38	68.4
Psychometrist	33	97.0
Speech-Language Pathologist	3	0.0
Driver/Safety Education	136	82.4
Journalism	97	94.8

TEST	N	% PASS
Library-Media Specialist	93	91.4
School Counselor	231	95.2
Business Education	303	88.4
Marketing Education	30	63.3
Agricultural Education	84	100.0
Technology Education	60	48.3
Principal Common Core	501	88.0
Elementary Principal Specialty Test	289	79.2
Middle Level Principal Specialty Test	37	59.5
Secondary Principal Specialty	290	65.9
Superintendent	150	71.3
Elementary Education Subtest 1	1,661	84.3
Elementary Education Subtest 2	1,580	90.9
Dance	7	71.4
English as a Second Language	110	82.7
OPTE: PK-8	1,676	93.3
OPTE: 6-12	1,289	94.8
OGET	5,076	85.0



Aggregate Pass Rates by Teacher Preparation Institutions

Examinees from twenty-two teacher education institutions participated in the assessment program. Pass rates for each of the three component areas of the Certification Examinations for Oklahoma Educators were calculated by institution, and are presented in the table below.

INSTITUTION	OGET		OPTE		OSAT		TOTAL	
	N	% Pass	N	% Pass	N	%Pass	N	%Pass
Bacone College	10	40.0	9	100.0	18	83.3	37	75.7
Cameron University	3	100.0	68	98.5	112	90.2	183	93.4
East Central University	71	91.5	121	88.4	380	84.7	572	86.4
Langston University	40	67.5	18	88.9	49	65.3	107	70.1
Mid-America Christian University	7	71.4	5	100.0	9	100.0	21	90.5
Northeastern State University	211	83.4	409	97.6	821	87.8	1,411	89.9
Northwestern Oklahoma State Univ.	37	81.1	87	93.1	144	81.2	268	85.1
Oklahoma Baptist University	54	96.3	52	100.0	74	95.9	180	97.2
Oklahoma Christian University	55	94.5	35	100.0	33	87.9	123	94.3
Oklahoma City University	14	100.0	15	93.3	17	100.0	46	97.8
Oklahoma Panhandle State University	36	63.9	26	88.5	57	86.0	119	79.8
Oklahoma State University	383	92.7	285	95.4	493	92.9	1,161	93.5
Oklahoma Wesleyan University	14	92.9	17	100.0	34	79.4	65	87.7
Oral Roberts University	45	86.7	52	94.2	84	94.0	181	92.3
Southeastern Oklahoma State Univ.	86	82.6	149	89.9	342	83.0	577	84.7
Southern Nazarene University	37	94.6	33	97.0	99	81.8	169	87.6
Southwestern Oklahoma State Univ.	112	86.6	108	94.4	282	85.5	502	87.6
St. Gregory's University	2	100.0	7	100.0	11	81.8	20	90.0
Univ. of Science and Arts of Oklahoma	42	85.7	32	90.6	58	89.7	132	88.6
University of Central Oklahoma	188	87.8	212	98.6	479	94.8	879	94.2
University of Oklahoma	208	96.6	210	98.6	498	90.2	916	93.6
University of Tulsa	51	86.3	14	92.9	21	85.7	86	87.2

Aggregate OPTE Pass Rates by Verification Status

The table below compares the OPTE pass rates between examinees in a teacher education program to those who are not.

Test	VERIFICATION STATUS					
	TOTAL		PROGRAM		NON-PROGRAM	
	N	% Pass	N	% Pass	N	% Pass
OPTE: PK-8	1,676	93.3	1,268	95.0	408	88.0
OPTE: 6-12	1,289	94.8	702	96.7	587	92.5
OVERALL OPTE	2,965	93.9	1,970	95.6	995	90.7

Aggregate Pass Rates by OSAT Category and Verification Status

The table below compares the OSAT pass rates between examinees in a teacher education program to those who are not.

Category	VERIFICATION STATUS					
	OVERALL		PROGRAM		NON-PROGRAM	
	N	% Pass	N	% Pass	N	% Pass
General	9,771	79.6	3,335	88.8	6,436	74.8
Vocational	629	85.7	77	94.8	552	84.4
Advanced	538	90.3	247	93.1	291	88.0
Administrator - Principal	1,117	79.1	484	80.8	633	77.7
Administrator – Superintendent	150	71.3	20	55.0	130	73.8
TOTAL	12,205	80.2	4,163	88.1	8,042	76.1

Aggregate OSAT Pass Rates by Certification

The table below reports OSAT pass rates by certification category*

Test	Total		Initial Certification		Alternative Certification		Additional Certification		Early Childhood/CDA		Out-of-State Candidate		Para-professional		Other/No response	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass	N	% Pass	N	%Pass	N	%Pass	N	%Pass
Instrumental/General Music	82	81.7	55	89.1	11	100.0	10	10.0	•	•	6	100.0	•	•	•	•
Art	133	81.2	52	92.3	41	75.6	30	70.0	•	•	5	100.0	•	•	5	6.0
Vocal/General Music	86	88.4	38	92.1	25	88.0	15	80.0	•	•	6	83.3	•	•	2	100.0
Chemistry	106	58.5	30	63.3	35	68.6	39	46.2	•	•	2	50.0	•	•	•	•
Early Childhood Educ.	1,077	84.9	476	89.9	81	77.8	419	85.0	39	51.3	25	92.0	•	•	37	64.9
English	427	83.1	153	89.5	159	83.0	102	72.5	•	•	9	100.0	•	•	4	75.0
Earth Science	77	48.1	25	60.0	18	50.0	33	39.4	•	•	•	•	•	•	1	0.0
Family and Consumer Science	152	91.4	25	96.0	100	88.0	23	100.0	•	•	•	•	•	•	4	100.0
Biological Sciences	284	46.1	90	60.0	113	45.1	73	31.5	•	•	1	0.0	•	•	7	42.9
Advanced Mathematics	147	66.0	68	77.9	44	65.9	29	37.9	•	•	2	100.0	•	•	4	50.0
Physical Education/Health/Safety	455	80.2	207	86.0	145	71.7	74	85.1	•	•	6	83.3	•	•	23	65.2
Physical Science	120	80.8	32	96.9	29	72.4	56	78.6	•	•	2	50.0	•	•	1	0.0
Physics	38	47.4	12	33.3	5	60.0	19	47.4	•	•	2	100.0	•	•	•	•
Reading Specialist	140	87.9	11	81.8	2	100.0	123	89.4	•	•	1	100.0	•	•	3	33.3
Speech/Drama/ Debate	106	66.0	17	70.6	59	59.3	26	76.9	•	•	1	100.0	•	•	3	66.7
US History/OK History/Econ/Govt	480	79.8	176	85.8	167	81.4	108	69.4	•	•	14	92.9	•	•	15	53.3
World History/ Geography	268	70.1	109	79.8	62	66.1	82	57.3	•	•	5	100.0	1	100.0	9	77.8
Spanish	114	83.3	38	84.2	40	90.0	26	639.2	•	•	5	100.0	•	•	5	80.0
French	13	61.5	3	33.3	6	100.0	2	50.0	•	•	1	0.0	•	•	1	0.0
German	4	75.0	•	•	2	100.0	1	0.0	•	•	•	•	•	•	•	•
Russian	1	100.0	•	•	1	100.0	•	•	•	•	•	•	•	•	•	•
Latin	4	50.0	1	100.0	1	100.0	2	0.0	•	•	•	•	•	•	•	•
Middle Level English	168	73.8	41	68.3	22	50.0	97	81.4	•	•	7	71.4	•	•	1	100.0
Middle Level/ Intermediate Math	500	63.2	107	67.3	108	74.1	258	56.6	•	•	12	83.3	1	100.0	14	50.0
Middle Level Science	205	59.5	52	71.2	57	54.4	85	54.1	•	•	4	100.0	•	•	7	57.1
Middle Level Social Studies	263	70	58	74.1	117	70.9	76	68.4	•	•	3	100.0	•	•	9	33.3

*Self -reported

NOTE: '•' = No examinees tested

Aggregate OSAT Pass Rates by Certification, *continued*

The table below reports OSAT pass rates by certification category*

Test	Total		Initial Certification		Alternative Certification		Additional Certification		Early Childhood CDA		Out-of-State Candidate		Para-professional		Other/No response	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass	N	% Pass	N	%Pass	N	%Pass	N	%Pass
Blind/Visual Impairment	10	100.0	•	•	1	100.0	9	100.0	•	•	•	•	•	•	•	•
Mild-Moderate Disabilities	684	80.4	196	85.2	104	72.1	338	79.6	•	•	24	95.8	•	•	22	72.7
Deaf/Hard of Hearing	17	35.3	6	33.3	4	0.0	5	40.0	•	•	1	100.0	•	•	1	100.0
Severe-Profound Disabilities	137	90.5	43	90.7	17	82.4	68	92.6	•	•	4	75.0	•	•	5	100.0
Psychology/ Sociology	174	70.7	20	70.0	127	69.3	15	86.7	•	•	1	100.0	•	•	11	63.6
School Psychologist	38	68.4	9	55.6	1	100.0	25	72.0	•	•	1	0.0	•	•	2	100.0
Psychometrist	33	97.0	7	100.0	•	•	25	96.0	•	•	1	100.0	•	•	•	•
Speech-Language Pathologist	3	0.0	3	0.0	•	•	•	•	•	•	•	•	•	•	•	•
Driver/Safety Education	136	82.4	29	58.6	9	100.0	90	87.8	•	•	2	100.0	•	•	6	83.3
Journalism	97	94.8	10	100.0	72	95.8	13	92.3	•	•	•	•	•	•	2	50.0
Library-Media Specialist	93	91.4	7	85.7	7	85.7	75	92.0	•	•	1	100.0	•	•	3	100.0
School Counselor	231	95.2	26	100.0	83	90.4	110	97.3	•	•	6	100.0	•	•	6	100.0
Business Education	303	88.4	22	95.5	258	88.4	16	75.0	•	•	4	100.0	•	•	3	100.0
Marketing Education	30	63.3	•	•	18	66.7	10	50.0	•	•	•	•	•	•	2	100.0
Agricultural Education	84	100.0	50	100.0	24	100.0	6	100.0	•	•	1	100.0	•	•	3	100.0
Technology Education	60	48.3	12	33.3	19	47.4	27	51.9	•	•	1	100.0	•	•	1	100.0
Principal Common Core	501	88.0	70	91.4	4	25.0	398	87.7	•	•	13	92.3	•	•	16	93.8
Elementary Principal Specialty Test	289	79.2	32	81.3	4	75.0	237	78.9	•	•	8	87.5	•	•	8	75.0
Middle Level Principal Specialty Test	37	59.53	•	33.3	1	0.0	32	656	•	•	1	0.0	•	•	•	•
Secondary Principal Specialty Test	290	65.9	28	50.0	2	50.0	247	68.0	•	•	3	33.3	•	•	10	70.0
Superintendent	150	71.3	8	62.5	2	100.0	136	71.3	•	•	1	100.0	•	•	3	66.7
Elementary Ed Subtest 1	1,661	84.3	1,041	84.5	170	83.5	319	86.5	1	0.0	66	86.4	1	0.0	63	73.0
Elementary Ed Subtest 2	1,580	90.9	982	92.9	167	88.6	304	88.8	2	50.0	63	90.5	1	0.0	61	85.2
English as a Second Language	110	82.7	13	69.2	20	75.0	67	86.6	•	•	8	87.5	•	•	2	100.0
Dance	7	71.4	•	•	5	80.0	1	0.0	•	•	1	100.0	•	•	•	•
OVERALL OSAT	12,205	80.2	4,493	85.2	2,569	77.1	4,381	77.3	42	50.0	331	88.8	4	50.0	385	72.2

*Self Reported

NOTE: '•' = No examinees tested

Higher Expectations/Greater Needs

Teacher professional development is a vital tool for improving student learning. Quality teachers are the single greatest determinant of student achievement. 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 vitally 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-8 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 in 1997, provides professional development for elementary teachers and administrators using a scientifically research-based reading professional development 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 "zone of proximal development." 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 2005-06 Academic Year

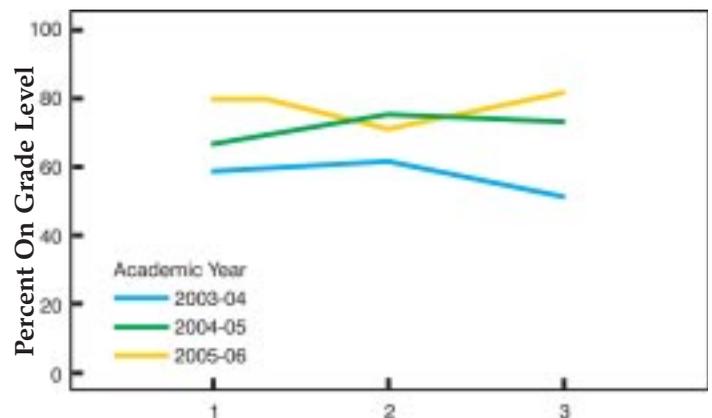
These charts display the percentage of students on grade level in Phonological Awareness and Phonics. These graphs display the aggregated results for schools that have participated in Literacy First for three years. Substantial increases are noted in both areas of reading. The blue lines represent the initial year; it is clear that the greatest gains are made between years 1 and 2. During the first year, teachers learn to use Literacy First methods and practices. Year 2 is the first full year of implementation. The gains are maintained in Year 3.

Literacy First Phase IV Schools for the 2005 - 2006 Academic Year

Percent of Students On Grade Level, by Grade

Phonics Cohort 3

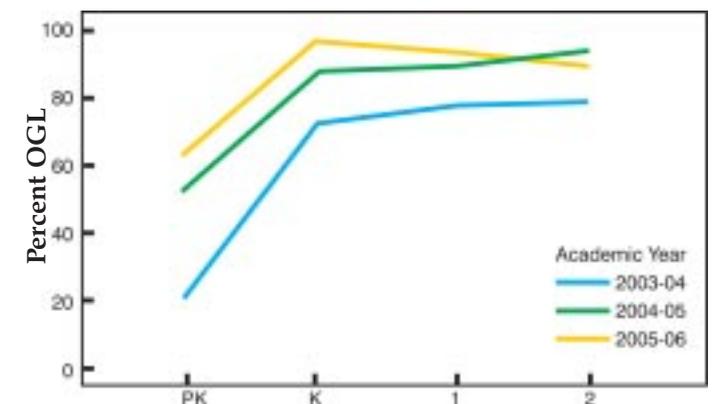
TABLE 1.



Percent of Students On Grade Level, by Grade

Phonological Awareness Cohort 3

TABLE 2.



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 contributes 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.

Professional Development

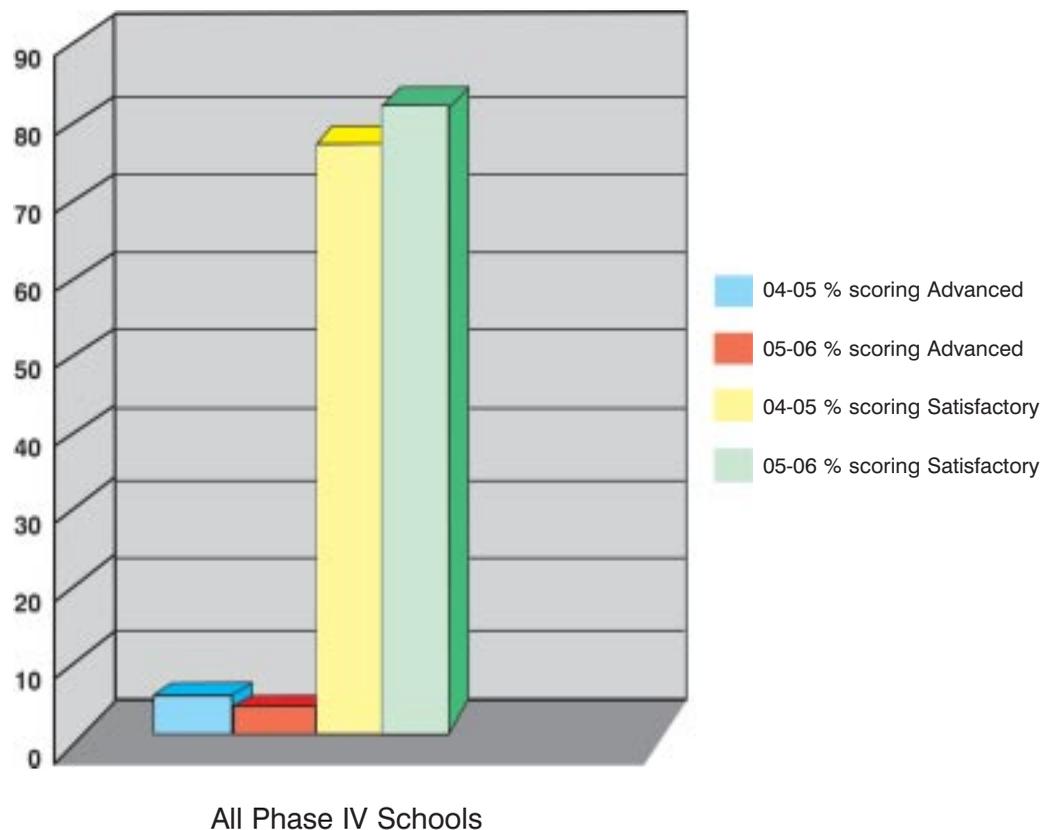
3rd Grade Oklahoma Core Curriculum Test (OCCT) 2005 and 2006 Results for Reading from Literacy First Phase IV Schools



Students in Literacy First Phase IV schools increased their Satisfactory reading OCCT scores by five percentage points from 2005 to 2006. It is important to note that 93% of the current Phase IV schools are high-poverty schools — schools in which more than half the students are on the free and reduced lunch program. Approximately 65% of schools in the state are high-poverty schools.

Note: Data used for 2005 & 2006 is representative of the same schools in their Year 2 and Year 3 program years. Data represents regular education students.

FIGURE 1.



Professional Development

Middle Level Math

Our Math Professional Development Institute (PDI) is designed as a three-year project so that teachers will have the opportunity to learn and implement the major mathematical concepts as designated by National Council of Teachers of Mathematics (NCTM) Standards. *Connected Mathematics* is a curriculum built around mathematical problems that help students and teachers develop under-

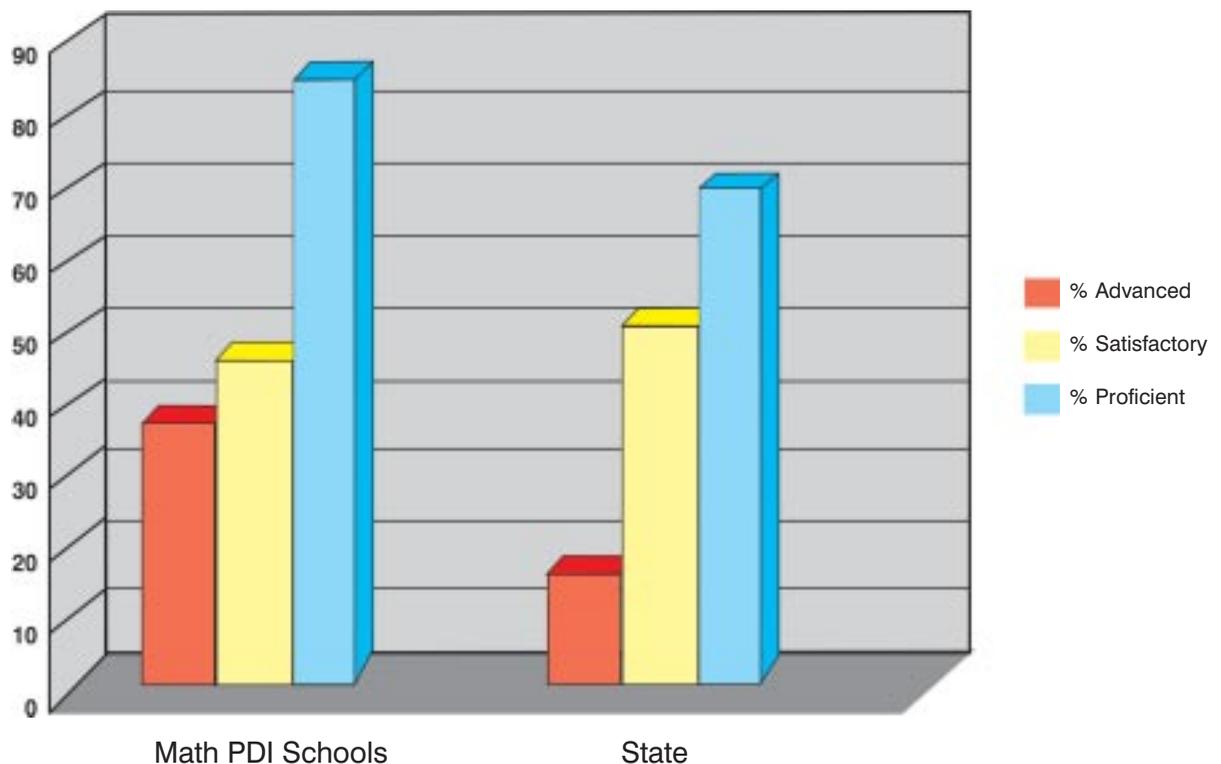
standing of important concepts and skills. It focuses on the improvement of teaching which includes the methods that teachers use in the classroom as well as content knowledge through the eight units of study. A 2004 United States Department of Education report indicated that *Connected Math* is one of five curricula that meet USDE standards.

Table 3. 8th Grade Oklahoma Core Curriculum Test (OCCT) 2006 Scores for Mathematics from Schools/Districts Participating in the Connected Math Professional Development Institute (PDI)

	% Advanced	% Satisfactory	Proficient
PDI	40	49	89
State	18	53	71

In schools participating in the Math PDI, 89% of 8th graders attained scores at the proficient level which exceeds the State average by 18%. These percentages represent regular education students.

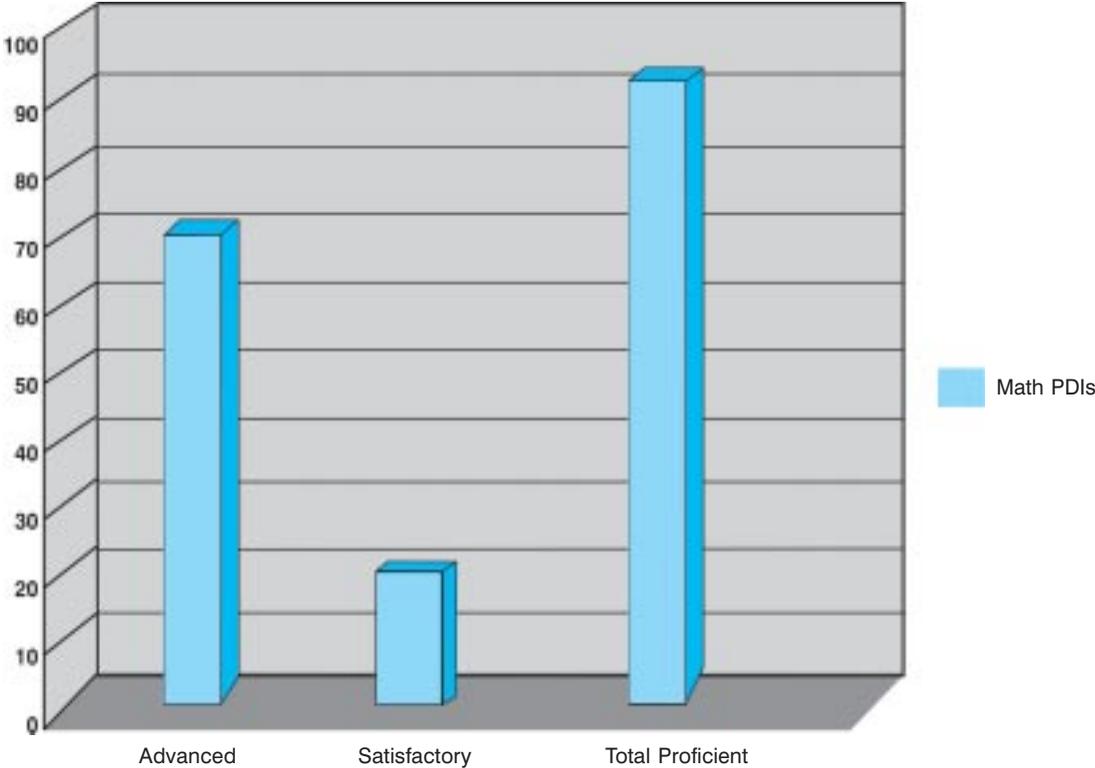
FIGURE 2.



Professional Development

8th Grade Algebra I End of Instruction (EOI) Test Scores from Schools/Districts Participating in the Connected Math Professional Development Institute (PDI)

FIGURE 3.



In schools participating in the Math PDI, 93% of 8th graders enrolled in Algebra I attained scores on the Algebra I EOI test at the proficient level. Of these participants 71% scored at the advanced level and 22% at the satisfactory level. State score reports do not disaggregate the 8th grade Algebra I scores.



Professional Development

Inquiry Science

K20 Improving Science Across Oklahoma [K20 IS A OK] assists teachers in improving science instruction by providing intensive training in science content and inquiry processes with follow-up coaching and lesson study. Additionally, *K20 IS A OK* helps teachers improve science learning, as shown by increased student science scores, *K20 IS A OK* annually selects approximately six elementary and two middle schools across Oklahoma and provides 10 days of professional development for teachers

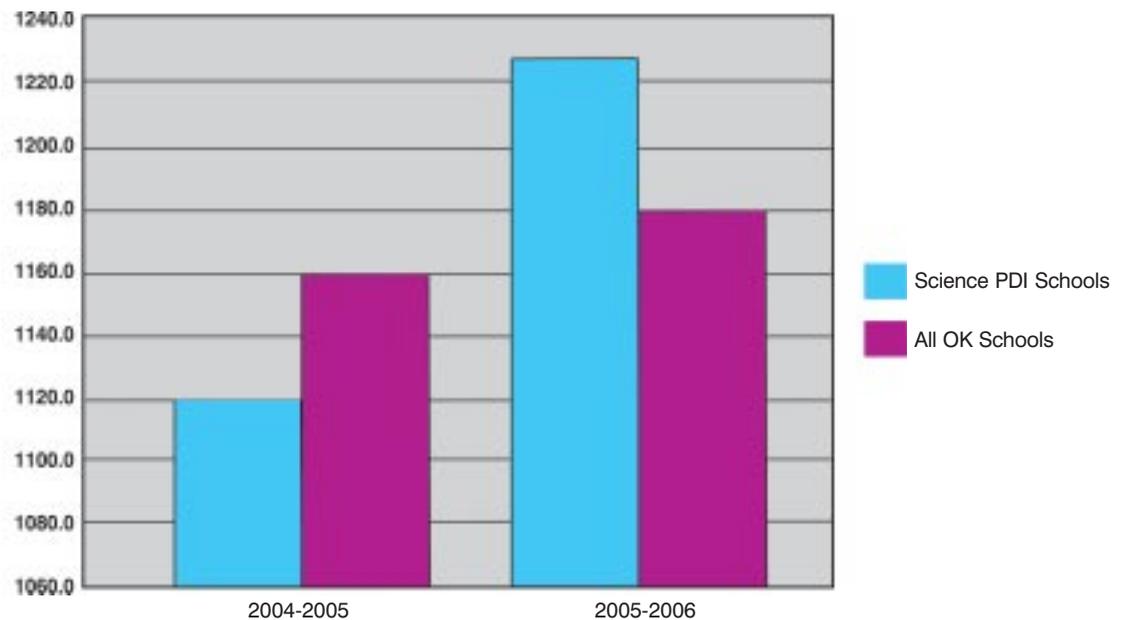
with training for the administrators. Integration of technology into the teaching of science and inquiry creates new ways for student engagement.

Elementary and middle schools receive 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.

Comparison of API Gains for Science PDI Schools and All OK Schools 2005 and 2006

FIGURE 4.

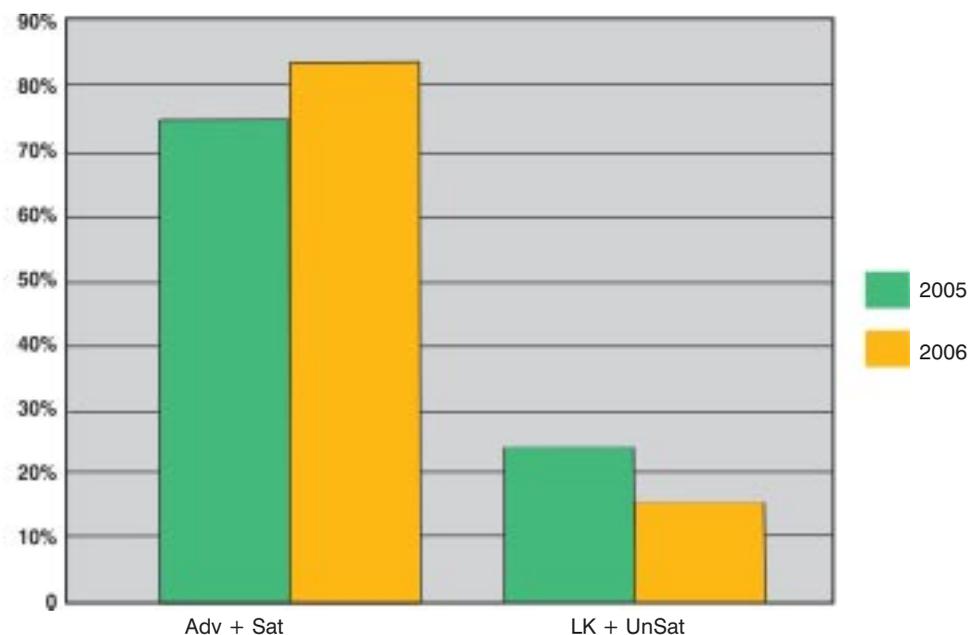
The average science Professional Development Institute (PDI) School Academic Performance Index score increase from 2004-2005 to 2005-2006 was compared to the state average API score increase for the same years. The science PDI schools scores increased at a rate 5.22 times greater than the state average gain. The science PDI API average score increased from 109 points, while the state average API increased 21 points. See Figure 4.



5th Grade Oklahoma Core Curriculum Science Test Results

FIGURE 5.

The fifth grade science state OCCT scores for the Science PDI schools showed an increase in the percentage of students scoring satisfactorily or above from the 2004-2005 school year as compared to the 2005-2006 school year. A nine per cent increase was demonstrated for student scoring satisfactory or above. See Figure 5.



Professional Development

Mentoring

The data demonstrated that the Mentoring PDIs met the standards for high quality professional development. The knowledge and skills the mentors learned from the PDI impacted not only their interactions with their mentees, but also the interactions they had with their students and colleagues. The specific knowledge and skills included:

- Mentoring is a structured process involving conferencing, observation, and professional support that must be followed for the mentoring experience to be most effective for the mentee.
- Mentors learned the importance of conducting a pre-conference and a formal post-conference with the mentee. They also learned the skills necessary for these conferences.
- Mentors learned observation skills and how to use an observation form to provide specific, measurable data to discuss with the mentee.
- Participants used the communication skills they had learned daily with their students and working with colleagues and others.
- Mentors felt more confident as professionals and contributed more during professional meetings at their schools, specifically during teacher-residency meetings.
- Participants also became more observant of their students and other teachers at their site to learn from and support them.
- These teachers have made classroom observation a part of their professional growth process and not just an event for evaluation.

The Mentoring PDI met the needs of participants; however, it was less successful in meeting statewide needs to develop a cadre of mentors for resident teachers.



National Impact

Studies show strengths of National Board Certified Teachers

- A study conducted by a team of researchers from the University of North Carolina at Chapel Hill, the Western Region Education Service Alliance and the Assessment Training Institute, found that National Board Certified Teachers (NBCT) use more effective teaching strategies than teachers who do not hold National Certification.
- The study, "examining the Relationship between The Depth of Student Learning and Teachers with National Board Certification Status," found that there was a statistically significant difference between the depth of student learning of NBCTs and teachers who had attempted but did not achieve certification.
- Research by the CNA Corporation found that students of NBCTs did a measurably better job than other ninth and tenth graders on year-end math tests in Miami-Dade County Public Schools.
- Research by Arizona State University found that students of NBCTs outperformed students of non-NBCTs on the Stanford-9 Achievement Test, with learning gains equivalent on average to spending more than an extra month in school each year.
- Research by the University of Washington and Urban Institute found that students of NBCTs experienced year-end testing improvements that averaged 7 to 15 percent more than peers whose teachers were not NBCTs.

State Impact

1569

Total Number of Oklahoma National Board Certified Teachers

- 400 Candidates were funded by the Oklahoma Legislature
- 375 First Time Candidates completed the process
- 161 Advanced Candidates participated in the retake process
- 282 New National Board Certified Teachers were announced in December of 2006
- All Oklahoma's 77 Counties have either a National Board Certified Teacher or a candidate
- 217 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

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

ELO Goals

- Recruit and attract teachers in under-represented regions and high needs 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



OCTP 2006 Annual Report

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 seventh 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 (1,569).

Specifically,

- Oklahoma shows a 32 percent increase in the number of teachers who achieved National Board Certification in 2006 as compared to 2005 (282 in 2006 from 213 in 2005).
- The number of National Board Certified Teachers in Oklahoma has nearly quadrupled in the past five years (394 in 2001 to 1,569 in 2006).
- Nearly 4 percent of the state's teachers have achieved National Board Certification, more than doubling the national average.
- 50 percent of the state's National Board Certified Teachers teach in Title I schools as compared to 39 percent nationally. (NOTE: This percentage is based on 1,229 teachers whose schools could be identified as Title I using NCES criteria.)
- At the Oklahoma NBCT Education Policy Summit (Oklahoma City, March 2006), more than 300 of the state's National Board Certified Teachers worked with local education leaders and policymakers on creating ways to attract and retain more accomplished teachers for hard-to-staff and high-needs schools.



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 7,800 teachers nationwide who achieved National Board Certification in 2006, a 7 percent increase over the number of teachers who earned certification in 2005. The cumulative total of National Board Certified Teachers stands at 55,306.