

Annual Report 2013

OCTP

Oklahoma Commission
for Teacher Preparation



2013



Preparing Exceptional Educators to Teach All Students



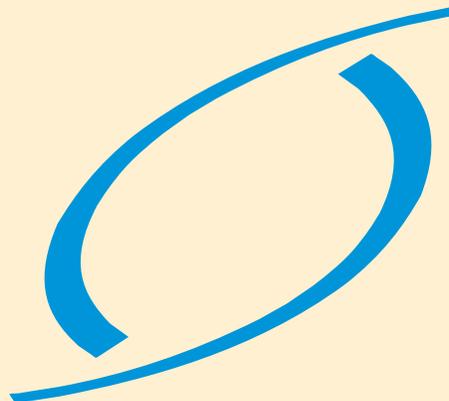
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Preparing Exceptional Educators to Teach All Students

Educator Preparation Transformation

Teacher Performance Assessment (edTPA)

Subject area-specific, performance-based assessment for teacher candidates, which centers on student impact, and provides data to inform teacher preparation.

Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards (InTASC)

InTASC standards integrated into educator preparation and candidate assessments, emphasizing student achievement and aligned with the Common Core Standards.

Clinically-Based Teacher Preparation

Deep partnerships between educator preparation and P-12 schools, centering education coursework around experiences in the clinical setting.

Co-teaching/Student Teaching Model

Training and support for mentoring teacher candidates through co-teaching.

Educator Preparation Accountability

Rigorous expectations for educator preparation admission requirements, mentor teacher qualifications, clinical experiences, and state program approval processes.

National Accreditation Partnership

CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

Educator Preparation Professional Learning

Training and support for educator preparation:

- Common Core Standards
- Teacher Leader Effectiveness evaluation models
- Assessment Focus Groups



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, Chair, Norman	Carrie DeMuth, Perkins
Dr. Kim Boyd, Vice Chair, Tulsa	Corey Lumry, Shawnee
Linda Sholar, Stillwater	Dr. Chris Ormsbee, Stillwater
Dr. Debbie Blue, Shawnee	Sonny Richards, Stringtown
Heather Sparks, Oklahoma City	Teresa Gandara, Muskogee
Perry Zeiset, Dibble	Bill Price, Oklahoma City
Louis Buchanan, Bethany	John Smith, Ada
Weldon Davis, Bethany	Leahna West, Ada

Ex-Officio Members

Dr. Janet Barresi,
State Superintendent of Public Instruction
Oklahoma State Department of Education
Dr. Kerri White, Designee

Dr. Robert Sommers
Secretary of Education & Workforce Development
State Director, Department of Career &
Technology Education
Kimberly Sadler, Designee

Dr. Glen Johnson,
Chancellor
Oklahoma State Regents for Higher Education
Goldie Thompson, Designee





Year in Review

- Facilitated the process of approval for a new Gifted and Talented preparation program
- Approved Hillsdale Freewill Baptist College as a candidate for state accreditation
- Provided Teacher Leader Evaluation professional development for educator preparation program faculty
- Facilitated site accreditation visits to three Oklahoma educator preparation programs
- Provided Board of Examiners update training to university faculty, commission members, and P12 educators
- Provided program review training for over 100 university faculty members, policymakers, and P12 educators
- Facilitated or directly reviewed over 137 educator preparation programs
- Conducted a first year teacher and administrator survey

Unit Accreditation

Each teacher preparation unit in Oklahoma is evaluated for accreditation purposes based on the Oklahoma State Standards and the standards of the National Council for Accreditation of Teacher Education (NCATE). These standards are applied through a Board of Examiners (BOE) peer review system which includes an on-site review of each education unit every seven years. For institutions seeking NCATE accreditation, this process includes both national and state team members. Oklahoma BOE members evaluate institutions seeking state-only accreditation.



Because all teams use NCATE standards for evaluation purposes, all schools 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.



Board of Examiners Training

According to OCTP rules, a trained accreditation team must review each teacher preparation program every seven years. These 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 order to better understand the accreditation process, OCTP Commissioners and members of the Program Accreditation Committee are required to complete Board of Examiners training prior to voting on accreditation issues. The Commission provides a formal training in this process each year. The trainings typically include representatives from the 22 institutions offering teacher education programs as well as representatives from the State Board of Regents, the State Department of Education, Oklahoma professional teachers' organizations, and National Board Certified Teachers. In April 2013, over 20 participants attended an update training facilitated by Dr. Kim Boyd, Dean, College of Education, Oral Roberts University; Dr. Pam Fly, Assistant Vice President for Teaching & Learning, Northeastern State University; Dr. Lois Lawler-Brown, Chair, Division of Teacher Education, Oklahoma City University, and Ms. Angie Bookout, Assistant Director of Educator Preparation and Development, Oklahoma Commission for Teacher Preparation. The next training is scheduled for spring 2014.



Portfolio Assessment

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. For purposes related to institutional accreditation, 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. Representative portfolios, portfolio handbooks, policies, and rubrics are assessed by OCTP's accreditation team during each regularly scheduled Board of Examiners' visit.

First Year Teacher Survey

The Oklahoma Commission for Teacher Preparation has administered an independent survey to approximately 7900 first year teachers and 1054 administrators annually since 2010. First year teachers are asked to rate their preparedness to teach based on the "Oklahoma 15 General Competencies for Teacher Licensure and Certification." Administrators are also asked to rate their first year teachers on their preparedness for the classroom. Results of these surveys are provided to educator preparation programs for use in program development. Survey results can be found at: http://www.ok.gov/octp/Educator_Preparation/Accreditation_Accountability/index.html



All Oklahoma Educator Preparation Programs must meet the following criteria:

National Council for the Accreditation of Teacher Education Standards

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

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.



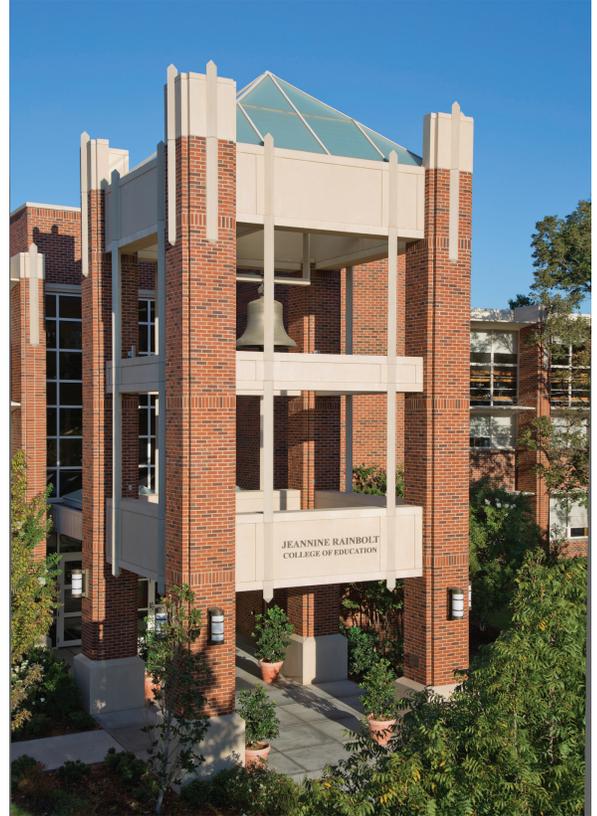
University of Oklahoma

Created by the Oklahoma Territorial Legislature in 1890, the University of Oklahoma is a research university serving the educational, cultural, economic, and health-care needs of the state, region and nation. The Norman campus serves as home to all of the University's academic programs except health related fields, located in Oklahoma City. Both the Norman and Health Sciences Center colleges offer programs at the Schusterman Center, the site of OU-Tulsa. OU enrolls more than 30,000 students, has more than 2,400 full-time faculty members, and has 20 colleges offering 163 majors at the baccalaureate level, 166 majors at the master's level, 81 majors at the doctoral level, 27 majors at the doctoral professional level, and 26 graduate certificates. The University's annual operating budget is \$1.5 billion.

The mission of the University of Oklahoma is to provide the best possible educational experience for students through excellence in teaching, research and creative activity, and service to the state and society.

The professional education unit at The University of Oklahoma is comprised of programs from four colleges that are coordinated by the Education Professions Division (EPD). The colleges are the Jeannine Rainbolt College of Education, the College of Arts and Sciences, the Weitzenhoffer Family College of Fine Arts, and the College of Allied Health. The Instructional Leadership and Academic Curriculum (ILAC) houses six initial and one advanced program. The Educational Leadership and Policy Studies (ELPS) has one advanced program while the Educational Psychology (EDPY) has one initial and one advanced program.

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



University of Oklahoma was granted continuing accreditation by OCTP and NCATE through Spring 2019

Cited areas for improvement:

- Assessment data are not systematically used for program improvement.
- Unit operations are not informed by the assessment system.



Oklahoma City University

Oklahoma City University (OCU) is a private faith-based institution with a long tradition of academic quality, community involvement, and innovation located in the geographical center of Oklahoma's state capital. A coeducational, United Methodist-related university with an enrollment of approximately 3600 students, OCU offers undergraduate, graduate, and professional curricular programs in an urban setting in which diversity flourishes.

Oklahoma City University is a well-regarded liberal arts university that focuses on effective personalized teaching designed to promote well rounded graduates who

will embrace service in their personal lives and careers. The university offers undergraduate degrees in 72 majors, 40 master's degrees in eleven areas, and three doctoral degrees. The university operates international degree programs through branch campuses in China and Singapore.

Oklahoma City University embraces the United Methodist tradition of scholarship and service and welcomes all faiths in a culturally rich community dedicated to student welfare and success. Students pursue academic excellence through a rigorous curriculum focused on students' intellectual, moral, and spiritual development to prepare them to become effective leaders in service to their communities.

The OCU teacher education program is housed in the Department of Education in the Petree College of Arts and Sciences. It offers initial programs in early childhood and elementary education, secondary programs in English, mathematics, science, social studies, and speech drama and debate. P-12 certification programs include art, foreign languages, instrumental and vocal music. Education majors in all areas are required to complete the same series of professional education courses that emphasize the unit's philosophy.

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



OKLAHOMA CITY UNIVERSITY

Oklahoma City University was granted first accreditation by NCATE and continuing accreditation by OCTP through Spring 2019

Reported strength:

- An area of strength for unit faculty is the extensive amount of service learning that faculty members participate in collaboration with unit candidates.

Cited area for improvement:

- Candidates have no opportunity to interact with unit faculty members from diverse backgrounds.



Northwestern Oklahoma State University

Established in 1897 by the territorial legislature as the Northwest Territorial Normal School, the initial purpose of the institution was to prepare teachers. The main campus is located 152 miles northwest of Oklahoma City, near the border with Kansas. During the 20th century, the institution evolved from a normal school to a college offering degrees in the liberal arts and education. In 1941, the institution became part of the Oklahoma State System of Higher Education along with six other regional state colleges.

The unit consists of all academic programs within the university that lead to certification or licensure both at the initial and the advanced levels. The unit is primarily housed within the Division of Education, but it also incorporates programs from other departments in the university. The respective content and methods courses for these programs are planned and delivered by the appropriate department or division within the university. Working collaboratively is a cultural value that is instinctive to the people of northwest Oklahoma.

The unit's mission is to prepare effective teachers to serve in P-12 schools as leaders in making those schools effective in impacting student learning. Consistent with the university's mission, the unit has designed its program with an emphasis on technology, cultural diversity, research-based knowledge, and leadership skills, which are key components in preparing candidates for the changing climate of northwest Oklahoma and the world.

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



Northwestern Oklahoma State University was granted continuing accreditation at the initial level for seven years and continuing accreditation at the advanced level for 18 months

Cited areas for improvement:

- The unit does not have sufficient data related to the knowledge, skills, and professional dispositions of candidates. (Advanced Programs)
- The unit does not have an assessment system implemented to assess candidate performance, program quality, and unit operations. (Advanced Programs)
- Professional education faculty are not actively engaged in scholarly work that is appropriate for the mission of the unit and the institution.



Accreditation Status

Each educator 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 2015
Mid-America Christian University	State Continuing <i>(6 Areas for Improvement)</i>	Fall 2014
Northeastern State University	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Fall 2018
Northwestern Oklahoma State University	Focus Visit <i>(3 Areas for Improvement)</i>	Fall 2014
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 2020
Oklahoma City University	First NCATE/State Continuing <i>(1 Areas for Improvement)</i>	Spring 2019
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 2020
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>(4 Areas for Improvement)</i>	Spring 2017
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 2015/ 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.



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 300 recognized teacher preparation programs at universities in the state of Oklahoma.

The OCTP provides training on a regular basis to stakeholders from colleges and universities, P12 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. 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. The 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.



Year in Review

- Provided examinees/candidates web-based access to assessment results
- Facilitated subject-area focus groups for educator preparation faculty
- Provided subject-area assessment study groups for educator preparation candidates
- Administered over 19,000 exams across the state via six paper-based test administrations and six computer-based test administrations
- Expanded computer-based testing options to include two additional subject area exams
- Offered assessments for two new certification areas: Elementary Mathematics Specialist and Gifted Education
- Redeveloped Chemistry, Library-Media Specialist and Reading Specialist subject-area exams to align with up-to-date national standards

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 12 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. Test data for 2012-2013 can be found on the inside back cover.



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	17	58.8	10	100.0	14	71.4	41	73.2
Cameron University	66	74.2	55	100.0	198	89.4	319	88.1
East Central University	45	100.0	75	94.7	224	81.3	344	86.6
Langston University	12	75.0	7	71.4	33	42.4	52	53.8
Mid-America Christian University	15	93.3	11	100.0	20	85.0	46	91.3
Northeastern State University	149	86.69	259	98.5	579	86.9	987	89.9
Northwestern Oklahoma State University	25	72.0	53	100.0	138	79.7	216	83.8
Oklahoma Baptist University	77	92.2	56	96.4	127	90.6	260	92.3
Oklahoma Christian University	38	89.5	19	100.0	56	80.4	113	86.7
Oklahoma City University	17	100.0	26	96.2	35	91.4	78	94.9
Oklahoma Panhandle State University	22	77.3	9	100.0	25	80.0	56	82.1
Oklahoma State University	367	92.1	306	97.4	598	86.1	1,271	90.6
Oklahoma Wesleyan University	23	78.3	20	100.0	39	71.8	82	80.5
Oral Roberts University	40	87.5	39	100.0	104	86.5	183	89.6
Southeastern Oklahoma State University	60	86.7	91	96.7	251	78.9	402	84.1
Southern Nazarene University	44	90.9	23	100.0	138	79.7	205	84.4
Southwestern Oklahoma State University	89	85.4	84	94.0	335	82.1	508	84.6
St. Gregory's University	2	50.0	7	100.0	12	83.3	21	85.7
University of Central Oklahoma	189	85.7	202	97.0	456	86.6	847	88.9
University of Oklahoma	182	98.9	230	97.8	415	91.1	827	94.7
University of Science and Arts	17	94.1	40	95.0	75	84.0	132	88.6
University of Tulsa	29	96.6	33	87.9	66	90.9	128	91.4

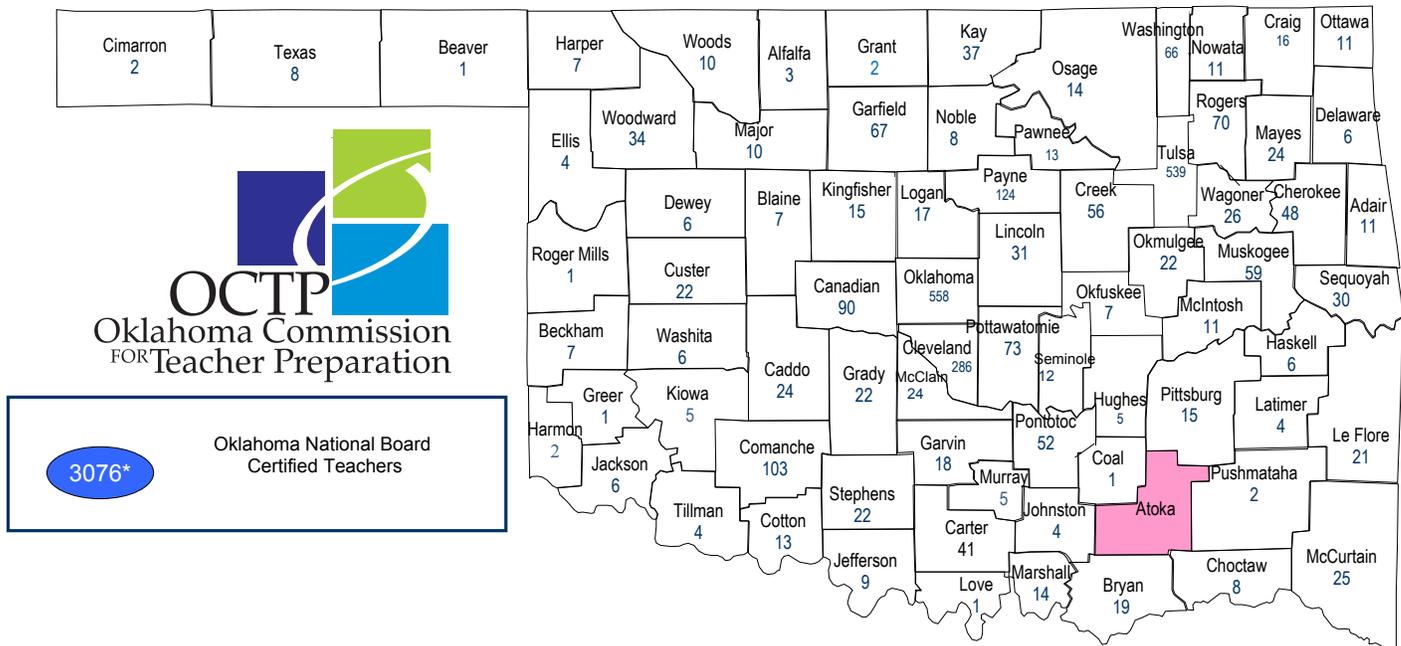
Additional assessment data tables can be found on Appendix pages 18-20.



Year in Review

- Oklahoma ranks 32nd nationwide in the number of new National Board Certified Teachers (20)
- Oklahoma ranks ninth in the total number of teachers (3076) who achieved certification over time
- Oklahoma National Board Certified Teachers (NBCT) 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: Tulsa (159), Norman (143), Oklahoma City (141), Edmond (139), and Moore (128)
- 57 NBCTs renewed certification, 309 total renewed NBCTs
- Provided professional development for over 200 National Board, *Take One* and Renewal candidates
- Provided 13 regional coordinators to support and facilitate professional development

Oklahoma National Board Certified Teachers



*120 Retired or teaching in Oklahoma, but living in bordering state



Education Leadership Oklahoma

Every child deserves an accomplished teacher – one who is qualified to prepare students for success in today’s world. NBPTS Standards and National Board Certification give teachers and schools the tools to define and measure teaching excellence. 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.



National Board Certification National Board Certification is an advanced teaching credential. Teachers must analyze their teaching context and students’ needs, submit videos of their teaching, and provide student work samples that demonstrate growth and achievement. The reflective analyses submitted must demonstrate: a strong command of content, the ability to design appropriate learning experiences that advance student learning, the use of assessments to inform instructional decision making, and partnerships with colleagues, parents and the community. Through this structured process, teachers expand and refine their content knowledge and pedagogy. The outcome is more powerful teaching that improves student achievement reflecting college and career readiness.



“I couldn’t have reached my goal of being an NBCT without the help and support of the OCTP. I attended every workshop put on by OCTP and my region coordinator for the last three years and found their willingness to answer questions, read entries, and support candidates to be invaluable. Throughout this process I have really learned to reflect on what I am teaching and apply any changes to better help my students. I gained a greater sense of knowing what my students are developmentally, physically, socially, and emotionally capable of doing. All this together has made me a better teacher for my students.”

Laura Payne, NBCT

Renewal occurs as National Board Certified teachers are in their eighth or ninth year. Renewing certification validates that the NBCT has continued professional practice and involvement in a way that is consistent with the rigorous National Board standards.

“The renewal process ensured me that I continued to grow as an educator – it kept me from becoming complacent as I continued to look for professional growth activities that would impact student learning through improved use of technology, strategies and styles of teaching.”

Dr Vallery Feltman, NBCT
Prague Schools
Business and Information Technology



Year in Review

- Awarded 23 Transforming Educator Development Grants to 15 educator preparation programs
- Piloted the Teacher Performance Assessment (edTPA) with three institutions and 150 student teachers
- Provided support to educator preparation programs piloting the edTPA and clinical alliance models

Oklahoma Clinical Alliance

Oklahoma was pleased to join the Council for the Accreditation of Educator Preparation (CAEP) in 2012. OCTP supports CAEP's efforts in implementing the recommendations of the NCATE Blue Ribbon Panel on Clinical Preparation, Partnerships and Improved Student Learning. With its focus on clinical preparation and partnership, the Alliance was able to lay a strong foundation of support in many states for the implementation of new rigorous accreditation standards. This alliance focuses on strategies for program innovation with emphases on leadership, collaboration, research, and development.

Goals of Oklahoma Clinical Alliance:

As a member of the Alliance for Clinical Teacher Preparation, Oklahoma will work toward the following goals of the Alliance:

- Promote the basic principles of clinical preparation and partnerships
- Actively participate in Alliance hosted meetings, program improvement opportunities and collaborative sharing activities
- Work collaboratively with CAEP staff in implementing a state work plan for developing and scaling clinical innovations
- Develop a "scale-up" plan to expand from a limited number of clinical teacher preparation partnerships to a state-wide system of clinical teacher preparation as a means for improving student learning – especially in high needs schools
- Share best practice models for clinically-based teacher preparation with the Alliance and the education community at large





Teacher Performance Assessment

The edTPA was developed by faculty and staff at the Stanford Center for Assessment, Learning, and Equity. Experience gained from over 25 years of developing performance-based assessments of teaching, including the National Board for Professional Teaching Standards, the Interstate Teacher Assessment and Support Consortium Standards portfolio, and the Performance Assessment for California Teachers provided the foundation for development of the assessment. More than 100 university faculty, national subject-matter organization representatives, and K-12 teachers participated in the design and review.

The edTPA is a preservice assessment process designed by educators to answer the essential question: “Is a new teacher ready for the job?” The edTPA includes a review of a teacher candidate’s authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate’s ability to effectively teach his/her subject matter to all students.

By focusing on the act of teaching, the edTPA complements existing entry-level assessments that focus on basic skills or subject-matter knowledge. The edTPA is comparable to entry-level licensing exams, such as medicine and law, that demand application of skills.

Goals of Teacher Performance Assessment:

As a nationally available teacher performance assessment, edTPA will:

- Help candidates develop the confidence and skills they need to be successful in urban, suburban, and rural schools
- Provide a uniform and evidence-based process that can be used across states to confirm that aspiring teachers demonstrate their readiness for the classroom
- Measure candidates’ ability to differentiate instruction for diverse learners, including English language learners and special education students
- Provide meaningful and consistent data that can be used to improve teacher education programs and renew program curriculum
- Create a body of evidence of teacher performance

Oklahoma State University and East Central University participated in the edTPA field test in the Spring of 2013





Appendix/ Index

Educator Preparation Programs

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				Bacone College	Cameron University	East Central University	Hillsdale Free Will Baptist College	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																		
P-12 Education	Special Education	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																					
		Middle Level Education																																										
		Middle Level Math																																										
		Gifted & Talented																																										
	Foreign Language	Mild-Moderate Disabilities	Mild-Moderate Disabilities	x	x		x		x	x	x				x		x	x			x	x																						
			Severe-Profound Disabilities																			x																						
			Deaf Education																					x	x																			
		Art	Art			x			x				x		x		x	x				x		x	x																			
			Dance																			x																						
			English As a Second Language																			x																						
			Spanish	x					x		x		x		x		x	x	x			x	x	x	x																			
			French	x									x		x		x					x	x		x																			
			German										x		x							x			x																			
Latin																																												
Music		Cherokee						x																																				
		Instrumental Music		x	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																				
Secondary Education		Physical Education/Health/Safety	Physical Education/Health/Safety	x	x	x	x	x	x	x	x		*	x	x	x	x	x	x		x		x	x																				
	Business					x															x		*																					
	English			x	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	x																				
	Science																																											
	Biology			x	x		x																																					
	Chemistry				x		x																																					
	Earth Science																																											
	Physics				x																																							
	Social Studies			x	x	x		x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x																				
	Speech/Drama/Debate			x					*		x				x						x		x																					
	Career and Technology Education	Agriculture							x					x	x																													
		Allied Health												x								x																						
		Business & Information Technology												x								x																						
		Family & Consumer Sciences			x									x								x																						
		Marketing Education												x																														
		Technology Engineering												x																														
		Trade and Industrial Arts												x								x																						
	Advanced Certification Areas	Education Administration - Building Level		x	x		x	x	x	x			x	x	x	x	x	x		x	x																							
		Education Administration - District Level			x				x					x		x		x			x	x																						
		Library Media Specialist			x				x					x							x	x																						
		Reading Specialist		x	x				x	x				x			x		x		x	x																						
School Counseling				x				x	x				x			x		x		x	x																							
School Psychology				x									x																															
School Psychometry				x														x			x																							
Speech Language Pathologist							x						x						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	104	83.7
Art	80	82.5
Vocal/General Music	79	69.6
Chemistry	72	56.9
Early Childhood Education	817	86.3
English	409	82.2
Earth Science	41	51.2
Family and Consumer Science	75	50.7
Biological Sciences	241	53.9
Advanced Mathematics	119	84.9
Physical Education/Health/Safety	308	70.1
Physical Science	78	75.6
Physics	33	51.5
Reading Specialist	122	97.5
Speech/Drama/Debate	71	64.8
US History/OK History/Econ/Govt	368	68.2
World History/Geography	214	61.2
Spanish	52	61.5
French	9	66.7
German	6	66.7
Russian	*	*
Latin	4	75.0
Middle Level English	150	71.3
Middle Level/Intermediate Math	425	57.6
Middle Level Science	169	42.0
Middle Level Social Studies	167	39.5
Blind/Visual Impairment	4	100.0
Mild-Moderate Disabilities	390	75.1
Deaf/Hard of Hearing	18	94.4
Severe-Profound Disabilities	107	91.6
Psychology/Sociology	66	65.2
School Psychologist	12	91.7
Psychometrist	22	95.5
Speech-Language Pathologist	*	*
Driver/Safety Education	47	83.0
Journalism	42	95.2
Library-Media Specialist	104	95.2
School Counselor	226	70.4
Business Education	138	84.8
Marketing Education	17	41.2
Agricultural Education	52	80.8
Technology Engineering	24	70.8
Principal Common Core	513	91.6
Elementary Principal Specialty Test	401	84.0
Middle Level Principal Specialty Test	22	77.3
Secondary Principal Specialty	392	65.6
Superintendent	140	84.3
Elementary Education Subtest 1	1,459	65.4
Elementary Education Subtest 2	1,161	93.9
OGET	3,628	85.0
OPTE: PK-8	1,505	93.9
OPTE: 6-12	1,044	95.5
English as a Second Language	109	82.6
Dance	18	100.0
Cherokee	5	60.0
Chinese (Mandarin)	6	100.0
Computer Science	13	38.5

Aggregate Pass Rates By Program Status

Oklahoma Professional Teaching Exam (OPTE)

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

Test	Program Status					
	Total		*Program		**Non-Program	
	N	%Pass	N	% Pass	N	% Pass
OPTE: PK-8	1,505	93.9	1,076	96.7	429	86.7
OPTE: 6-12	1,044	95.5	583	98.1	461	92.2
OVERALL OPTE	2,549	94.5	1,659	97.2	890	89.6

Oklahoma Subject Area Test (OSAT)

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

Category	Program Status					
	Overall		*Program		**Non-Program	
	N	%Pass	N	% Pass	N	% Pass
General	7,461	73.7	2,987	84.5	4,474	66.5
Vocational	306	72.2	47	78.7	259	71.0
Advanced	486	84.2	283	90.8	203	74.9
Administrator - Principal	1,328	81.4	628	84.2	700	78.9
Administrator – Superintendent	140	84.3	19	89.5	121	83.5
TOTAL	9,721	75.4	3,964	84.8	5,757	68.8

*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	81	87.7		23	69.6
Art	21	100.0		59	76.3
Vocal/General Music	42	88.1		37	48.6
Chemistry	16	75.0		56	51.8
Early Childhood Education	343	93.0		474	81.4
English	137	92.0		272	77.2
Earth Science	6	66.7		35	48.6
Family & Consumer Science	7	57.1		68	50.0
Biological Sciences	39	71.8		202	50.5
Advanced Mathematics	54	98.1		65	73.8
Phys Ed/Health/ Safety	123	76.4		185	65.9
Physical Science	6	100.0		72	73.6
Physics	1	100.0		32	50.0
Reading Specialist	88	100.0		34	91.2
Speech/Drama/ Debate	15	73.3		56	62.5
US Hist/OK Hist/Econ/Govt	120	85.8		248	59.7
World History/Geography	88	70.5		126	54.8
Spanish	13	53.8		39	64.1
French	5	80.0		4	50.0
German	2	0.0		4	100.0
Russian	*	*		*	*
Latin	*	*		4	75.0
Middle Level English	13	76.9		137	70.8
Mid Level/ Intermediate Math	30	66.7		395	57.0
Middle Level Science	10	50.0		159	41.5
Middle Level Social Studies	10	60.0		157	38.2
Blind/Visual Impairment	*	*		4	100.0
Mild-Moderate Disabilities	91	84.6		299	72.2
Deaf/Hard of Hearing	9	88.9		9	100.0
Severe-Profound Disabilities	15	86.7		92	92.4
Psychology/ Sociology	2	50.0		64	65.6
School Psychologist	7	85.7		5	100.0
Psychometrist	18	94.4		4	100.0
Driver/Safety Education	2	50.0		45	84.4
Journalism	3	100.0		39	94.9
Library-Media Specialist	67	98.5		37	89.2
School Counselor	103	77.7		123	64.2
Business Education	8	87.5		130	84.6
Marketing Education	*	*		17	41.2
Agricultural Education	32	81.3		20	80.0
Technology Engineering	*	*		24	70.8
Principal Common Core	249	92.4		264	90.9
Elementary Principal Test	193	84.5		208	83.7
Middle Level Principal Test	9	77.8		13	76.9
Secondary Principal Test	177	72.9		215	59.5
Superintendent	19	89.5		121	83.5
Elementary Ed Subtest 1	897	73.5		562	52.5
Elementary Ed Subtest 2	764	96.1		397	89.7
English as Second Language	16	93.8		93	80.6
Dance	8	100.0		10	100.0
Cherokee	3	66.7		2	50.0
Chinese (Mandarin)	2	100.0		4	100.0
Computer Science	*	*		13	38.5
OGET	1,904	87.8		1,724	82.0

*No Examinees Tested

Oklahoma Reading Test

Effective 2010, 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	
		N	%Pass
Bacone College	Early Childhood	1	100%
Cameron University	Early Childhood	9	100%
	Elementary Ed	30	100%
East Central University	Early Childhood	16	94%
	Elementary Ed	15	100%
	Special Ed	3	100%
Langston University	Elementary Ed	3	100%
Mid-America Christian University	Elementary Ed	6	100%
Northeastern State University	Early Childhood	69	77%
	Elementary Ed	127	75%
	Special Ed	23	82%
Northwestern Oklahoma State University	Early Childhood	9	44%
	Elementary Ed	13	77%
	Special Ed	6	66%
Oklahoma Baptist University	Early Childhood	6	100%
	Elementary Ed	13	100%
	Special Ed	12	100%
Oklahoma Christian University	Other	10	90%
	Early Childhood	1	100%
	Elementary Ed	1	100%
Oklahoma City University	Early Childhood	3	100%
	Elementary Ed	3	100%
	Other	4	100%
Oklahoma Panhandle State University	Elementary Ed	12	100%
Oklahoma State University	Early Childhood	37	100%
	Elementary Ed	158	99%
	Special Ed	3	100%
Oklahoma Wesleyan University	Elementary Ed	7	100%
Oral Roberts University	Early Childhood	1	100%
	Elementary Ed	29	100%
	Special Ed	1	100%
Southeastern Oklahoma State University	Early Childhood	1	100%
	Elementary Ed	73	95%
	Special Ed	8	100%
Southern Nazarene University	Elementary Ed	13	100%
Southwestern Oklahoma State University	Early Childhood	21	100%
	Elementary Ed	35	100%
	Special Ed	2	100%
St. Gregory's University	Elementary Ed	3	100%
University of Central Oklahoma	Early Childhood	51	88%
	Elementary Ed	59	97%
	Special Ed	21	90%
University of Oklahoma	Early Childhood	45	100%
	Elementary Ed	111	100%
University of Science and Arts	Early Childhood	4	100%
	Elementary Ed	20	100%
	Special Ed	5	100%
University of Tulsa	Elementary Ed	10	100%
	Special Education	1	33%



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