

Oklahoma Commission for Teacher Preparation

OCTP



Preparing Exceptional Educators to Teach All Students



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Preparing Exceptional Educators to Teach All Students
.....The Time is Now

Key Initiatives for 2011-2012

Teacher Performance Assessment Consortium (TPAC)

TPA is a subject area-specific, performance-based assessment for teacher candidates, centered on student impact, which provides a vehicle for systematically examining assessment data to improve teacher preparation, provide professional development to teachers, and inform tenure decisions (24 states, including Oklahoma).

Adoption of InTASC Standards

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards are the backbone of the Oklahoma General Competencies for Teaching. The revised standards embrace an emphasis on improved student achievement and are aligned with the Common Core Standards. The standards include emphasis on personalized learning for diverse learners and the building of literacy and thinking skills.

OCTP New Teachers' Survey

OCTP surveyed Oklahoma first year teachers focusing on their preparedness for the classroom. The project was expanded in year 2 to add a survey of the teachers' administrators. The results of the surveys are provided to Commissioners and other stakeholders to drive program improvement and are currently undergoing reliability and validity analysis.

Alliance for Clinically-Based Teacher Preparation

The Alliance for Clinical Teacher Preparation promotes a national teacher preparation model that includes the development of deep partnerships with P-12 schools and centers education coursework around experiences in the clinical setting (currently 11 states).

OCTP

Preparing Exceptional Educators to Teach All Students

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 OCTP with creating a competency-based teacher preparation system that would ensure competent and qualified teachers in every classroom. 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 focus of the Commission is to prepare and support effective teachers from their point of entry into teacher preparation programs and throughout their careers.

The vision of the Commission is preparing exceptional educators to teach all students. Developing and sustaining a well-prepared professional teacher workforce ensures that all Oklahoma students have the opportunity to be academically successful.



Commission Members

- | | |
|----------------------------------|--------------------------------|
| Dr. Ruth Ann Carr, Norman, Chair | Weldon Davis, Bethany |
| Dr. Kim Boyd, Tulsa, Vice Chair | Carrie DeMuth, Perkins |
| Linda Sholar, Stillwater | Gail Foresee, Shawnee |
| Dr. Debbie Blue, Shawnee | Dr. Chris Ormsbee, Stillwater |
| Heather Sparks, Edmond | Ike Glass, Newkirk |
| Perry Zeiset, Alex | Sonny Richards, Stringtown |
| Louis Buchanan, Bethany | Dr. Peter Sherwood, Stillwater |
| | Teresa Gandara, Muskogee |
| | Reed Downey, Oklahoma City |
| | John Smith, Ada |
| | Leahna West, Byng |



Ex-Officio Members

- | |
|---|
| Dr. Janet Barresi,
State Superintendent of Public Instruction
Oklahoma State Department of Education |
| Dr. Phil Berkenbile,
State Director
Department of Career & Technology Education
<i>Ms. Kimberly Sadler, Designee</i> |
| Dr. Phyllis Hudecki,
Secretary of Education
State Capitol |
| Dr. Glen Johnson,
Chancellor
Oklahoma State Regents for Higher Education
<i>Dr. Lisa Holder, Designee</i> |



Program Accreditation

Year in Review

- Administered survey of first year teachers using results to inform teacher preparation programs.
- Piloted an administrator survey as a companion to the First Year Teacher survey.
- Conducted site accreditation visits to two Oklahoma universities.
- Provided Board of Examiners training to over 40 university faculty members, commission members, and P-12 educators.
- Provided program review training for over 130 university faculty members, policymakers, and P-12 educators.
- Facilitated or directly reviewed 70 teacher education programs.
- Implemented annual progress reporting requirement for teacher preparation units cited with *areas for improvement*.



The Program Accreditation division of OCTP ensures that all teacher, school administrator, and other school personnel preparation programs meet established standards of quality. OCTP facilitates the accreditation process for 22 Oklahoma institutions which offer these programs by conducting assessments of teacher preparation units, overseeing the approval of programs, providing training and assistance on accreditation and program standards, and monitoring changes in program quality through annual reporting.

Unit Accreditation

According to OCTP rules, a trained accreditation team must review each teacher preparation unit every seven years. Each teacher preparation unit in Oklahoma is evaluated for accreditation purposes based on the standards of the National Council for Accreditation of Teacher Education (NCATE) and Oklahoma State Standards. These standards are applied through a Board of

Examiners (BOE) peer review system which includes an on-site review of each education unit. The Commission provides a formal training in this process each year. For institutions seeking NCATE accreditation, this process includes both national and state team members. Oklahoma BOE members evaluate institutions seeking state-only accreditation. Because 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.

Portfolio Assessment

The portfolio presents evidence that the institution is providing initial, on-going, and focused opportunities leading to student achievement of competencies, state and national standards, and outcomes. Each teacher candidate is required to develop a portfolio which documents the candidate's accomplishments, learning, and strengths related to Oklahoma's 15 Professional 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. Representative portfolios, portfolio handbooks, policies, and rubrics are assessed by OCTP's accreditation team during each regularly scheduled BOE visit.

All Oklahoma Teacher Preparation Programs must meet the following criteria:

National Council for Accreditation of Teacher Education (NCATE)

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn.

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P12 school faculty, candidates, and students in P12 schools.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidate to meet professional, state, and institutional standards.

Oklahoma State Requirements

In addition to the NCATE standards, Oklahoma institutions must meet the ten requirements summarized below:

Requirement 1: Candidate Portfolios

Each initial and advanced certification candidate must develop a portfolio documenting the candidate's accomplishments, learning, and strengths.

Requirement 2: Foreign Language Requirement

Candidates who are admitted to teacher preparation must have conversational skills at a novice high level in a language other than English.

Requirement 3: Input from Stakeholders

Institutions report to OCTP the procedures used to inform the public regarding the teacher education program and the manner through which public input is solicited.

Requirement 4: Content Preparation

Secondary and elementary/secondary teachers have undergraduate majors or their equivalents in a subject area. Teacher candidates in early childhood, elementary, and special education must complete 12 hours in mathematics, science, language arts, and social studies.

Requirement 5: Advisement

Teacher candidates are provided advisement services and information on the latest supply and demand concerning teacher employment, salary structure, and teaching shortage areas.

Requirement 6: Field Experiences

Teacher candidates must complete a minimum 45 hours of field experiences prior to student teaching and a minimum 12 weeks of full-time student teaching.

Requirement 7: Admission Requirements

Candidates must meet the Regents requirements for admission to initial teacher preparation, which include documented experiences working with children and assessment of academic proficiency.

Requirement 8: Exit Requirements

The unit provides information on the criteria for exit and satisfactory completion of the residency program.

Requirement 9: Faculty Professional Development

Units report the annual professional development activities of all teacher education faculty members. All full-time teacher education faculty members must serve at least ten (10) clock hours per year in a state accredited public school.

Requirement 10: Alternative Placement Program

Units have a plan in place that addresses the needs of candidates who seek teacher certification following professional experience in other professions.



Accreditation Decisions 2010-2011

Southeastern Oklahoma State University

Southeastern Oklahoma State University (SEOSU) is a regional state university located in Durant, Oklahoma, a community of approximately 16,000 located 88 miles north of Dallas, Texas, and 150 miles southeast of Oklahoma City. The university primarily serves rural school districts and communities in southeastern Oklahoma and northern Texas.

Two hundred forty-nine faculty members serve approximately 3,881 students. Southeastern Oklahoma State University has a branch campus in McCurtain County and offers courses and programs at in Ardmore and McAlester, Oklahoma. In addition, Southeastern has an agreement with the Texas Higher Education Commission and offers the elementary education program at Grayson County College in Denison, Texas. The professional education unit at Southeastern consists of ten (10) initial programs and four (4) advanced programs. These fourteen (14) programs are offered through nine departments in the School of Arts and Sciences and the School of Education and Behavioral Sciences.

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



Observations made by the BOE team:

- Candidates in initial programs have several significant opportunities to demonstrate their ability to have an impact on student learning.
- Data are used systematically to evaluate courses, programs, and clinical experiences to improve these programs and courses.
- Interviews with building administrators indicate a strong feeling of joint decision-making in the specific placements of student teachers and candidates for other professional roles to maximize the learning experience for candidates and P-12 students.
- The unit has a strong commitment to providing qualified, competent, and diverse professional education faculty who consistently model effective teaching strategies and the latest innovations in technology for the classroom.

The BOE Team indicated these areas for improvement:

- There are no written policies or consistent procedures that guarantee the systematic supervision of student teachers by university-based faculty.
- Faculty workload does not recognize student teacher supervision.

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



Accreditation Decisions 2010-2011

Oklahoma Baptist University

Oklahoma Baptist University (OBU) was founded in 1910 and opened in September 1911, when classes met in the basement of the First Baptist Church and in the Convention Hall of Shawnee. About 30 miles east of Oklahoma City, Shawnee is the county seat for Pottawatomie County.

Oklahoma Baptist University is owned and supported by the Baptist General Convention of Oklahoma (BGCO), which consists of approximately 1,400 cooperating Southern Baptist churches and provides approximately \$2.8 million in annual support.

OBU is ranked second among baccalaureate colleges in the western region in the 2010 U.S. News & World Report “America’s Best Colleges” ratings. OBU has been Oklahoma’s highest rated college in the U.S. News rankings for 16 consecutive years.

The unit offers twelve certification programs and serves approximately 200 undergraduate teacher candidates admitted to its teacher preparation program with approximately 250 claiming education as a major. Each year the unit graduates approximately 50 education candidates.



Observations made by the BOE team:

- Teacher candidates know their content as indicated by the focus on student learning. Candidates collect data on student learning, analyze that data, and develop strategies to improve learning.
- Together the unit and school partners share expertise to support candidate learning by meeting regularly with the student teachers to discuss candidate strengths and weaknesses.
- The unit at Oklahoma Baptist University demonstrates significant efforts to expose and immerse teacher candidates in diverse settings through a variety of field experiences and clinical practice and through selected coursework.
- Faculty in the unit, as well as across campus, are committed to service as a major part of their work at the university.

The BOE Team indicated these areas for improvement:

- The dispositions of “fairness” and “belief that all students can learn” are not evaluated consistently across programs in the unit.
- Candidates have limited opportunities to interact with higher education unit faculty from diverse racial groups.



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

Accreditation Status

Each teacher preparation institution undergoes an in-depth review every seven years. The programs are required to report to OCTP annually the progress they are making towards correcting areas for improvements cited.

Institution	Accreditation Status <small>*(Areas For Improvement Cited at Last Visit)</small>	Next Site Visit
Bacone College	State Continuing <i>(1 Area for Improvement)</i>	Spring 2016
Cameron University	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Fall 2015
East Central University	NCATE/State Continuing <i>(6 Areas for Improvement)</i>	Fall 2013
Langston University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Fall 2013
Mid-America Christian University	State Continuing <i>(6 Areas for Improvement)</i>	Fall 2013
Northeastern State University	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Fall 2018
Northwestern Oklahoma State University	NCATE/State Continuing <i>(6 Areas for Improvement)</i>	Fall 2012
Oklahoma Baptist University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Fall 2016
Oklahoma Christian University	NCATE/State Continuing <i>(1 Area for Improvement)</i>	Spring 2013
Oklahoma City University	State Continuing <i>(3 Areas for Improvement)</i>	Spring 2012
Oklahoma Panhandle State University	NCATE/State Continuing <i>(3 Areas for Improvement)</i>	Fall 2016
Oklahoma State University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Spring 2014
Oklahoma Wesleyan University	NCATE/State Continuing <i>(5 Areas for Improvement)</i>	Spring 2016
Oral Roberts University	NCATE/State Continuing <i>(1 Area for Improvement)</i>	Fall 2014
Southeastern Oklahoma State University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Spring 2017
Southern Nazarene University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Spring 2018
Southwestern Oklahoma State University	NCATE/State Continuing <i>(5 Areas for Improvement)</i>	Spring 2013
St. Gregory's University	State Continuing <i>(6 Areas for Improvement)</i>	Fall 2015
University of Central Oklahoma	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Spring 2016
University of Oklahoma	NCATE/State Continuing <i>(6 Areas for Improvement)</i>	Spring 2012
University of Science & Arts of Oklahoma	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Fall 2016
University of Tulsa	State Continuing/Teacher Education Accreditation Council <i>(5 Areas for Improvement)</i>	Spring 2014/ Spring 2021

*A statement cited by the Board of Examiners or the Unit Accreditation Board indicating that a unit has not met expected levels of achievement in one or more elements of a standard. The Board of Examiners may cite one or more areas for improvement and still recommend that the standard be met.

First Year Teacher Survey

In 2010 the Oklahoma Commission for Teacher Preparation (OCTP) piloted a First Year Teacher Survey to over 2000 teachers. Teachers were asked to rate their preparedness based on the Oklahoma 15 General Competencies for Teacher Licensure and Certification.* Results of the survey are provided to teacher preparation institutions for use in program development.

2010 First Year Teacher Survey

Strengths	Weaknesses
<ul style="list-style-type: none"> • Understanding of the subject matter taught 	<ul style="list-style-type: none"> • Curriculum integration
<ul style="list-style-type: none"> • Understanding student approaches to learning 	<ul style="list-style-type: none"> • Use of a variety of assessment strategies to evaluate and modify the teaching/learning process
<ul style="list-style-type: none"> • Understanding of the process of lifelong learning and making learning enjoyable 	<ul style="list-style-type: none"> • Assisting students with career awareness and the application of career concepts to curriculum

In 2011, after conducting internal analysis and revision, OCTP sent the Survey to 1600 first year teachers. In addition OCTP piloted an Administrator Survey that asked administrators to rate their teachers on their preparedness on the Oklahoma 15 General Competencies.

2011 First Year Teacher Survey

Strengths	Weaknesses
<ul style="list-style-type: none"> • Understanding of the subject matter taught 	<ul style="list-style-type: none"> • Assisting students with career awareness and the application of career concepts to curriculum
<ul style="list-style-type: none"> • Understanding student approaches to learning 	<ul style="list-style-type: none"> • Understanding the legal aspects of teaching
<ul style="list-style-type: none"> • Understanding of the process of lifelong learning and making learning enjoyable 	<ul style="list-style-type: none"> • Understanding the State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance"

2011 Administrators Survey

Strengths	Weaknesses
<ul style="list-style-type: none"> • Providing learning opportunities that support student's intellectual, social, and physical development at all grade levels 	<ul style="list-style-type: none"> • Assisting students with career awareness and the application of career concepts to curriculum
<ul style="list-style-type: none"> • Using technology effectively 	<ul style="list-style-type: none"> • Understanding the curriculum integration process
<ul style="list-style-type: none"> • Understanding the subject matter taught 	<ul style="list-style-type: none"> • Understanding the legal aspects of teaching

Overall, 83% of the first year teachers perceive themselves as well prepared. Overall, 67% of the administrators perceived that first year teachers are well prepared.

*[http://www.ok.gov/octp/Program Accreditation/Accreditation/General Competencies for Licensure.html](http://www.ok.gov/octp/Program%20Accreditation/Accreditation/General%20Competencies%20for%20Licensure.html)



Program Review

Each program area (e.g., math, reading, etc.) within a teacher education unit is required to submit a detailed 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 standards that should guide all reading programs in Oklahoma. The standards of the IRA are then integrated with the Oklahoma State Competencies and an assessment measure for reading programs is created. This process has occurred for each learned society that is affiliated with NCATE. When a program is not directly affiliated through NCATE (e.g., art, business, driver's education), state standards are 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. It is OCTP's goal for all NCATE-affiliated schools to have multiple programs receive national recognition. Currently, there are over 290 recognized teacher preparation programs at universities in the state of Oklahoma. See appendix page 20.

OCTP provides training on a regular basis to stakeholders from colleges and universities, P-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



OCTP also provides training in program approval for non-affiliate areas, such as Art, Technology, and Agriculture Education.

Program Review Advisory Board

The Oklahoma Commission for Teacher Preparation utilizes the expertise of a Program Review Advisory Board (PRAB) for consultation and recommendations on program reviews. Membership is comprised of state and nationally trained reviewers in a variety of subject areas. PRAB members monitor changes in state and national standards, participate actively in the program review process, and answer questions from reviewers and program compilers on content-related issues. In the past two years, OCTP has increased the number of PRAB members who serve as national program reviewers and has provided financial assistance to members who wish to attend national reviewer training. PRAB meets a minimum of once each semester to review procedures and complete the review of state programs. Members are approved by the Program Accreditation Committee and serve for an initial two-year term.



Candidate Assessment

Year in Review

- Increased the number of computer-based test sites with the addition of six new testing centers in the state.
- Expanded computer-based testing options which now include the Elementary Education subject area exam, the Oklahoma General Education Test and the Oklahoma Professional Teaching Exam.
- Administered over 19,000 exams across the state via 6 paper-based and 6 computer-based test administrations.
- Expanded test item banks for Business Education, English, and US History/OK History/Government/Economics subject area exams in preparation for future computer-based test administrations.



Candidate Assessment

Certification Examinations for Oklahoma Educators (CEOE)

In 1995 the Oklahoma Commission for Teacher Preparation was given the responsibility by the Oklahoma Legislature to develop and implement a competency-based assessment system for educator licensure/certification in the state.

- Oklahoma General Education Test (OGET) - critical thinking and general education knowledge
- Oklahoma Subject Area Test (OSAT) - subject matter knowledge
- Oklahoma Professional Teaching Exam (OPTE) - professional knowledge and skills

The certification exams are administered twelve times a year through paper-based administrations across the state as well as computer based administrations available both state and nationwide.

The Oklahoma certification examinations reflect state standards (Oklahoma Full-Subject Matter Competencies, Oklahoma General Competencies, core student standards) as well as current national standards. Over 7000 Oklahoma educators have contributed their knowledge and expertise throughout the assessment development and validation process. Included are classroom teachers, higher education faculty, career technology faculty, and school administrators.

As part of maintaining the assessment program, routine review and redevelopment assures that the exams will be kept up-to-date and accurate. Constant monitoring ensures that they also continue to measure educator knowledge and skill levels using the most current and widely accepted psychometric standards.

Oklahoma Reading Test

Effective in 2010, all elementary, early childhood and special education teacher candidates, prior to graduation, are required by statute (HB1581) to pass a comprehensive assessment that measures their teaching skills in the area of reading instruction. The Oklahoma Reading Test, developed by teacher education faculty, was first administered in 2010-2011. OCTP is responsible for collecting and reporting the assessment results. Data for the reading assessment can be found in Appendix page number 24.



Assessment Pass Rates

Aggregate Pass Rate By Teacher Preparation Institutions

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

	OGET		OPTE		OSAT		TOTAL	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass
Bacone College	3	66.7	7	100.0	5	100.0	15	93.3
Cameron University	56	75.0	85	97.6	136	76.5	277	82.7
East Central University	53	90.6	103	88.3	308	77.6	464	81.5
Langston University	18	61.1	11	81.8	20	75.0	49	71.4
Mid-America Christian University	10	90.0	10	100.0	12	66.7	32	84.4
Northeastern State University	119	79.0	286	95.8	646	89.0	1,051	89.7
Northwestern Oklahoma State University	47	70.2	67	92.5	152	78.3	266	80.5
Oklahoma Baptist University	26	96.2	30	100.0	60	100.0	116	99.1
Oklahoma Christian University	29	100.0	38	100.0	48	89.6	115	95.7
Oklahoma City University	24	95.8	21	95.2	30	86.7	75	92.0
Oklahoma Panhandle State University	29	79.3	19	100.0	46	97.8	94	92.6
Oklahoma State University	329	91.5	309	95.5	505	88.1	1,143	91.1
Oklahoma Wesleyan University	19	89.5	11	100.0	38	89.5	68	91.2
Oral Roberts University	46	95.7	25	100.0	71	90.1	142	93.7
Southeastern Oklahoma State University	55	67.3	118	93.2	209	88.5	382	86.9
Southern Nazarene University	17	100.0	28	96.4	86	84.9	131	89.3
Southwestern Oklahoma State University	93	90.3	92	91.3	286	86.0	471	87.9
St. Gregory's University	10	80.0	4	50.0	4	100.0	18	77.8
University of Central Oklahoma	115	90.4	199	100.0	438	92.7	752	94.3
University of Oklahoma	166	99.4	155	99.4	312	93.9	633	96.7
University of Science and Arts	14	92.9	30	100.0	35	91.4	79	94.9
University of Tulsa	*	*	22	95.5	35	94.3	57	94.7

*No Examinees Tested

Additional assessment data tables can be found on Appendix pages 21-23.

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 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.

Reading

Reading professional development for elementary teachers and administrators is 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.

Literacy First is the reading Professional Development Institute (PDI) awarded by bid from the Oklahoma Commission for Teacher Preparation (OCTP). A key to the *Literacy First* Process is assessment driven, systematic explicit instruction in each student's developmental level. The goal of the *Literacy First* PDI is to build an infrastructure and culture to support improved reading achievement by providing teachers with professional development in the *Literacy First* reading instruction process and developing building-level leadership teams. Essential members of leadership teams are the building principal and a Literacy Resource Specialist (LRS). Throughout the three-year grant program, each school is supported by a visiting Literacy Consultant who works with the leadership team and guides teachers in effective implementation. This team works with the consultant to develop plans for sustainability after grant funding ends.



Key Elements of the Reading Reform 3-Year Process

- 8 days of reading professional development for teachers
- 15 days of explicit on-site coaching & consulting
- Unlimited telephone & email consultation
- 12 days of leadership implementation professional development for principals and Literacy Resource Specialists

Literacy First Reading – Elementary

The principle focus of the *Literacy First* reading professional development institute was to impact student reading achievement. To determine this, the external evaluators measured changes in participant pre-post concept maps in teacher knowledge and understanding of teaching reading.

Student scores on the Oklahoma Core Curriculum Tests (OCCT) and the Reading Academic Performance Index Scores (API) of *Literacy First* grant schools were used to determine the impact on student achievement. The results of the teacher knowledge and understanding of teaching reading and the impact on student achievement are presented in the Appendix pages 25-27.

Oklahoma University K20 Center Science Program

The 2010-11 K20 Science program is a state-funded Professional Development Institute (PDI) awarded by bid from the Oklahoma Commission for Teacher Preparation (OCTP) to the Oklahoma University K20 Center for Educational and Community Renewal.

The K20 Center established seven goals for the K20 Science PDI that were to be met through a two-year science education program for teachers and administrators. These were:

- Deepening content knowledge of K-8 science teachers through inquiry-based science experiences.
- Connecting teachers' content knowledge with inquiry experiences utilizing critical thinking for conceptual understanding in science classrooms across Oklahoma.
- Adapting science instruction to include best practices in instruction and alternative student assessments.
- Integrating technology into the lesson and accessing online resources.



- Transferring and sustaining teachers' content and inquiry experiences and teaching for conceptual understanding into science classrooms across Oklahoma through lesson study.
- Addressing diversity, differentiation of instruction, and family involvement.
- Creating supportive contexts that foster teacher and student learning and inquiry through leadership development and the development of professional learning communities.

The K20 Science staff has established a two-year program that serves two different cohorts during the course of the year. In program Year One, a cohort of participants attends a summer training session and receives onsite support during the school year. In the second year, participating schools continued their participation through onsite support sessions provided by K20 staff during the school year.

Changes in teacher knowledge, attitudes, and beliefs were expected to result in improved student achievement in science. The focus of the evaluation, then, was to determine whether the K20 Science PDI had an effect on student academic achievement as measured by scores on the FOSS pre-post student assessments (see analysis of results in Appendix page 28).

Mentoring

The Oklahoma Mentor Network (OMN) has developed and piloted a high quality, three-year mentoring program that is consistent, replicable, and sustainable throughout the state of Oklahoma. Elements of the mentoring program include:

- Creating high-functioning learning communities
- Developing beginning teachers into high-quality professionals who improve student learning
- Delivering professional development for all teachers

Innovations of this model include a partnership of universities, a state agency, and a teacher organization along with formative assessments based on the Oklahoma Professional Teacher Competencies.

The Oklahoma Mentor Network is a project of the Oklahoma Commission for Teacher Preparation, Oklahoma Education Association, Oklahoma State University, and the University of Oklahoma. The OMN seeks to assist beginning teachers, mentors, and school leaders to provide critical training and support designed to help all teachers be successful in the classroom.

Oklahoma's mentoring program is focused on improving student achievement through innovative methods, such as ongoing assessments that link a teacher's overall development to student behaviors and learning. Components of the Oklahoma mentoring program include:

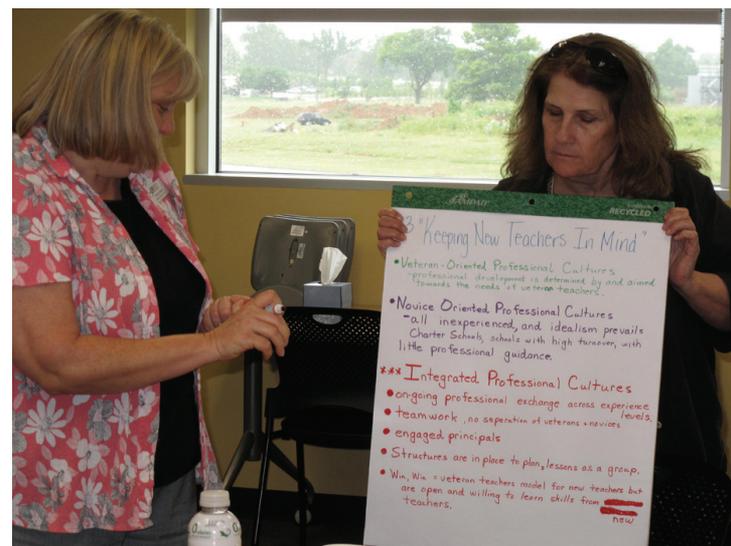
- Beginning Teacher Performance Standards, a rubric of the development of teaching which can be used by all staff members for personal reflection and growth
- A three-year mentoring program
- A five-day training for mentors in their first year of mentoring, two days of which mentors are joined by their mentee teacher
- Annual training for principals
- Three days of training for school-based leadership teams in year two
- Follow-up visits to schools in the fall and spring of year three
- Research conducted by the Oklahoma Technical Assistance Center

School districts involved in the three year Oklahoma Mentoring Network program includes Geary, Newcastle, North Rock Creek, Purcell, Putnam City, Shawnee, South Rock Creek, Westville, Whitebead, Ardmore, Byng, Lawton, Mid-Del, Sulphur, Perkins/Tryon, Watts, Duncan, Norman, Muskogee, Edmond, Tuttle and Choctaw-Nicoma Park. Universities involved include East Central University, University of Central Oklahoma, University of Oklahoma, and Oklahoma State University.

Urban Teacher Preparation Academy 2010-2011 – Oklahoma City Public Schools

- Linwood Elementary School
- Taft Middle School
- Capital Hill High School

OMN is in its second year of partnering with the Urban Teacher Preparation Academy at University of Central Oklahoma (UCO). The Urban Teacher Preparation Academy is a new program at UCO targeting Oklahoma City inner city schools. OMN holds a two day fall mentoring professional development institute for the mentor teachers with the mentee, student interns attending the second day.





Professional
Development

Oklahoma Mentoring Network

Increasing Teacher Quality While Improving Student Learning

OMN is first in the nation to focus mentoring on student learning through a rubric for teacher self-reflection and evaluation.

OMN supports all teachers in attaining high standards for student learning and in becoming contributing members of the professional learning community.

OMN increases teacher leadership for systemic change.

OMN enhances Professional Learning Community (PLC) development.

OMN Impact:

- 30,000 Students
- 600 Mentor Pairs
- 31 Districts
- 4 Oklahoma Higher Ed. Institutions



"I can use all of the 'tools' in the program in my relationship with my teachers. It will strengthen our learning community."

Administrator

Year in Review

Mentoring

- 386 teachers and principals participated in Year One and Year Two of the mentoring professional development and the Oklahoma Mentoring Network (OMN) mentoring program.
- 600 mentor pairs (1200 teachers) in 31 districts sustained the OMN mentoring program.
- All teachers of each OMN site participated in Mentoring Professional Learning Communities.

Reading

- 1,183 Oklahoma educators participated in Phase I Reading Professional Development Institute (PDI) (5 days).
- 782 Oklahoma educators participated in Phase II Reading Professional Development Institute (PDI) (3 days).
- 222 Pre-K teachers participated in the PK Reading Professional Development Institute (PDI) (3 days).
- 2,187 Total PK-6 teachers and administrators participated in Reading Professional Development Institutes (PDI).
- 30 school grant sites were in Years One, Two, or Three of the 3-year *Literacy First* Reading Reform Process.
- 103 previous grant school sites sustained the *Literacy First* Reading Reform Process.

Inquiry Science

- 272 teachers and 27 administrators participated in Year One and Year Two of the 2 year Inquiry Science Professional Development Institute (PDI) and implemented the science program in 22 sites.
- 110 previous grant school sites sustained the Inquiry Science Program.



Year in Review

- Oklahoma ranks 11th nationwide in the number (174) of new National Board Certified Teachers (NBCTs)
- Oklahoma ranks tenth in the total number of teachers (2994) who achieved certification over time.
- Oklahoma NBCTs make up seven percent of the state's teaching force
- The state's top five school districts in terms of the cumulative total of NBCTs are: Tulsa (158), Norman (145), Edmond (137), Oklahoma City (130), and Moore (127).
- 54 NBCTs renewed certification, 215 total renewed NBCTs
- Provided support for 29 Take One Candidates
- Provided professional development for over 500 National Board, Take One and Renewal candidates
- Provided 13 regional coordinators to support and provide professional development
- The State Legislature placed a moratorium on National Board scholarships until June 2012, so there were no scholarships given for the 2010-2011 school year.

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 achieved upon successful completion of a voluntary assessment program designed to recognize effective and accomplished teachers who meet high standards based on what teachers should know and be able to do.

Every child deserves an accomplished teacher — one who is qualified to equip students with the skills to succeed in the 21st century global community. NBPTS Standards and National Board Certification give teachers and schools the tools to define and measure teaching excellence

National Board Certification is an advanced teaching credential. It complements, but does not replace, a state's teacher license. It is valid for ten years, and renewal candidates must begin the renewal process during their eighth or ninth years as NBCTs. As part of the certification process, candidates complete ten assessments that are reviewed by trained teachers in their certificate areas. The assessments include four portfolio entries that feature teaching practice and six constructed response exercises that assess content knowledge. National Board Certification is available nationwide for most preK–12 teachers. OCTP provides support for all candidates (advanced and first time) throughout the year, with a National Board overview, Portfolio, Assessment and Advanced Candidate Professional Development institutes.

Renewal occurs as you approach your tenth year of National Board Certification. Renewing your certification validates that you have continued your professional involvement in a variety of areas in a way that is consistent with the high and rigorous standards that initial certification represents. The renewal process is your opportunity to provide sufficient evidence of such continued professional growth that has focused on increased student learning. OCTP provided support through Professional Development institutes.

Take One is a unique offering from the National Board for Professional Teaching Standards that provides a standards-based approach for improving teaching practice and links student learning to effective instruction. Teachers prepare and submit one pre-selected video portfolio entry from any of the current certificate areas of National Board Certification. A teacher can later transfer the score if he or she pursues National Board candidacy. OCTP provided support and funding for Take One Candidates throughout the year.





Survey of Oklahoma National Board Certified Teachers (NBCTs)

On behalf of OCTP, the Oklahoma Technical Assistance Center administered an online survey to determine how the National Board Certification process affected the teachers, students and schools.

NBCTs from across the state of Oklahoma:

- 86.6 % earned bachelors' degrees from an Oklahoma university
- 44.6 % hold Master's degrees
- 4.3% hold Doctorate's degree
- 53% teach in Title I schools

Primary motivation for initially pursuing NB:

- Financial reward
- Professional development

Skills affected by the NB process:

- Critical analysis of their own teaching skills
- Student assessment data to inform instruction
- Improving student learning
- Improve students' critical thinking skills

NBCTs described both:

- Quantitative changes
- Improvement in students' test results over time
- Qualitative changes
- Student understanding of concepts

Conclusion:

- Substantial positive impact on teaching practices and achievement of students.
- NBCTs know how to identify student learning needs and use assessment data to develop instruction to improve student learning.

"My class average at the beginning of the year on the assessment test was 51%. At the end of the year, my class average was 91%."

"I am constantly assessing, evaluating and analyzing my teaching."

"Through the intensive reflection of my teaching techniques, I learned what was important and what was not. I learned how to replace quantity with quality."



Edgemere Elementary Staff with Take One boxes

Take One

Education Leadership Oklahoma, in corporation with National Board for Professional Teaching Standards, provided the fee funding for an entire school to participate in the Take One! professional development experience. ELO partnered with the Foundation for Oklahoma City Public Schools to support the staff at Edgemere Elementary in Oklahoma City Public Schools. There were 14 teachers, one administrator and three para-professionals that took on the challenge. Edgemere's API score increased 383 points, which was the largest increase of OKCPS elementary schools. That score also put Edgemere in the upper half of achieving OKCPS elementary schools.

Appendix/
Index

Teacher Preparation Programs

																									
				Bacone College	Cameron University	East Central University	Langston University	Mid-America Christian University	Northeastern State University	Northwestern Oklahoma State University	Oklahoma Baptist University	Oklahoma Christian University	Oklahoma City University	Oklahoma Panhandle State University	Oklahoma State University	Oklahoma Wesleyan University	Oral Roberts University	Southeastern Oklahoma State University	Southern Nazarene University	Southwestern Oklahoma State University	Saint Gregory's University	University of Central Oklahoma	University of Oklahoma	University of Science & Arts of Oklahoma	University of Tulsa
		Early Childhood	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
		Elementary Education	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
		Middle Level Education																							*
		Middle Level Math																			x				
		Gifted & Talented																							
P-12 Education	Special Education	Mild-Moderate Disabilities		x	x	x		x	x	x					x		x	x		x		x	x		
		Severe-Profound Disabilities																				x			
		Deaf Education																					x	x	
		Art			x			x		x				x		x	x					x	x	*	
		Dance																				x			
		English As a Second Language																				x			
	Foreign Language	Spanish		x				x		x				x		x	x	x			x	x			
		French		x										x		x						x	x		
		German												x		x						x			
		Latin																							
		Cherokee							x																
	Music	Instrumental Music		x	x	x		x	x	x	x	x		x		x	x	x	x		x	x	x	x	
		Vocal Music		x	x	x	x	x	x	x	x	x		x	x	x	x	x	x		x	x	x	x	
		Physical Education/Health/Safety	x	x	x	x		x	x	x			x	x	x	x	x	x	x		x		x	x	
	Secondary Education		Business											x								x		*	
		English		x	x	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x	x	*	
		Journalism																							
		Mathematics		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	*	
		Science						x	x	x	x	x					x	x	x	x	x	x	x	*	
		Biology		x	x	x										x	x					x			
		Chemistry		x	x	x																x			
		Earth Science																				x			
		Physics			x																	x			
		Social Studies		x	x		x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	*	
		Speech/Drama/Debate			x				*				x									x		*	
Career and Technology Education		Agriculture							x					x	x										
		Allied Health																					x		
		Business & Information Technology																							
		Family & Consumer Sciences			x	x																	x		
		Marketing Education																							
		Technology Engineering																							
		Trade and Industrial Arts																							
		Trade and Industrial Arts																					x		
Advanced Certification Areas	Education Administration - Building Level		x	x	x		x	x							x		x	x	x	x	x	x			
	Education Administration - District Level			x			x									x				x	x	x			
	Library Media Specialist			x			x									x					x	x			
	Reading Specialist		x	x			x	x								x			x		x	x			
	School Counseling			x			x	x								x			x		x	x			
	School Psychology			x																		x			
	School Psychometry			x																		x			
	Speech Language Pathologist							x														x	x		

*On Hiatus

Certification Examinations for Oklahoma Educators (CEOE)

Aggregate Pass Rates By Test

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

TEST	N	% Pass
Instrumental/General Music	75	97.3
Art	88	84.1
Vocal/General Music	47	95.7
Chemistry	85	45.9
Early Childhood Education	828	82.2
English	352	82.4
Earth Science	46	41.3
Family and Consumer Science	72	54.2
Biological Sciences	241	44.8
Advanced Mathematics	115	85.2
Physical Education/Health/Safety	363	81.0
Physical Science	79	67.1
Physics	33	69.7
Reading Specialist	120	96.7
Speech/Drama/Debate	85	61.2
US History/OK History/Econ/Govt	393	71.8
World History/Geography	272	53.3
Spanish	68	54.4
French	10	70.0
German	4	75.0
Russian	1	100.0
Latin	1	100.0
Middle Level English	221	78.3
Middle Level/Intermediate Math	540	51.3
Middle Level Science	237	43.0
Middle Level Social Studies	208	31.7
Blind/Visual Impairment	6	100.0
Mild-Moderate Disabilities	475	77.5
Deaf/Hard of Hearing	22	72.7
Severe-Profound Disabilities	99	88.9
Psychology/Sociology	71	74.6
School Psychologist	21	95.2
Psychometrist	39	89.7
Speech-Language Pathologist	3	33.3
Driver/Safety Education	45	91.1
Journalism	42	95.2
Library-Media Specialist	109	93.6
School Counselor	216	74.1
Business Education	145	86.9
Marketing Education	19	42.1
Agricultural Education	79	100.0
Technology Education	17	76.5
Principal Common Core	469	85.5
Elementary Principal Specialty Test	317	76.3
Middle Level Principal Specialty Test	32	53.1
Secondary Principal Specialty	381	63.0
Superintendent	117	74.4
Elementary Education Subtest 1	1,294	82.6
Elementary Education Subtest 2	1,242	92.4
OGET	3,684	85.4
OPTE: PK-8	1,554	93.4
OPTE: 6-12	1,119	94.2
English as a Second Language	95	84.2
Dance	10	90.0
Cherokee	1	0.0
Chinese (Mandarin)	7	100.0
Computer Science	11	54.5

Aggregate Pass Rates By Program Status

Oklahoma Professional Teaching Exam (OPTE)

The table below compares the OPTE pass rates between examinees enrolled in teacher education programs in contrast to those who are out-of-state candidates, alternative certification candidates, and/or educators seeking additional certification.

Test	Program Status					
	Overall		*Program		**Non-Program	
	N	%Pass	N	% Pass	N	% Pass
OPTE: PK-8	1,554	93.4	1,091	96.3	463	86.6
OPTE: 6-12	1,119	94.2	588	94.9	531	93.4
OVERALL OPTE	2,673	93.8	1,679	95.8	994	90.2

Oklahoma Subject Area Test (OSAT)

The table below compares the OSAT pass rates between examinees enrolled in teacher education programs in contrast to those who are out-of-state candidates, alternative certification candidates, and/or educators seeking additional certification.

Category	Program Status					
	Overall		*Program		**Non-Program	
	N	%Pass	N	% Pass	N	% Pass
General	7,812	75.2	2,624	88.5	5,188	68.4
Vocational	332	79.8	82	96.3	250	74.4
Advanced	508	85.4	287	89.9	221	79.6
Administrator - Principal	1,199	75.1	503	79.9	696	71.6
Administrator – Superintendent	117	74.4	14	85.7	103	72.8
TOTAL	9,968	75.8	3,510	87.6	6,458	69.5

*Program - Examinees enrolled in a teacher education program

** Non-Program - Examinees are out-of-state candidates, alternative certification candidates, and /or educators seeking additional certification

Oklahoma Subject Area Tests (OSAT) Oklahoma General Education Test (OGET)

The table below compares the pass rates between examinees enrolled in teacher education programs in contrast to those who are out-of-state candidates, alternative certification candidates, and/or educators seeking additional certification.

Test	Program			Non-Program	
	N	% Pass		N	% Pass
Instrumental/General Music	55	100.0		20	90.0
Art	20	100.0		68	79.4
Vocal/General Music	27	100.0		20	90.0
Chemistry	11	54.5		74	44.6
Early Childhood Education	286	90.6		542	77.9
English	90	92.2		262	79.0
Earth Science	7	71.4		39	35.9
Family & Consumer Science	10	70.0		62	51.6
Biological Sciences	48	70.8		193	38.3
Advanced Mathematics	46	100.0		69	75.4
Phys Ed/Health/ Safety	156	87.8		207	75.8
Physical Science	8	100.0		71	63.4
Physics	3	66.7		30	70.0
Reading Specialist	82	98.8		38	92.1
Speech/Drama/ Debate	8	62.5		77	61.0
US Hist/OK Hist/Econ/Govt	111	89.2		282	64.9
World History/Geography	92	64.1		180	47.8
Spanish	20	55.0		48	54.2
French	1	100.0		9	66.7
German	1	100.0		3	66.7
Russian	*	*		1	100.0
Latin	*	*		1	100.0
Middle Level English	7	85.7		214	78.0
Mid Level/ Intermediate Math	12	66.7		528	50.9
Middle Level Science	9	66.7		228	42.1
Middle Level Social Studies	14	42.9		194	30.9
Blind/Visual Impairment	3	100.0		3	100.0
Mild-Moderate Disabilities	91	84.6		384	75.8
Deaf/Hard of Hearing	8	87.5		14	64.3
Severe-Profound Disabilities	8	75.8		91	90.1
Psychology/ Sociology	4	75.0		67	74.6
School Psychologist	12	91.7		9	100.0
Psychometrist	27	92.6		12	83.3
Speech-Language Pathologist	*	*		3	33.3
Driver/Safety Education	*	*		45	91.1
Journalism	*	*		42	95.2
Library-Media Specialist	73	95.9		36	88.9
School Counselor	93	76.3		123	72.4
Business Education	10	100.0		135	85.9
Marketing Education	*	*		19	42.1
Agricultural Education	61	100.0		18	100.0
Technology Education	1	100.0		16	75.0
Principal Common Core	213	87.8		256	83.6
Elementary Principal Test	138	79.7		179	73.7
Middle Level Principal Test	7	28.6		25	60.0
Secondary Principal Test	145	71.0		236	58.1
Superintendent	14	85.7		103	72.8
Elementary Ed Subtest 1	742	87.6		552	75.9
Elementary Ed Subtest 2	711	94.5		531	89.6
English as Second Language	21	85.7		74	83.8
Dance	4	75.0		6	100.0
Cherokee	*	*		1	0.0
Chinese (Mandarin)	*	*		7	100.0
Computer Science	*	*		11	54.5
OGET	1,697	89.8		1,987	82.8

*No Examinees Tested

Oklahoma Reading Test

Effective 2009, all elementary, early childhood and special education teacher candidates are required by statute (HB 1581) to pass prior to graduation a comprehensive assessment that measures their teaching skills in the area of reading instruction.

Aggregate Pass Rate By Teacher Preparation Institutions

Institution	Program	Pass Rate		Pilot Pass Rate	
		N	%Pass	N	%Pass
Bacone College	Early Childhood	5	40%		
	Elementary Ed	2	100%		
Cameron University	Early Childhood	12	100%	20	90%
	Elementary Ed	68	100%	92	80%
East Central University	Early Childhood	13	100%		
	Elementary Ed	11	100%		
	Special Ed	2	100%		
Langston University	Elementary Ed	2	100%		
	Special Ed	1	100%		
Mid-America Christian University	Elementary Ed	4	50%	5	100%
Northeastern State University	Early Childhood	205	89%		
	Elementary Ed	428	91%		
	Special Ed	53	91%		
Northwestern Oklahoma State University	Early Childhood	23	61%	42	76%
	Elementary Ed	41	49%	97	84%
	Special Ed	9	44%	12	42%
	Other	4	100%	13	62%
Oklahoma Baptist University	Early Childhood	3	100%		
	Elementary Ed	16	100%		
	Special Ed	1	100%		
	Other	8	100%		
Oklahoma Christian University	Early Childhood	8	88%	10	100%
	Elementary Ed	11	100%	16	100%
	Other			2	100%
Oklahoma City University	Early Childhood	7	100%	6	100%
	Elementary Ed	5	100%	3	100%
Oklahoma Panhandle State University	Elementary Ed	22	95%	6	100%
Oklahoma State University	Early Childhood	59	100%		
	Elementary Ed	216	95%		
	Special Ed	15	100%		
	Other	4	100%		
Oklahoma Wesleyan University	Elementary Ed	11	72%		
Oral Roberts University	Early Childhood				
	Elementary Ed				
	Special Ed				
Southeastern Oklahoma State University	Elementary Ed	139	96%	73	92%
	Special Ed	17	94%	3	100%
Southern Nazarene University	Early Childhood	6	100%		
	Elementary Ed	25	100%		
Southwestern Oklahoma State University	Early Childhood	16	100%	11	100%
	Elementary Ed	46	100%	29	100%
	Special Ed	3	100%	13	100%
St. Gregory's University	Elementary Ed	4	100%		
University of Central Oklahoma	Early Childhood	90	88%	20	90%
	Elementary Ed	120	90%	39	100%
	Special Ed	23	69%	1	100%
University of Oklahoma	Early Childhood	48	100%		
	Elementary Ed	36	100%		
	Special Ed	4	100%		
University of Science and Arts	Early Childhood	14	93%		
	Elementary Ed	18	89%		
	Special Ed	6	100%		
University of Tulsa	Elementary Ed				

Literacy First Reading

Evidence of Effectiveness

Changes in Teacher Knowledge

The purpose of the concept map assessment was to examine pre-post changes in participants' knowledge and understanding of teaching reading. The evaluation looked at changes in teachers' knowledge and understanding of teaching reading as measured by a preprogram map administered on the first day of summer training and a post-program map administered on the final summer training day. Educators attending 2010-11 Phase I *Literacy First* training sessions were the focus of the pre-post concept map assessment. The central concept for both maps was "Teaching Reading."

Overall, participants showed statistically significant growth in all areas. The greatest gains were made in the overall number of concepts that teachers displayed on their maps and in the breadth of knowledge displayed. They did not merely add concepts that connected to the central concept, as many professional development participants do. Instead, they drew maps with more structures (levels, chunks, and chains).

Table 1. Structural analysis of pre-post concept maps, *Literacy First* 2009-10 (N=108)

Structural Component	Pre-Program Mean	Post-Program	Significant
Total Number of Concepts	15.92	23.38	Yes
Width	11.63	16.33	Yes
Depth	1.99	2.43	Yes
Hierarchical Structure Score (H Score)	13.61	18.76	Yes
Number of Chunks	1.77	3.32	Yes
Number of Chains	.73	2.06	Yes
Number of Crosslinks	.00	.01	No

In addition to the quantitative scoring of the pre-post maps, a content analysis was conducted. Most of the pre-maps included at least two of the five essential reading elements (phonological awareness, phonics, fluency, comprehension, and vocabulary) identified by the National Reading Panel. They tended to identify more of these components on the post-program maps.

The growth demonstrated by the post-maps mainly was in the knowledge they gained about the elements of reading instruction – not necessarily the five essential elements named by the National Reading Panel, but components of those elements. Additional growth was noted in the identification of instructional strategies they learned to use in helping students to succeed in all aspects of reading.

Although the pre-post change in knowledge teachers demonstrated was similar across all participants, differences were noted in how the concept of teaching reading was approached across grades levels taught (PK-2 vs. 3-5). Teachers in grades 3-5 tended not to include phonological awareness (which is a skill usually mastered in grades PK-1) on either their pre- or post-program maps. They identified more aspects of reading comprehension and their application to content area reading, and included spelling and/or writing more often. Assessment was a prevalent theme on both pre- and post-maps for teachers of grades 3-5.

Literacy First Reading

Evidence of Effectiveness *Student Achievement*

Table 2. Reading Academic Performance Index (API) Scores		
Year	State Average Reading API	Phase IV Average Reading API
FY '06	1263	1270
FY '07	1282	1336
FY '08	1315	1366
FY '09*	999	1056
FY '10*	1026	1145
FY '11*	Data Not Available	Data Not Available

*Scores are lower due to change in the Oklahoma Core Curriculum Tests (OCCTs) and Academic Performance Index (API) formula.

Over a five-year period, *Literacy First* grant schools' Reading API scores were consistently above the state average on Reading API. Grant schools also had 10-15% more of their students who were on free and reduced lunch than the state average.

Table 3 displays the percentage of students in Year One, Year Two, and Year Three Phase IV schools who fell in each scoring category (Advanced, Proficient, Limited Knowledge, and Unsatisfactory) on the Reading OCCTs. Students who scored Proficient or Advanced are considered to be Proficient for the purposes of NCLB accountability. A group of schools may be followed down the table by school year. For example, the Year One schools did not start LF implementation until 2011, so their scores for the first two years were baseline scores.

Table 3. Cross-Year comparison of OCCT data for <i>Literacy First</i> schools.			
Percent of Students in Each Scoring Level	2009		2009
	Year 1 Schools (Baseline)	Year 2 Schools (Baseline)	Year 3 Schools (LF Yr1)
Advanced	4.72%	3.89%	8.28%
Proficient	54.25%	53.41%	59.59%
Limited Knowledge	22.08%	23.68%	17.53%
Unsatisfactory	18.96%	19.01%	14.60%
Percent of Students in Each Scoring Level	2010		2010
	Year 1 Schools (Baseline)	Year 2 Schools (LF Yr 1)	Year 3 Schools (LF Yr2)
Advanced	3.81%	3.86%	6.98%
Proficient	59.96%	56.22%	59.29%
Limited Knowledge	19.49%	21.46%	18.43%
Unsatisfactory	16.74%	18.45%	15.30%
Percent of Students in Each Scoring Level	2011		2011
	Year 1 Schools (LF Yr1)	Year 2 Schools (LF Yr 2)	Year 3 Schools (LF Yr3)
Advanced	6.44%	6.17%	10.94%
Proficient	56.72%	57.18%	60.35%
Limited Knowledge	22.14%	22.85%	18.12%
Unsatisfactory	14.70%	13.79%	10.59%

Review of these data substantiated the findings from the *Literacy First* assessments. Improvement was noted in all three areas of importance: the proportion of students who were counted as Proficient for NCLB accountability (which is the total of students scoring Proficient and Advanced), the proportion scoring Advanced, and the proportion scoring Unsatisfactory.

Literacy First Reading

State OCCT Average Reading Results Compared to *Literacy First* Average Reading Results

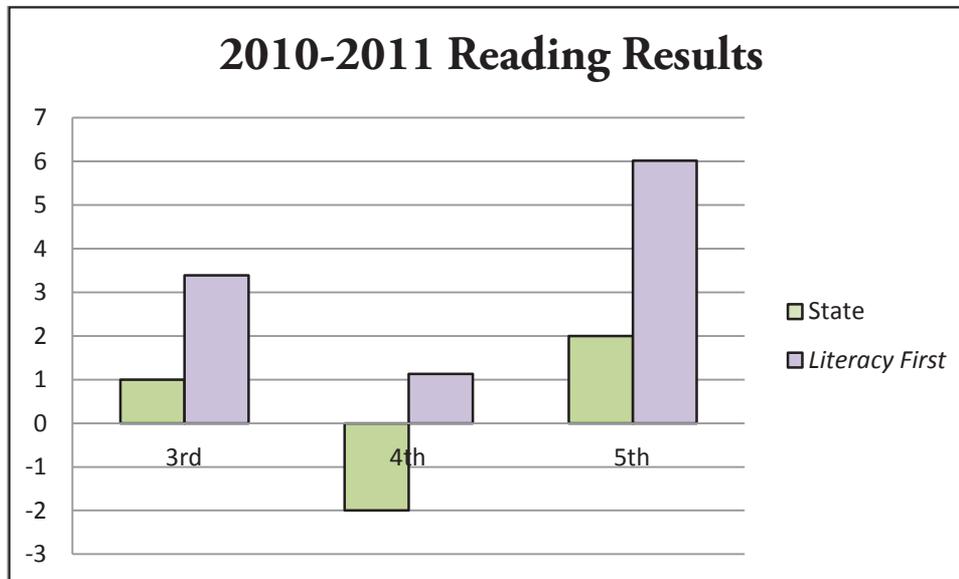
2011 Oklahoma Core Curriculum Test (OCCT) Results

Grade	Proficient 2010 %	Proficient 2011 %	Change
3rd	69	70	+1
4th	65	63	-2
5th	65	67	+2

Grade	Proficient 2010 %	Proficient 2011 %	Change
3rd	67.76	71.15	+3.39
4th	61.95	63.08	+1.13
5th	60.85	66.86	+6.01

Literacy First schools showed greater improvement than state averages. The state averages for improvement from 2010 to 2011 ranged from -2% in Grade 4 to +2% in Grade 5. *Literacy First* schools showed an average of 3.51% improvement in reading proficiency, across all grade levels (three through five), from 2010 to 2011.

State OCCT Average Reading Results Compared to *Literacy First* Average Reading Results



Science PDI Student Results FOSS Pre-Post Student Assessments

Table 6 summarizes the findings across all grade levels. The table includes information on the pre- and post-program number correct and findings from tests of statistical significance.

Table 6. Findings, by grade level.				
Grade Level	Points Possible	Pre-test Mean	Post-test Mean	Difference
1	28	18.04	24.22	Statistically significant gain in knowledge. The median post-program score was 26 out of a possible 28 correct. The distribution of post-test scores indicated grade-level mastery for most students.
2	23	12.26	18.04	Statistically significant gain in knowledge. The average student correctly answered 54% of the items on the pre-test and 83% on the post-test.
3	24	8.57	16.72	This module was added this year. A statistically significant gain in knowledge was noted. The average student correctly answered 33% of the items on the pre-test and 71% on the post-test.
4	21	7.71	14.10	Statistically significant and substantial gain in knowledge, but most students did not demonstrate content mastery on the post-test. The average student correctly answered 38% of the items on the pre-test and 67% on the post-test.
5	31	13.68	21.25	Statistically significant and substantial gain in knowledge; the means were lower than in years past. The average student correctly answered 45% of the items on the pre-test and 71% on the post-test.
6	14	5.51	8.72	Statistically significant gains in knowledge were noted; however, most students failed to demonstrate content mastery on the post-test. The average student correctly answered 36% of the items on the pretest and 64% on the post-test.
7	21	10.64	13.02	Statistically significant gains in knowledge were noted; however, most students failed to demonstrate content mastery on the post-test. The average student correctly answered 48% of the items on the pretest and 62% on the post-test.
8	29	13.67	22.69	Statistically significant and substantial gain in knowledge. The median student correctly answered 45% of the items on the pre-test and 79% on the post-test.





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