

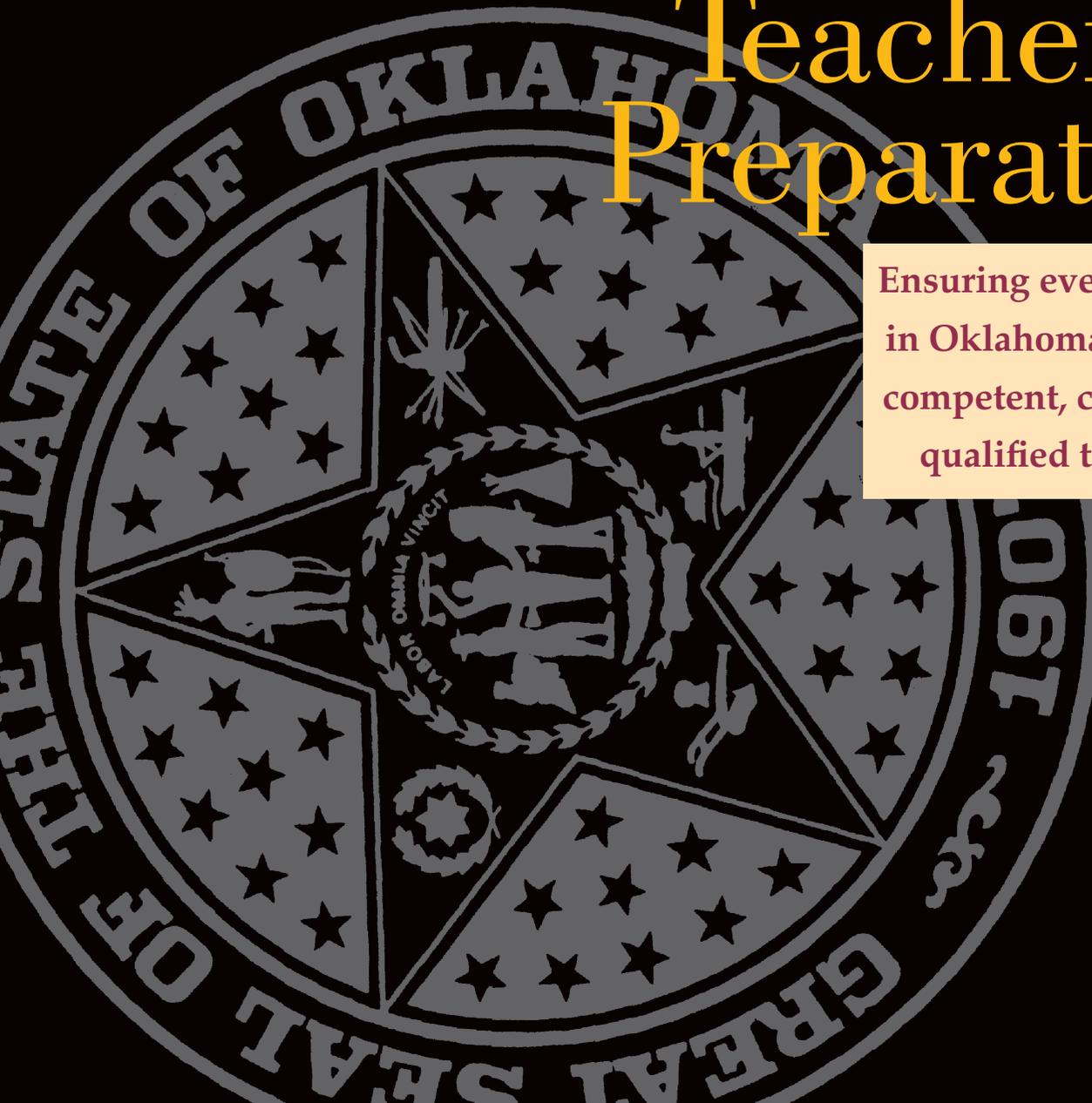
2008 Annual Report

Oklahoma
Commission

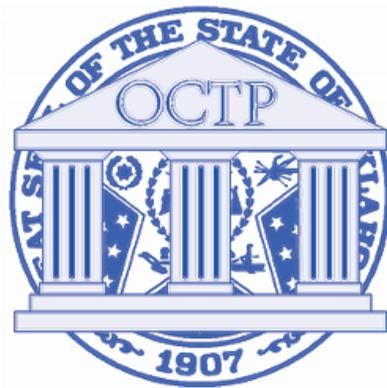
for

Teacher Preparation

Ensuring every student
in Oklahoma access to
competent, caring, and
qualified teachers.



Oklahoma
Commission
for **Teacher
Preparation**



3545 N.W. 58th Street, Suite 200
Oklahoma City, Oklahoma 73112-4725
www.octp.org

Agency Management

Mr. Ted Gillispie, Executive Director

Ms. Linda Reid, NBCT, Director of Program Accreditation

Ms. Renée Launey-Rodolf, Director of Assessment

Dr. Teena F. Nations, Director of Professional Development

Ms. Jennifer Gambrell, NBCT, Coordinator, Education Leadership Oklahoma

Ms. Barbara Taft, Manager of Administrative Services



2008

Annual Report

Oklahoma
Commission

for **Teacher
Preparation**

Student Success Through Quality Teaching

Student Success Through Quality Teaching

Certification Examinations

for Oklahoma Educators (CEOE)

Visit www.ceoe.nesinc.com

for information about:
registration deadlines,
score reporting, testing fees
and study guides.



TEST DATES

SEPTEMBER 6, 2008

NOVEMBER 8, 2008

FEBRUARY 7, 2009

APRIL 18, 2009

MAY 30, 2009

JULY 25, 2009

Oklahoma Commission for Teacher Preparation
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OCTP 2008 Annual Report

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

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



Commission Members, 2008-2009

Ms. Linda Sholar, Stillwater, Chair

Dr. Debbie Blue, Shawnee, Vice Chair

Mr. Barry Beauchamp, Lawton

Ms. Julia Carpenter, Oklahoma City

Ms. Judith Chalmers, Edmond

Ms. Tracy Dakil, Chickasha

Mr. Weldon Davis, Bethany

Ms. Carrie DeMuth, Stillwater

Dr. Sandy Johnson, Oklahoma City

Mr. John Kennedy, Oklahoma City

Mr. John Massey, Durant

Ms. Gayle Miles-Scott, Oklahoma City

Dr. Chris Ormsbee, Stillwater

Mr. William Stuart Price, Tulsa

Mr. Sonny Richards, Stringtown

Dr. Peter Sherwood, Stillwater

Ms. Teresa Gandara, Muskogee

Mr. Reed Downey, Oklahoma City

Dr. Barbara Ware, Ponca City

Ms. Leahna West, Ada

Ex-Officio Members

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

(Ms. Kimberly Sadler, Designee)

Ms. Sandy Garrett, State Superintendent of Public Instruction

(Dr. Ramona Paul, Designee)

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

(Dr. Lisa Holder, Designee)

OCTP 2008 Annual Report

Agency Mission

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

Agency Vision

Student success through quality teaching

Agency Values and Behaviors

■ OCTP values student success.

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

■ OCTP values the cultivation of learning and critical analysis.

A priority is placed on pertinent and current knowledge of national standards and teacher quality issues.

■ OCTP values the importance of networking.

Working with the Governor's office, the Legislature, and national and state organizations ensures the implementation of critical education reform in Oklahoma.

■ OCTP values the critical nature of working partnerships.

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

■ OCTP values service.

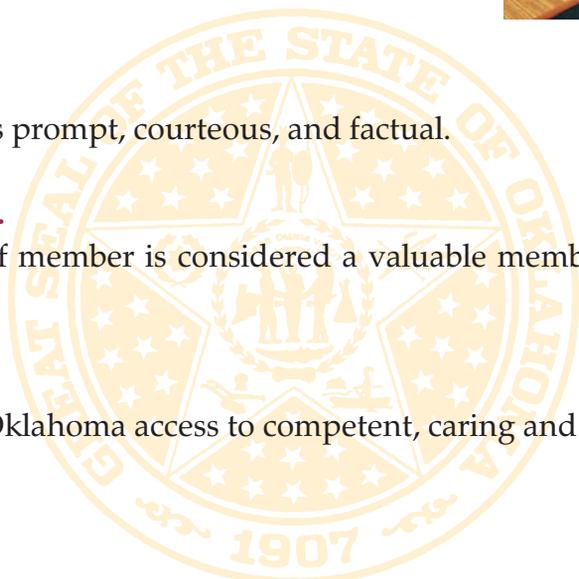
Interaction with customers is prompt, courteous, and factual.

■ OCTP values team building.

Each commissioner and staff member is considered a valuable member and contributor to organizational decisions.

■ OCTP Pledge

To ensure every student in Oklahoma access to competent, caring and qualified teachers



Program Accreditation

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

Unit Accreditation

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



National Council for the Accreditation of Teacher Education (NCATE) Standards

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Standard 2: Assessment System and Unit Evaluation

Standard 3: Field Experiences and Clinical Practice

Standard 4: Diversity

Standard 5: Faculty Qualifications, Performance, and Development

Standard 6: Unit Governance and Resources

Oklahoma State Requirements

Requirement 1: Candidate Portfolios

Requirement 2: Foreign Language Requirement

Requirement 3: Annual Public Forum

Requirement 4: Content Preparation

Requirement 5: Advisement

Requirement 6: Field Experiences

Requirement 7: Admission Requirements

Requirement 8: Exit Requirements

Requirement 9: Faculty Professional Development

Requirement 10: Alternative Placement Program

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, an accreditation team must review all teacher preparation programs every seven years. These accreditation teams are composed of education professionals who have received Board of Examiner training in the National Council for Accreditation of Teacher Education (NCATE) standards. The Commission plans a formal training in this process every year. The trainings typically include representatives from all 22 institutions offering teacher education programs as well as representatives from the State Board of Regents, the State Department of Education, the Oklahoma Education Association, Professional Oklahoma Educators, and National Board Certified Teachers. In order to better understand the accreditation process, OCTP Commissioners and members of the Program Accreditation Committee also complete Board of Examiners training. In February 2008 over 50 individuals attended a training facilitated by Dr. Antoinette Mitchell, NCATE Associate Vice President for Accreditation. The next training is scheduled for February 2009.

Accreditation Decisions 2007-2008

St. Gregory's University
Continuing State Accreditation

Langston University
Continuing State/Initial NCATE Accreditation

University of Tulsa
Continuing State Accreditation

Accreditation Decisions 2007-2008

St. Gregory's University

St. Gregory's University (SGU) is a small, private Roman Catholic university located in Shawnee, Oklahoma, a community of about 30,000 residents located approximately 35 miles east of Oklahoma City.

St. Gregory's is Oklahoma's oldest institution of higher education, established as Sacred Heart College in 1875, and is the only Catholic university in Oklahoma and Arkansas. The university offers a liberal arts education, through both bachelor's and master's degrees, in the tradition of the educational institutions of the Benedictine Order. SGU maintains a close relationship with members of the St. Gregory's Abbey. In August of 1997, the former two-year St. Gregory's College became a four-year university accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The 2007 total enrollment was approximately 850 and will cap at 1,000 students. While having undergone substantial growth since 1995, St. Gregory's has maintained small class sizes, with a class size of no more than 30 students and a high faculty/student ratio of 11/1. SGU has implemented an undergraduate Personalized Degree Program. This program allows students to take a core discipline of liberal arts, then cross disciplines to design a degree specifically tailored to their future goals.

The Department of Education is the unit responsible for managing or coordinating all programs offered for the preparation of teachers. The teacher education unit originally received state accreditation during the 2002 school year. Currently, the unit offers undergraduate programs leading to bachelor's degrees and initial licensure in elementary education, secondary English, secondary biology/life sciences, secondary math, and secondary social studies.

The site visit was conducted by an Oklahoma State Board of Examiners (BOE) team.

Observations made by the BOE team:

- Collaboration between the unit and its school partners takes place on several levels, formally and informally, related to field experiences and clinical practice. The design, implementation, and evaluation of such experiences promote relationship building between and among SGU, teacher candidates, and mentor teachers.
- As the focus of the Department of Education is to produce Reflective Practitioners, opportunities are provided on an on-going basis for personal and shared reflections related to candidates' development and demonstration of knowledge, skills, and dispositions to help all students learn.
- Unit faculty have extensive academic backgrounds with all but three holding doctoral degrees. All faculty and candidates are actively involved in providing assistance to area schools and educators, professional development, and service to St. Gregory's University community in accordance with the university mission and unit conceptual framework.

The BOE Team indicated these areas for improvement:

- Data was insufficient to clearly ascertain the impact of candidate field and student teaching experiences on student learning.
- The Unit Assessment System is not clearly aligned with the elements of the Conceptual Framework.
- The assessment system does not clearly define which data will be aggregated.



St. Gregory's University was granted continuing accreditation by OCTP.

Accreditation Decisions 2007-2008

Langston University

Langston University, a historically-black university, is located in rural Logan County, in north central Oklahoma, approximately ten miles northeast of Guthrie and approximately 43 miles northeast of Oklahoma City. The university also has two upper-division urban campuses in Oklahoma City and Tulsa.

Langston was founded as a land grant college through the Morrill Act of 1890 and was officially established by House Bill 1551 on March 12, 1897, as the Colored Agricultural and Normal University. In 1941, the name of the school was officially changed to Langston University. Langston gained its initial full accreditation as a baccalaureate degree-granting institution from the Higher Learning Commission of the North Central Association of Colleges and Schools in 1948.



Langston University is one of 117 Historically Black Colleges and Universities (HBCUs) in the United States and the only one in Oklahoma. The purpose of the university upon its founding was to instruct “both male and female colored persons in the art of teaching various branches which pertain to a common school education and in such higher education as may be deemed advisable, and in the fundamental laws of the United States in the rights and duties of citizens in the agricultural, mechanical and industrial arts.” Langston’s purposes have been modified over time to accommodate the educational needs of the citizens of Oklahoma and the world. In the fall of 2006, Langston University enrolled students from twenty-one different Oklahoma counties, thirty-eight states, and fifty-one countries.

The teacher education unit, housed within the School of Education and Behavioral Sciences, is responsible for teacher preparation programs in early childhood, elementary, English, mathematics, family and consumer sciences, science (biology and chemistry), and technology education, as well as elementary-secondary (P-12) programs in music, health and physical education, and special education. In addition, the unit houses the master’s of education degree (M.Ed.).

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

Observations made by the BOE team:

- All sources of evidence indicate that candidates in both the initial and advanced programs possess the knowledge, skills and dispositions necessary to fulfill their necessary roles in the P-12 setting with much success.
- There is clear evidence of a structured program of coursework, field work, and clinical practice that produces candidates with the knowledge, skills, and dispositions to teach in both rural and urban environments.
- For both initial and advanced level programs, the unit has designed programs of study rich in diversity coursework and assessments in order to build candidate proficiencies for the state, and national standards related to diversity.
- Throughout the unit, faculty model best professional practice in the areas of scholarship, service, and teaching.

The BOE Team indicated these areas for improvement:

- There is little evidence to support that the assessment system was developed in collaboration with the professional community.
- The assessment system does not indicate how data are regularly analyzed to improve unit operations.
- There is limited evidence to document that faculty loads are in compliance with 12 hours for faculty teaching undergraduate courses and nine hours for faculty teaching graduate courses.

Langston University was granted continuing accreditation by OCTP and initial accreditation by NCATE.

Accreditation Decisions 2007-2008

The University of Tulsa

The University of Tulsa (TU) is a private, doctoral-degree granting institution with a covenant relationship to the Presbyterian Church. The campus is located two miles east of downtown Tulsa, a city in northeastern Oklahoma with a metropolitan area population of approximately 850,000. TU is accredited by the North Central Association of Colleges and Schools (NCA).

The university has its roots in the Presbyterian School for Indian Girls, a small boarding school in Muskogee, Indian Territory founded in 1882. In 1894 the academic status was elevated to that of Henry Kendall College. In the years that followed, financial difficulties prompted school officials to seek a new location. Successfully courted by the business and professional community of Tulsa, which was booming after the discovery of oil in the area, the college relocated to Tulsa in 1907, the year of Oklahoma's statehood. In 1920

Henry Kendall College and McFarland College affiliated under the common name of the University of Tulsa.

The university's mission reflects these core values: excellence in scholarship, dedication to free inquiry, integrity of character, and commitment to humanity (University of Tulsa Mission, 1999).

The teacher education unit is housed in the School of Education in the Henry Kendall College of Arts and Sciences. The unit is chaired by the Dean of the College of Arts and Sciences. The School of Education is one of the largest programs in the College of Arts and Sciences and prepares teachers in the areas of elementary education, health and physical education, instrumental and vocal music, deaf education, and speech language pathology. In addition to the above programs, the School of Education has programs accredited by the Teacher Education Accreditation Council (TEAC) in art, mathematics, science, social studies, foreign language, speech and debate, and school counseling.

The site visit was conducted by an Oklahoma State Board of Examiners (BOE) team.

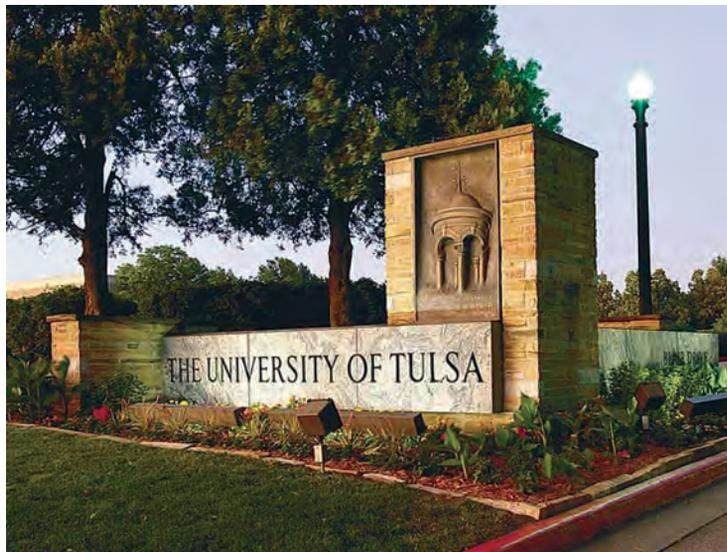
Observations made by the BOE team:

- The revised conceptual framework, adopted in 2004, strongly affirms the university's mission statement and more clearly aligns with it. The core values of the university—excellence in scholarship, dedication to free inquiry, integrity of character, and commitment to humanity—are central to the mission, operations, and outcomes of the School of Education.
- The unit has made commendable improvements in its assessment system. The updated assessment system collects a rich amount of data—more than 300 data points arranged in six data bases.
- The unit's assessment system provides data to inform program development and improvement as well as unit operations. The unit is continuing to develop procedures to maintain the system, educate both candidates and faculty in its use, and continue collaboration with its professional community in further refinements when analysis of the data indicate a need.

The BOE Team indicated these areas for improvement:

- None

The University of Tulsa was granted continuing accreditation by OCTP.



Accreditation Status Report

Institution	Status	Next Site Visit
Bacone College (BC)*	State Continuing	Spring 2009
Cameron University (CU)	NCATE/State Continuing	Fall 2015
East Central University (ECU)	NCATE/State Continuing	Fall 2013
Langston University (LU)	NCATE Initial/State Continuing	Fall 2013
Mid-America Christian University (MACU)*	State Continuing	Fall 2013
Northeastern State University (NSU)	NCATE/State Continuing	Fall 2011
Northwestern Oklahoma State University (NWOSU)	NCATE/State Continuing	Fall 2012
Oklahoma Baptist University (OBU)	NCATE/State Continuing	Fall 2016
Oklahoma Christian University (OC)	NCATE/State Continuing	Spring 2013
Oklahoma City University (OCU)*	State Continuing	Spring 2012
Oklahoma Panhandle State University (OPSU)	NCATE/State Continuing	Fall 2016
Oklahoma State University (OSU)	NCATE/State Continuing	Spring 2014
Oklahoma Wesleyan University (OWU)	NCATE/State Continuing	Spring 2016
Oral Roberts University (ORU)	NCATE/State Continuing	Fall 2014
Southeastern Oklahoma State University (SOSU)	NCATE/State Continuing	Spring 2010
Southern Nazarene University (SNU)	NCATE/State Continuing	Spring 2011
Southwestern Oklahoma State University (SWOSU)	NCATE/State Continuing	Spring 2013
St. Gregory's University (SGU)*	State Continuing	Fall 2015
University of Central Oklahoma (UCO)	NCATE/State Continuing	Spring 2016
University of Oklahoma (OU)	NCATE/State Continuing	Spring 2012
University of Science & Arts of Oklahoma (USAO)	NCATE/State Continuing	Fall 2016
University of Tulsa (TU)*	State Continuing	Spring 2014

* State Accreditation only

Portfolio Assessment

As part of each teacher candidate's educational experience, a portfolio is developed that emphasizes 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.

Trained evaluators assess each institution's portfolios. Evaluators seek evidence of the 15 Competencies to determine if the philosophy of the teacher education program is being realized in teacher candidates' educational experiences and to ensure that institutions are providing candidates with the necessary knowledge base to be successful teachers.

The following institution participated in a Portfolio assessment in 2007-2008:

Northeastern State University

Program Review

Each program area (e.g., math, reading, etc.) within a teacher education unit is required to submit a review as part of the assessment process. Individual programs are evaluated based on the standards of national learned societies and/or state approved standards. For example, the International Reading Association (IRA) has created a set of competencies that should guide all reading programs in Oklahoma. The standards of the IRA are then integrated with the Oklahoma State Competencies and an assessment measure for reading programs is created. For each learned society that is affiliated with NCATE this process has occurred. When a program is not directly affiliated through NCATE (e.g., driver's education), state standards 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. As the assessment process develops, it is our goal for all NCATE-affiliated schools to have multiple programs receive national recognition. Currently, there are well over 300 teacher preparation programs at universities in the state of Oklahoma.

Program 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. The PRAB meets a minimum of once each semester. Members are approved by the Program Accreditation Committee and serve for an initial two-year term.

Professional Development in Program Approval

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

National Council for Accreditation of Teacher Education
American Alliance for Health, Physical Education,
Recreation, and Dance
American Council on the Teaching of Foreign Languages
Association for Childhood Education International
Council for Exceptional Children
Educational Leadership Constituent Council
International Reading Association
National Association for the Education of Young Children
National Council for the Social Studies
National Council of Teachers of English
National Council of Teachers of Mathematics
National Science Teachers Association
Teachers of English to Speakers of Other Languages

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

Program Areas Offered by Institution

Bacone College

Early Childhood
Elementary Education
Physical Education/Health/Safety



Cameron University

Early Childhood
Education Administration
Elementary Education
English
Foreign Language
Mathematics
Physical Education/Health/Safety
Reading Specialist
Science



Social Studies
Special Education

East Central University

Art
Early Childhood
Education Administration
Elementary Education
English
Family and Consumer Science
Library Media Specialist (Advanced)
Mathematics
Music
Physical Education/Health/Safety



Reading Specialist
School Counselor School
Psychology
School Psychometry
Science
Social Studies
Special Education
Speech/Drama/Debate

Langston University

Early Childhood
Elementary Education
English
Family and Consumer Science
Mathematics
Music
Physical Education/Health/Safety
Science



Special Education
Technology Education

Mid-America Christian University

Elementary Education
English
Mathematics
Music
Social Studies



Northeastern State University

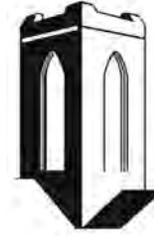
Art
Early Childhood (Initial)
Early Childhood (Advanced)
Education Administration
Elementary Education
English
Foreign Language
Library Media Specialist (Advanced)
Mathematics
Music
Physical Education/Health/Safety
Reading Specialist
School Counselor



Science
Social Studies
Special Education
Special Education (Advanced)
Speech/Drama/Debate
Speech-Language Pathology

Northwestern Oklahoma State University

Business
Early Childhood
Education Administration
Elementary Education
English
Mathematics
Music
Physical Education/Health/Safety
Reading Specialist
School Counseling
Science



Northwestern
Oklahoma
State
University

Social Studies
Special Education
Speech/Drama/Debate

Oklahoma Baptist University

Art
Early Childhood
Elementary Education
English
Foreign Language
Mathematics
Music



Oklahoma Baptist
UNIVERSITY

Physical Education/Health/
Safety
Science
Social Studies
Special Education

Oklahoma Christian University

Early Childhood
Elementary Education
English
Mathematics
Music
Physical Education
Science
Social Studies



OKLAHOMA CHRISTIAN UNIVERSITY
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Oklahoma City University

Art
Early Childhood
Elementary Education
English
Foreign Language
Mathematics
Music



OKLAHOMA CITY UNIVERSITY

Science
Social Studies
Speech/Drama/Debate

Oklahoma Panhandle State University

Agriculture
Business
Elementary Education
Mathematics
Physical Education/Health/Safety



Oklahoma State University

Agriculture
Art
Early Childhood
Education Administration
Elementary Education
English
Foreign Language
Gifted and Talented
Library Media Specialist (Advanced)
Mathematics
Physical Education/Health/Safety



Oklahoma State University, *continued*

Reading Specialist
School Counselor
School Psychology
School Psychometry
Science

Social Studies
Special Education
Speech & Language Pathology
Technology Education

Oklahoma Wesleyan University

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



Oral Roberts University

Art
Early Childhood
Education Administration
Elementary Education
English As A Second Language
Foreign Language
Mathematics
Music
Physical Education/Health/Safety



Science
Social Studies
Special Education
Speech/Drama/Debate

Saint Gregory's University

Elementary Education
English
Mathematics
Science
Social Studies



Southeastern Oklahoma State University

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



Southern Nazarene University

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



Southwestern Oklahoma State University

Art
Early Childhood
Education Administration
Elementary Education
English
Mathematics
Music
Physical Education/Health/Safety
School Counselor



School Psychometry
Science
Social Studies
Special Education

University of Central Oklahoma

Art
Business
Dance
Early Childhood
Early Childhood (Advanced)
Education Administration
Elementary Education
English
English As A Second Language
Family and Consumer Sciences
Foreign Language
Library Media Specialist (Advanced)
Mathematics
Music
Physical Education/Health/Safety
Reading Specialist



School Counselor
School Psychology
School Psychometry
Science
Social Studies
Special Education
Speech/Drama/Debate
Speech & Language Pathology

University of Oklahoma

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



University of Science and Arts of Oklahoma

Art
Deaf/Hard of Hearing
Early Childhood
Elementary Education
English
Mathematics
Music
Physical Education/Health/Safety
Science
Social Studies



University of Tulsa

Deaf/Hard of Hearing
Elementary Education
Music
Physical Education/Health/Safety
Speech & Language Pathology



Candidate Assessment

Certification for Oklahoma Educators

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

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

- The Oklahoma General Education Test (OGET) is designed to examine and assess competency in areas associated with general studies and education in liberal arts and sciences. The OGET is distinctive from many other examinations of this type in that critical thinking skills, as well as basic skills, are assessed.
- The Oklahoma Subject Area Tests (OSAT) are designed to assess subject-matter knowledge and skills.
- The Oklahoma Professional Teaching Exam (OPTE) is designed to assess professional knowledge and skills needed by entry-level educators. Candidates are assessed with respect to learners and the learning environment, instruction and assessment, and professional involvement.

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

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

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

In 2008 the Oklahoma Commission for Teacher Preparation added Chinese (Mandarin) to its Oklahoma Subject Area Tests. The exam was developed in collaboration with Evaluation Systems Group of Pearson and with the valuable assistance of Chinese educators from across the State. This new test joins six other World Language certification exams in Oklahoma's teacher certification testing program.

Exams that underwent redevelopment for 2007-2008 were: Middle Level English, Middle Level Social Studies, Reading Specialist and Deaf/Hard of Hearing.



Chinese Test Development Committee

Certification Examinations for Oklahoma Educators

September 2007 - August 2008

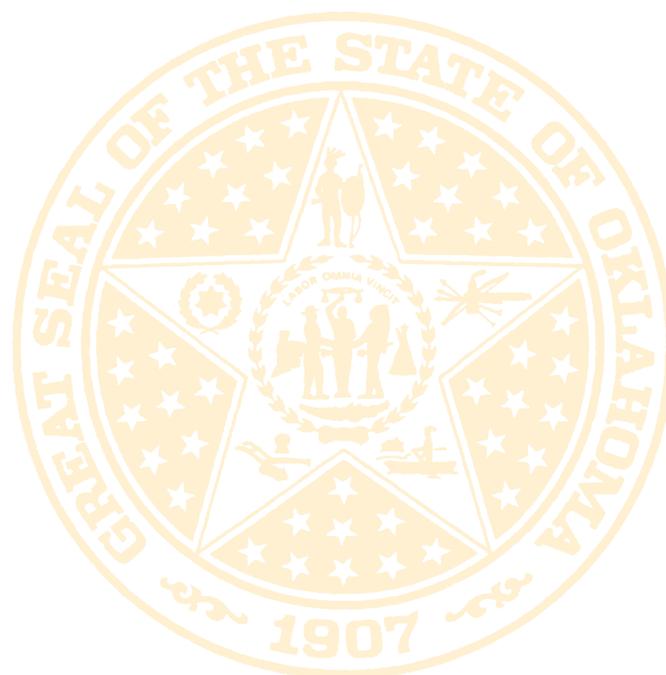
Aggregate Pass Rates By Test

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

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

TEST	N	% Pass
Instrumental/General Music	79	93.7
Art	139	79.1
Vocal/General Music	91	86.8
Chemistry	75	42.7
Early Childhood Education	1099	84.5
English	499	79.4
Earth Science	74	45.9
Family and Consumer Science	170	60.6
Biological Sciences	347	44.4
Advanced Mathematics	143	79.0
Physical Education/Health/Safety	497	80.3
Physical Science	111	72.1
Physics	42	61.9
Reading Specialist	127	81.9
Speech/Drama/Debate	120	65.0
US History/OK History/Econ/Govt	497	73.8
World History/Geography	297	46.5
Spanish	105	55.2
French	15	53.3
German	9	100.0
Russian	1	100.0
Latin	10	90.0
Middle Level English	241	75.5
Middle Level/Intermediate Math	689	58.9
Middle Level Science	290	62.1
Middle Level Social Studies	311	71.1
Blind/Visual Impairment	10	100.0
Mild-Moderate Disabilities	603	81.4
Deaf/Hard of Hearing	37	43.2
Severe-Profound Disabilities	115	84.3
Psychology/Sociology	194	63.4
School Psychologist	27	92.6
Psychometrist	32	84.5
Speech-Language Pathologist	12	66.7
Driver/Safety Education	130	75.4
Journalism	89	91.0
Library-Media Specialist	128	91.4

TEST	N	% Pass
School Counselor	296	90.2
Business Education	375	86.9
Marketing Education	44	52.3
Agricultural Education	91	100.0
Technology Education	53	64.2
Principal Common Core	452	85.4
Elementary Principal Specialty Test	313	74.1
Middle Level Principal Specialty Test	34	73.5
Secondary Principal Specialty Test	352	64.5
Superintendent	149	82.6
Elementary Education Subtest 1	1792	86.7
Elementary Education Subtest 2	1684	91.4
Dance	9	77.8
English as a Second Language	105	78.1
Cherokee	8	50.0
OPTE: PK-8	1776	92.2
OPTE: 6-12	1306	94.3
OGET	4867	85.0



Aggregate Pass Rate by Teacher Preparation Institutions

Examinees from twenty-two teacher education institutions participated in the assessment program.

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

	OGET		OPTE		OSAT		TOTAL	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass
Bacone College	13	84.6	9	77.8	14	71.4	36	77.8
Cameron University	45	86.7	50	96.0	72	95.8	167	93.4
East Central University	67	91.0	100	84.0	350	81.7	517	83.9
Langston University	40	50.0	7	71.4	30	63.3	77	57.1
Mid-America Christian University	5	40.0	2	100.0	13	100.0	20	85.0
Northeastern State University	141	90.1	375	96.5	773	92.1	1289	93.2
Northwestern Oklahoma State University	45	82.2	72	95.8	163	82.8	280	86.1
Oklahoma Baptist University	45	91.1	39	100.0	64	93.8	148	94.6
Oklahoma Christian University	37	94.6	35	100.0	73	97.3	145	97.2
Oklahoma City University	29	100.0	14	92.9	16	87.5	59	94.9
Oklahoma Panhandle State University	34	70.6	16	87.5	47	80.9	97	78.4
Oklahoma State University	399	92.2	323	95.0	540	88.1	1262	91.2
Oklahoma Wesleyan University	17	100.0	10	100.0	17	88.2	44	95.5
Oral Roberts University	35	94.3	32	100.0	74	91.9	141	94.3
Southeastern Oklahoma State University	70	74.3	137	97.1	281	84.0	488	86.3
Southern Nazarene University	40	95.0	15	100.0	53	71.7	108	84.3
Southwestern Oklahoma State University	106	81.1	108	95.4	391	85.9	605	86.8
St. Gregory's University	7	57.1	5	80.0	9	77.8	21	71.4
University of Central Oklahoma	243	90.5	208	98.1	451	90.2	902	92.1
University of Oklahoma	138	98.6	182	99.5	311	94.5	631	96.8
University of Science and Arts	26	92.3	52	100.0	72	91.7	150	94.7
University of Tulsa	36	91.7	30	93.3	43	90.7	109	91.7

Aggregate OPTE Pass Rates by Verification Status

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

Test	VERIFICATION STATUS					
	TOTAL		PROGRAM		NON-PROGRAM	
	N	% Pass	N	% Pass	N	% Pass
OPTE: PK-8	1,776	92.2	1,249	95.8	527	83.7
OPTE: 6-12	1,306	94.3	578	96.4	728	92.6
OVERALL OPTE	3,082	93.1	1,827	96.0	1,255	88.8

Aggregate Pass Rates by OSAT Category and Verification Status

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

Category	TOTAL		PROGRAM		NON-PROGRAM	
	N	% Pass	N	% Pass	N	% Pass
General	10,557	77.5	3,088	88.7	7,469	72.9
Vocational	733	78.7	63	85.7	670	78.1
Advanced	622	88.3	274	93.1	348	84.5
Administrator - Principal	1,151	75.6	491	81.3	660	71.4
Administrator - Superintendent	149	82.6	8	87.5	141	82.3
TOTAL	13,212	78.0	3,924	88.0	9,288	73.7

Aggregate OSAT Pass Rates by Certification

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

Test	*Certification Category															
	Total		Initial Certification		Alternative Certification		Additional Certification		Early Childhood/CDA		Out-of-State Candidate		Para-professional		Other/No response	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass	N	% Pass	N	%Pass	N	%Pass	N	%Pass
Instrumental/General Music	79	93.7	48	97.9	14	85.7	10	80.0	•	•	5	100.0	•	•	2	100.0
Art	139	79.1	39	76.9	52	88.5	42	71.4	•	•	2	100.0	•	•	4	50.0
Vocal/General Music	91	86.8	37	89.2	29	93.1	21	71.4	•	•	2	100.0	•	•	2	100.0
Chemistry	75	42.7	12	50.0	24	41.7	35	37.1	•	•	2	50.0	•	•	2	100.0
Early Childhood Education	1,099	84.5	496	90.1	114	71.9	401	82.5	21	47.6	34	97.1	2	100.0	31	77.4
English	499	79.4	149	87.2	166	81.9	168	68.5	•	•	12	91.7	•	•	4	100.0
Earth Science	74	45.9	20	35.0	13	46.2	38	50.0	•	•	1	100.0	•	•	2	50.0
Family and Consumer Science	170	60.6	22	68.2	102	52.9	39	71.8	•	•	2	100.0	•	•	5	80.0
Biological Sciences	347	44.4	77	61.0	139	47.5	125	30.4	•	•	2	50.0	•	•	4	50.0
Advanced Mathematics	143	79.0	78	89.7	34	76.5	28	53.6	•	•	1	100.0	•	•	2	50.0
Physical Education/Health/Safety	497	80.3	191	81.2	201	78.1	90	84.4	•	•	5	80.0	•	•	10	70.0
Physical Science	111	72.1	21	81.0	23	65.2	62	69.4	•	•	3	100.0	•	•	2	100.0
Physics	42	61.9	6	50.0	12	75.0	23	56.5	•	•	1	100.0	•	•	•	•
Reading Specialist	127	81.9	12	58.3	7	14.3	103	88.3	•	•	2	100.0	•	•	3	100.0
Speech/Drama/ Debate	120	65.0	21	61.9	58	58.6	38	76.3	•	•	2	100.0	•	•	1	0.0
US History/OK History/Econ/Govt	497	73.8	152	84.9	184	73.9	143	60.8	•	•	6	83.3	•	•	12	83.3
World History/ Geography	297	46.5	110	56.4	83	53.0	99	30.3	•	•	2	100.0	•	•	3	0.0
Spanish	105	55.2	28	64.3	42	54.8	28	42.9	•	•	4	100.0	•	•	3	33.3
French	15	53.3	6	50.0	4	75.0	3	66.7	•	•	2	0.0	•	•	•	•
German	9	100.0	3	100.0	2	100.0	3	100.0	•	•	•	•	•	•	1	100.0
Russian	1	100.0	•	•	•	•	1	100.0	•	•	•	•	•	•	•	•
Latin	10	90.0	1	100.0	8	100.0	•	•	•	•	•	•	•	•	1	0.0
Middle Level English	241	45.5	50	80.0	23	69.6	157	75.8	•	•	7	57.1	•	•	4	75.0
Middle Level/ Intermediate Math	689	58.9	130	55.4	111	64.9	418	57.7	•	•	12	100.0	•	•	18	50.0
Middle Level Science	290	62.1	46	58.7	76	75.0	160	57.5	•	•	3	33.3	•	•	5	60.0
Middle Level Social Studies	311	71.1	51	80.4	123	65.0	128	75.0	•	•	3	66.7	•	•	6	33.3

*Self-reported

NOTE: '•' = No examinees tested

Aggregate OSAT Pass Rates by Certification, *continued*

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

Test	*Certification Category															
	Total		Initial Certification		Alternative Certification		Additional Certification		Early Childhood/CDA		Out-of-State Candidate		Para-professional		Other/No response	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass	N	% Pass	N	%Pass	N	%Pass	N	%Pass
Blind/Visual Impairment	10	100.0	1	100.0	•	•	9	100.0	•	•	•	•	•	•	•	•
Mild-Moderate Disabilities	603	81.4	133	84.2	92	60.9	346	84.7	1	100.0	16	100.0	•	•	15	86.7
Deaf/Hard of Hearing	37	43.2	13	69.2	6	0.0	16	37.5	•	•	1	100.0	•	•	1	0.0
Severe-Profound Disabilities	115	84.3	26	80.8	14	71.4	65	87.7	•	•	8	100.0	•	•	2	50.0
Psychology/ Sociology	194	63.4	17	52.9	154	62.3	18	77.8	•	•	1	100.0	•	•	4	75.0
School Psychologist	27	92.6	4	100.0	•	•	20	90.0	•	•	•	•	•	•	3	100.0
Psychometrist	32	87.5	13	84.6	4	75.0	14	92.9	•	•	•	•	•	•	1	100.0
Speech-Language Pathologist	12	66.7	5	40.0	•	•	7	85.7	•	•	•	•	•	•	•	•
Driver/Safety Education	130	75.4	15	46.7	14	50.0	98	85.7	•	•	•	•	•	•	3	0.0
Journalism	89	91.0	2	50.0	78	91.0	8	100.0	•	•	•	•	•	•	1	100.0
Library-Media Specialist	128	91.4	11	81.8	10	90.0	102	93.1	•	•	4	100.0	•	•	1	0.0
School Counselor	296	90.2	34	91.2	89	86.5	162	92.0	•	•	8	100.0	•	•	3	66.7
Business Education	375	86.9	22	72.7	336	87.5	13	92.3	•	•	1	100.0	•	•	3	100.0
Marketing Education	44	52.3	1	100.0	26	42.3	16	62.5	•	•	•	•	•	•	1	100.0
Agricultural Education	91	100.0	36	100.0	39	100.0	10	100.0	•	•	•	•	•	•	6	100.0
Technology Education	53	64.2	6	16.7	19	78.9	26	61.5	•	•	1	100.0	•	•	1	100.0
Principal Common Core	452	85.4	47	91.5	19	100.0	370	84.1	•	•	5	100.0	•	•	11	72.7
Elementary Principal Specialty Test	313	74.1	29	93.1	10	100.0	265	71.7	•	•	5	60.0	•	•	4	50.0
Middle Level Principal Specialty Test	34	73.5	4	100.0	•	•	29	72.4	•	•	1	0.0	•	•	•	•
Secondary Principal Specialty Test	352	64.5	29	69.0	6	50.0	303	64.4	•	•	3	100.0	•	•	11	54.5
Superintendent	149	82.6	1	0.0	5	100.0	137	83.9	•	•	3	33.3	•	•	3	66.7
Elementary Ed Subtest 1	1,792	86.7	1104	88.1	217	86.6	333	84.7	1	100.0	77	88.3	•	•	60	68.3
Elementary Ed Subtest 2	1,684	91.4	1026	93.7	206	88.3	320	86.9	2	0.0	75	93.3	•	•	55	89.1
English as a Second Language	105	78.1	29	75.9	15	80.0	55	80.0	•	•	3	66.7	•	•	3	66.7
Dance	9	77.8	•	•	4	100.0	4	50.0	•	•	1	100.00	•	•	•	•
Cherokee	8	50.0	3	66.7	•	•	3	66.7	•	•	•	•	•	•	2	0.0
OVERALL OSAT	13,212	78.0	4,417	84.8	3,007	74.3	5,112	74.1	25	48.0	328	89.6	2	100.0	321	71.7

*Self Reported

NOTE: '•' = No examinees tested

Higher Expectations/Greater Needs

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

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

The following tables and graphs summarize the most critical part of the program evaluation: the effect of the program on the learning of K-8 students. For multi-year participants, the student outcome data are summarized on a longitudinal basis, permitting an analysis of the effects of the program over time. As is evident in the following tables and graphs, each Professional Development Institute (PDI) demonstrated important effects in student achievement.

Reading

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

Literacy First

Summary of Phonological Awareness Phonics Assessment For the 2007-08 Academic Year

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

Literacy First Phase IV Schools for the 2007-08 Academic Year

	Year Begin	End Year
Grade K	57% (Mid-year)	88%
Grade 1	63%	78%
Grade 2	59%	76%
Grade 3	62%	76%
Grade 4	57%	68%
Grade 5	73%	78%

Note: As students acquire Phonics and Phonological Awareness skills, fewer students are tested at each grade level.

	Year Begin	End Year
Grade K	8%	88%
Grade 1	61%	91%
Grade 2	76%	93%
Grade 3	84%	95%
Grade 4	71%	74%
Grade 5	78%	80%

Literacy First students in Phase IV schools made consistent growth in their phonics and phonological awareness (Tables 1 and 2). The Kindergarten made the greatest progress (31%) in Phonics with a mid-year to end-year assessment and in Phonological Awareness (80%). Grade 1 achieved the most gain (30%) in Phonological Awareness.

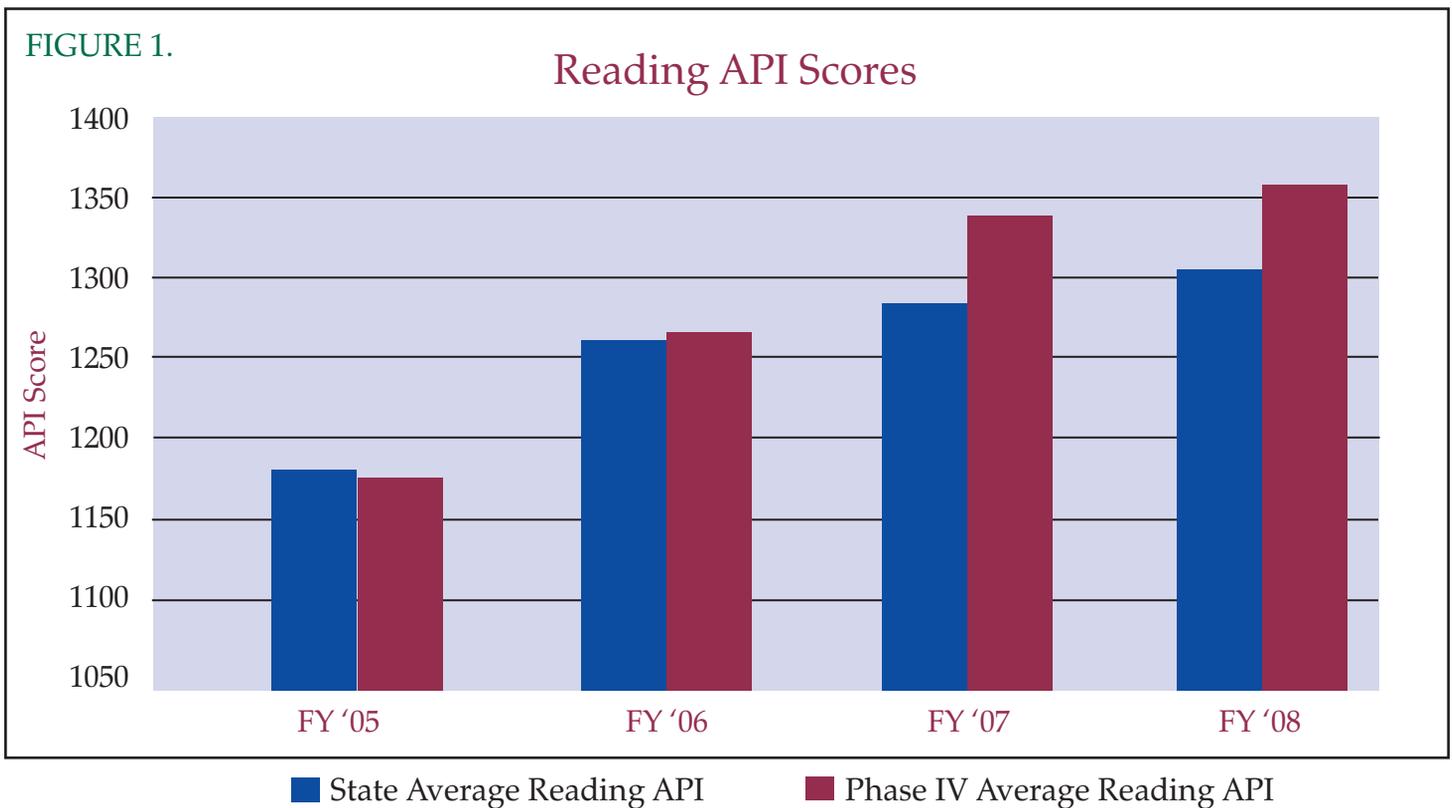
Professional Development

Literacy First Phase IV Schools Data

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

Reading API Scores Over 4 Years	FY '05	FY '06	FY '07	FY '08
State Average Reading API	1172	1263	1282	1315
Phase IV Average Reading API	1171	1270	1336	1366

Over the course of four years, the Literacy First Phase IV schools have steadily increased their Reading API scores at a yearly average of 65 points, making a total four year gain of 195 points. State scores have increased an average of 47 points each year with a total 143 point gain over the four year period. In 2005 Phase IV schools began with an average API below the State average; however, in three years Phase IV schools surpassed the State average by 51 points.



Professional Development

Literacy First Phase IV Schools Data

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

3rd Grade OCCT Reading Scores Over 4 Years	FY '05	FY '06	FY '07	FY '08
State Average 3rd Grade Reading Scores	86%	82%	87%	87%
Phase IV- Average 3rd Grade Reading Scores	82%	85%	92%	95%

Literacy First Phase IV schools have continuously demonstrated a positive trend on the 3rd grade Reading Oklahoma Core Curriculum Test (OCCT) raising their reading scores, exceeding the 2008 State average of 90%. It is important to note that the free and reduced lunch rate for all state 3rd graders was 56% in comparison to 73% for students attending Literacy First Phase IV schools.

FIGURE 2.

3rd Grade OCCT Reading Scores Over 4 Years

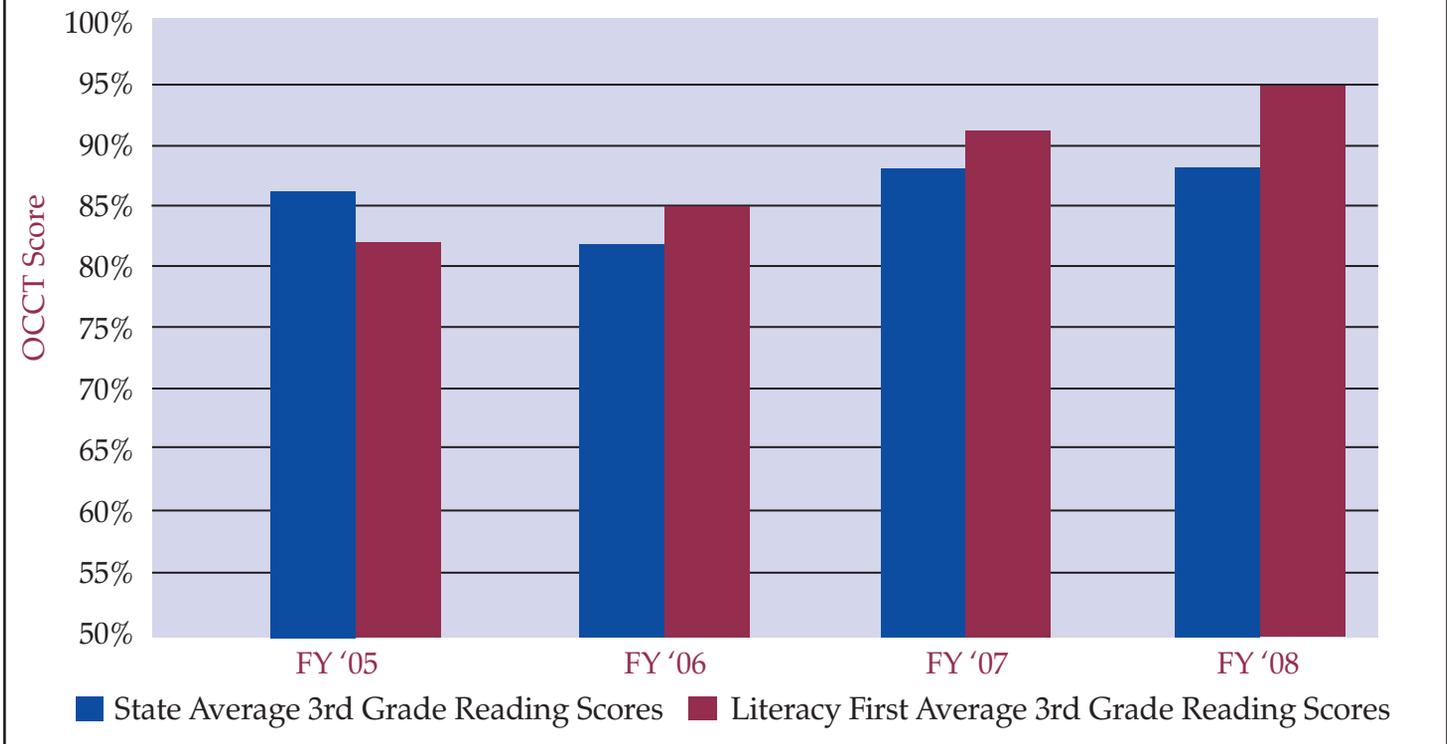


TABLE 5. Phase IV Schools: 3rd Grade OCCT Reading Test Percent in Each Scoring Category

Reading	FY '06	FY '07	FY '08
Advanced	6.42%	6.96%	8.56%
Satisfactory	78.38%	84.62%	85.96%
Limited Knowledge	12.50%	7.69%	5.14%
Unsatisfactory	2.70%	0.73%	0.34%

Note: Students in all of the Phase IV, Year 3 Literacy First schools have been combined across grade levels to calculate percentages. At the end of the Year 3 Literacy First process, Phase IV schools successfully reduced the percentage of students scoring in the Limited Knowledge and Unsatisfactory categories on the Reading OCCT from 15.2% to 5.5%, a decrease of 9.7% percentage points (Table 5).

Professional Development

Middle Level Math

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

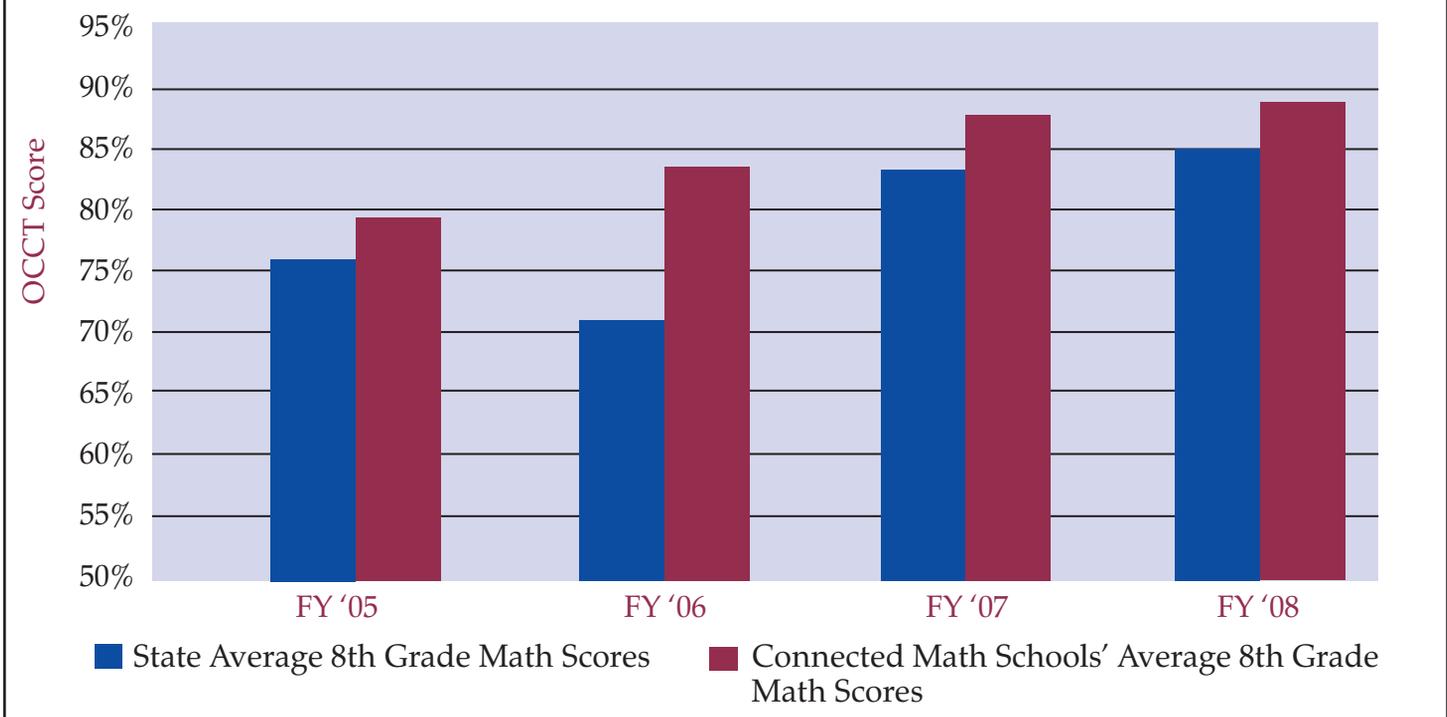
standing of important concepts and skills. It focuses on the improvement of teaching which includes the methods that teachers use in the classroom as well as content knowledge through the eight units of study. A 2004 United States Department of Education report indicated that *Connected Math* is one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

TABLE 6. Comparison Gains of 8th Grade Mathematics OCCT Scores

8th Grade OCCT Math Scores Over 4 Years	FY '05	FY '06	FY '07	FY '08
State Average 8th Grade Math Scores	76%	71%	83%	85%
Connected Math Schools' Average 8th Grade Math Scores	79%	83%	87%	88%

Over a four year period, schools participating in the Connected Mathematics professional development increased their 8th grade student OCCT scores by 9 percentage points and exceeded the State average by 3 percentage points in 2008.

FIGURE 3. 8th Grade OCCT Math Scores Over 4 Years



Professional Development

Inquiry Science

K20 Improving Science Across Oklahoma assists K-8 teachers in improving science instruction by providing intensive training in science content and inquiry processes with follow-up coaching and lesson study. Additionally, this program helps teachers improve science learning, as shown by increased student science scores. Approximately six elementary and two middle schools across Oklahoma are annually selected to participate in 10 days of professional development for teachers, which also includes training for the administrators. Integration of technology into the teaching of science and inquiry creates new ways for student engagement.

Elementary and middle schools receive Full Option Science System (FOSS) science kits and technology, such as a Smart Board and AlphaSmart Danas. Professional development includes how children learn, qualities of good science education, inquiry, kit use, technology integration, and lesson study. Learning teams are established at each participating school. Because the state science tests are administered at only two grade levels, the K20 Center and its participating schools administer pre and post standard assessments to students in grades 2-7. Included below is an analysis of science OCCT results from 2005 to 2008.

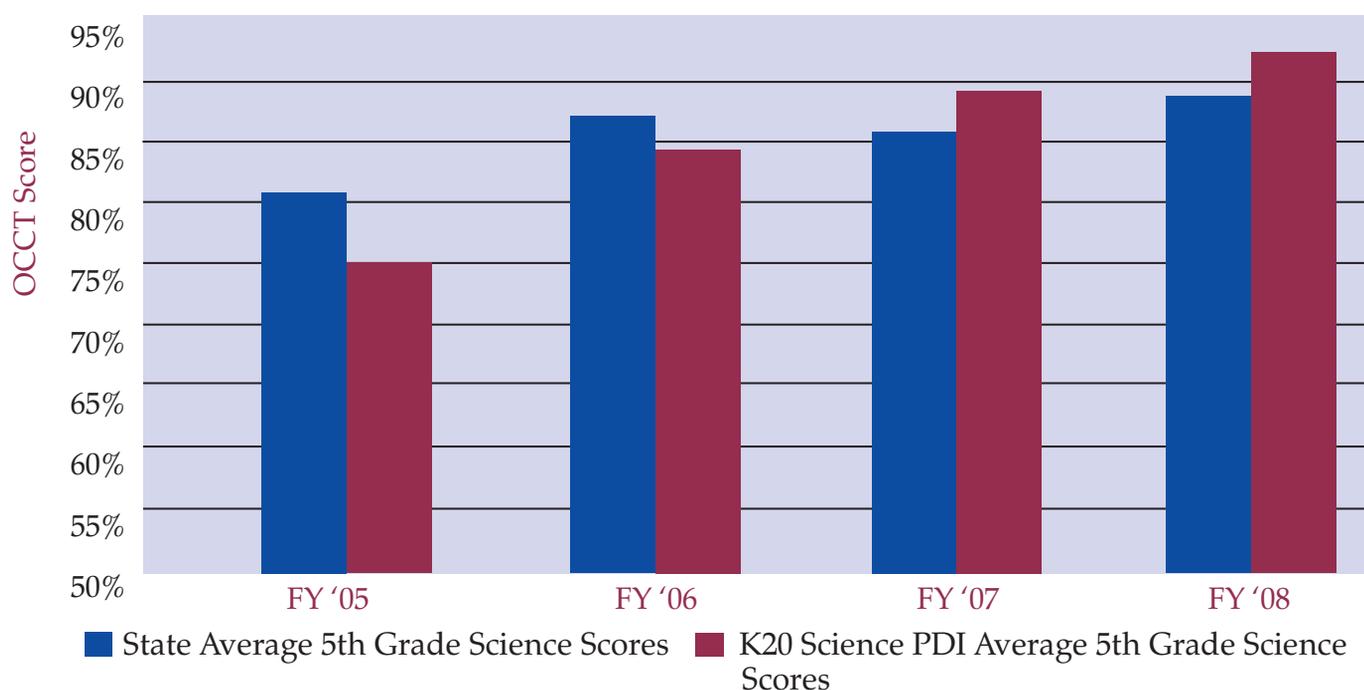
TABLE 7. Comparison Gains of 5th Grade Science OCCT Scores

5th Grade OCCT Science Scores Over 4 Years	FY '05	FY '06	FY '07	FY '08
State Average 5th Grade Science Scores	83%	87%	86%	88%
K20 Science PDI Average 5th Grade Science Scores	75%	84%	89%	92%

In 2005, schools participating in the K20 Science PDI overall scored well below the State OCCT average by 8 percentage points. However, by 2008 the K20 Science schools had raised their average OCCT science scores by 17 percentage points, 4 percentage points above the State average.

FIGURE 4.

5th Grade OCCT Science Scores



Professional Development

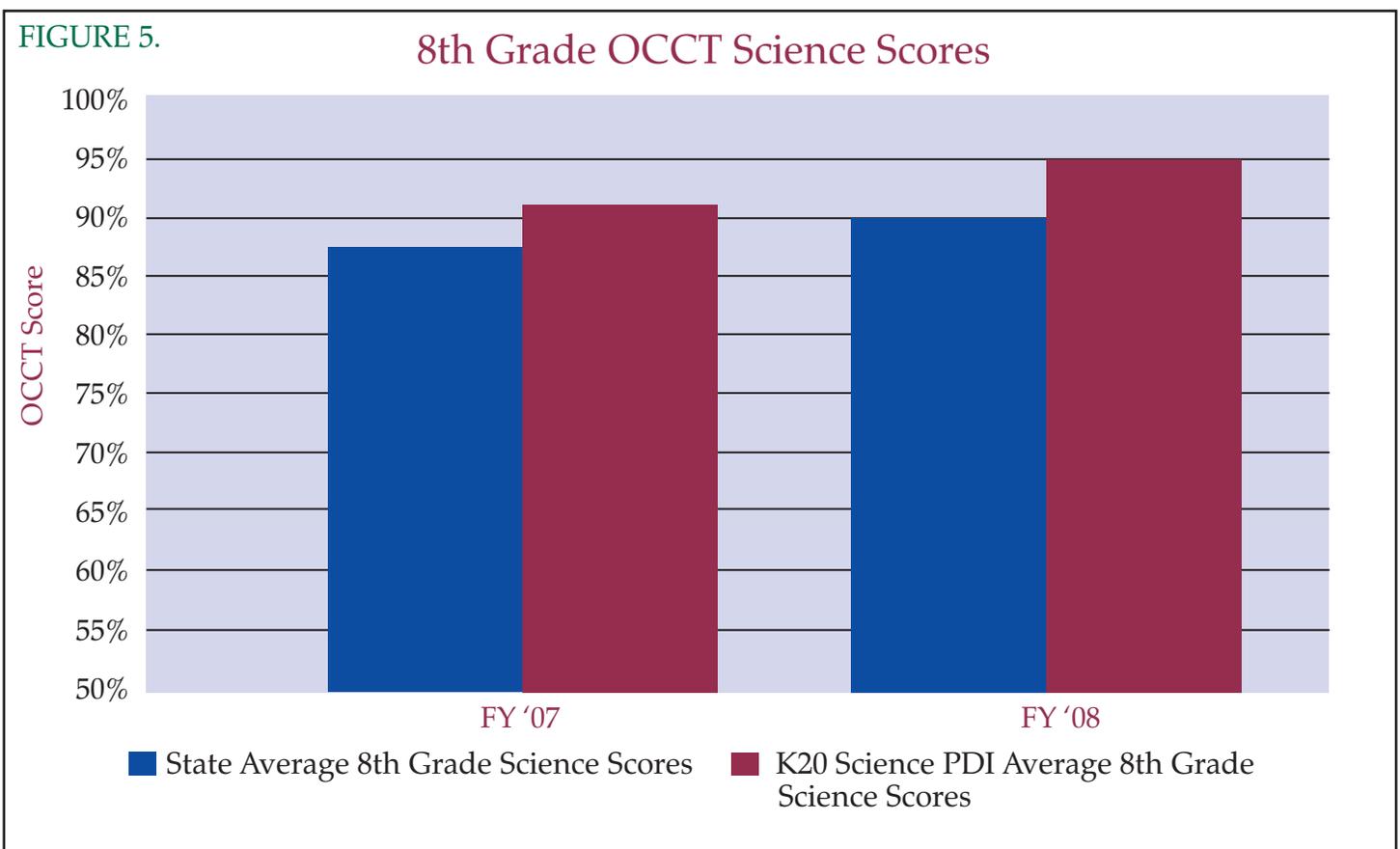
TABLE 8. Percent of students in each score category, pre-program (2006), mid-program (2007) and post-program (2008), OCCT Science Assessment, Grade 8

	FY '06	FY '07	FY '08
Proficient	91%	90%	95%
Advanced	10%	11%	15%
Satisfactory	80%	79%	80%
Limited Knowledge	8%	8%	4%
Unsatisfactory	2%	2%	1%

Note: Analysis included ten schools with a total number (N) of 331 in 2006, 399 in 2007, and 326 in 2008.

Table 8 provides data from eighth-grade students of Year 2 schools who demonstrated positive movement across OCCT scoring categories, especially in 2008. After Year 2 of the K20 program (2008), the greatest shift was a reduction of students scoring in the Limited Knowledge range with a similar increase in students scoring at the Advanced level.

Schools in their initial year of the K20 Science program demonstrated greater gains in their OCCT scores: from 75% to 92% proficient in Grade 5 (Figure 4 previous page) and from 90% to 95% proficient in Grade 8 (see Figure 5 below).



Oklahoma Mentoring Program Development and Implementation

Purpose/Mission:

The Oklahoma Mentoring Network (OMN) is currently expanding on Oklahoma's residency program for beginning teachers by developing and piloting a high quality, two-year mentoring program that is consistent, replicable, and sustainable throughout the state of Oklahoma. Elements of the mentoring program include enhancing the capacity of mentors to coach the beginning teacher, creating high-functioning learning communities, developing beginning teachers into high-quality professionals who improve student learning, and delivering professional development that sustains and supports all members of the Residency Committee for a minimum of two years. Innovations of this model include a partnership of universities, a state agency, and a teacher organization as well as an enhancement of the existing strengths of our Residency Program. The 2007-2008 school year was the first year of this two year program.

Tools for Coaching:

The Oklahoma Mentoring Network trains mentors in coaching skills so they can shine a spotlight on data, the classroom environment, and teacher-student interactions as a means of supporting early-career teachers in self-directed learning. The model has a similar underlying philosophy as the National Board Certification process: the mentor encourages the beginning teacher to reflect on what happens in the classroom to improve student learning. The ultimate goal is for the beginning teacher to become a fully-functioning member of the entire learning community, contributing to school initiatives and impacting student learning beyond the teacher's immediate classroom.



General Information about OMN:

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. In Oklahoma, a residency committee previously has been in place, but professional development wasn't available to assist mentors and leadership teams in honing the skills needed to assist new teachers. Thus, Oklahoma's Mentor Network provides critical support that can help new teachers be successful in the classroom.

Oklahoma's mentoring program is focused on improving student achievement through innovative methods, such as the development of an assessment that links a beginning teacher's overall development to student behaviors and learning. Investments in new teachers have a great impact on the quality of students' learning. Mentoring programs that enhance the capacity of new teachers increase student achievement. Components of the Oklahoma mentoring program include:

- Beginning Teacher Performance Standards
- A two-year mentoring program
- Training for mentors, principals, beginning teachers, higher education, and school-based leadership teams

School districts involved since 2007: Geary, Maysville, Newcastle, North Rock Creek, Purcell, Putnam City, Shawnee, South Rock Creek, Wayne, Westville, and Whitebead. School districts involved since 2008: Ardmore, Byng, Lawton, Mid-Del, and Sulphur.

Year Two

While the first year of the Oklahoma Mentoring Network focuses on beginning teacher and mentor relationships, the second year expands the impact to the school's entire learning community. The second-year process includes: Training of Trainers; Leadership Team Development and Professional Development for Leadership Teams.

Education Leadership Oklahoma

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

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

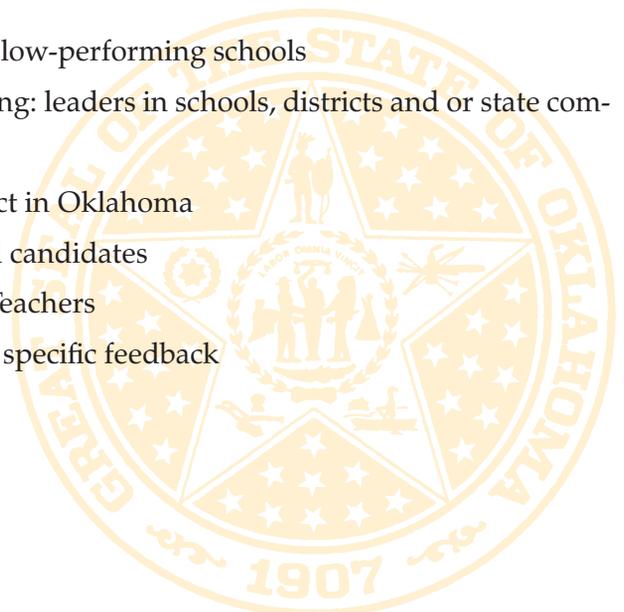
Oklahoma ranks eighth nationwide in the number of new National Board Certified Teachers (NBCTs) and ranks 10th in the total number of teachers (2,329) who achieved certification over time.

- Oklahoma NBCTs make up 5.7 percent of the state's teaching force
- Nearly 60 percent (58.4) of the state's NBCTs teach in Title I eligible schools
- The state's top five school districts in terms of the cumulative total of NBCTs are: Tulsa (131), Edmond (112), Norman (107), Moore (93), and Oklahoma City (93).



Education Leadership Goals

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



Education Leadership Oklahoma Highlights from 2007-2008

National Impact

Independent studies show students of NBCTs achieve higher on standardized tests than students of non-NBCTs. The National Board for Professional Teaching Standards (NBPTS) has had a positive impact on student achievement, teacher retention, and professional development, according to the most rigorous and comprehensive study to date of National Board Certification. The long-awaited report, released by the highly respected National Research Council (NRC) of the National Academies, affirms many of the positive findings by other research involving National Board Certification®.

According to the report, NBPTS Standards and National Board Certification have taken the culture of teaching to a higher level by creating national standards for the profession. The report, *Assessing Accomplished Teaching: Advanced-Level Certification Programs*, was produced by the NRC following a request by Congress to develop a framework for evaluating programs that offer advanced-level certification to teachers. NRC began work on the report in 2005 and spent the next 30 months gathering and evaluating information for the final document.

The committee found that students taught by NBCTs make higher gains on achievement tests than those taught by teachers who have not applied and those who did not achieve certification. According to the report, the “evidence is clear that National Board Certification distinguishes more effective teachers from less effective teachers with respect to student achievement.” The NRC acknowledged research showing that National Board Certification has a positive impact on teacher retention and, based on its analyses, noted that NBCTs are likely to stay in teaching longer than other teachers.

Additionally, the report found the National Board Certification process is an effective professional development experience that positively affects teaching practices. This finding is based on self-reported data from teachers and needs to be further corroborated with independent research. The NRC also noted the difficulty of computing the cost-effectiveness of National Board Certification and other teacher quality interventions. However, the committee observed that the costs of National Board Certification are likely lower than, and compare favorably to, Master’s degree programs.

State Impact

- **2,329 Total Number of Oklahoma National Board Certified Teachers**
- 400 Candidates were funded by the Oklahoma Legislature
- 364 First Time Scholarship Candidates completed the process
- 324 New National Board Certified Teachers
- 41 New Recertified National Board Certified Teachers
- 53 Total Recertified National Board Certified Teachers
- 75 of Oklahoma’s 77 Counties have a National Board Certified Teacher (NBCT) or a candidate
- 21 Oklahoma City teachers submitted “Take One” entries
- The Legislature continues to award a \$5,000 annual stipend to NBCTs who are fulltime classroom teachers in Oklahoma public schools

ELO Candidate Support/Technology

- “Trainer of Trainers” for National Board Candidate Professional Development
- Two day summer orientation programs for new candidates (in conjunction with Southeastern Oklahoma State University)
- Additional writing, portfolio and assessment professional development
- Eleven regional coordinators who coordinate and facilitate support, mentor and provide professional development
- Renewal professional development for NBCTs seeking recertification
- Advanced Candidates’ Workshop for advanced candidates
- Partnerships with Career Technology Centers and Oklahoma universities
- Partnership with Oklahoma City Public Schools for “Take One Targeted High Needs Initiative”
- Partnership with National Board to fund and support teachers in a high needs school in Oklahoma City Public Schools through the “Take One” process

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Student Success Through Quality Teaching



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